



Achievement for All, Learning Together, Learning for Life



## UKS2 Curriculum (Year 5 and 6)

[Cycle 2](#)

# KS2 Curriculum (Year 5 and 6)

## Cycle 2

### INTENT

See Reading Curriculum Road Map for supplementary texts

| Term 1 and 2<br>What makes a war?  | Term 3<br>What makes a hospitable environment?   | Term 4<br>Why are people drawn to London?   | Term 5<br>Who benefits from conservation?   | Term 6<br>Raiders or settlers: how should we remember the Vikings?   |   |
|--|--|---|---|--|---|
| <p><b>Event:</b> Chatham Dockyard</p> <p><b>Core Texts:</b> Letters from the Lighthouse, My Secret War Diary, Goodnight Mr Tom</p> <p><b>History:</b> What was life on the Home Front really like? Why is it so difficult to be sure?</p> <p><b>Science:</b> Forces and magnets</p> <p><b>Computing:</b> 6.2 Online Safety, 6.4 Blogging</p> <p><b>DT:</b> Making an Anderson Shelter</p> <p><b>RE:</b> Why do some people believe in God and some people not?</p> <p><b>Music:</b> Appraising War Music/ WW2 songs</p> <p><b>PSHE:</b> Being me in the world</p> <p><b>MFL:</b> Je me présente</p> <p><b>PE:</b> Football</p> | <p><b>Event:</b> WW2 Day</p> <p><b>Core Texts:</b> Once, Rose Blanche, The Piano</p> <p><b>Geography:</b> Why is Europe so good for holidays? When and where would you go?</p> <p><b>Science:</b> Light</p> <p><b>Computing:</b> 6.7 Quizzing</p> <p><b>Art:</b> Collage</p> <p><b>RE:</b> <u>Understanding Christianity: Kingdom of God:</u> For Christians, what kind of king is Jesus?</p> <p><b>Music:</b> WW2 songs/ Christmas songs</p> <p><b>PSHE:</b> Celebrating Difference</p> <p><b>MFL:</b> En Classe</p> <p><b>PE:</b> Gymnastics</p> | <p><b>Event:</b> No Ballet Shoes in Syria by Catherine Bruton, Holes by Louis Sachar, Wolf Brother</p> <p><b>Geography:</b> What are the characteristics of North America?</p> <p><b>Science:</b> Living things and their habitats</p> <p><b>Computing:</b> 6.3 Spreadsheets</p> <p><b>Art:</b> Illustration and character design</p> <p><b>RE:</b> Why do Hindus want to be good?</p> <p><b>Music:</b> Setting texts to music</p> <p><b>PSHE:</b> Dreams and Goals</p> <p><b>MFL:</b> Les habitats</p> <p><b>PE:</b> Dance</p> | <p><b>Event:</b> Forest School Westminster Trip</p> <p><b>Core Texts:</b> Our tower, Black and British, The British Poem by Benjamin Zephaniah, Varjack Paw</p> <p><b>History:</b> Black and British; How has life changed?</p> <p><b>Geography:</b> Why live in London?</p> <p><b>Science:</b> Electricity</p> <p><b>Computing:</b> 6.5 Text adventures</p> <p><b>DT:</b> Cooking</p> <p><b>RE:</b> <u>Understanding Christianity: Salvation:</u> What do Christians believe Jesus did to 'save' people?</p> <p><b>Music:</b> Learning an instrument</p> <p><b>PSHE:</b> Healthy Me</p> <p><b>MFL:</b> Chez Moi</p> <p><b>PE:</b> Tennis</p> | <p><b>Event:</b> Cuckmere Haven</p> <p><b>Core Texts:</b> Earth heroes, speeches from conservationists</p> <p><b>Geography:</b> How do the National Parks of Yellowstone, US and the Downs, UK, compare?</p> <p><b>History:</b> Why did the South Downs need National Park status? (Local Study)</p> <p><b>Science:</b> Living things and their habitats</p> <p><b>Computing:</b> 6.6 Networks</p> <p><b>Art:</b> Portraits</p> <p><b>RE:</b> <u>Understanding Christianity: Creation:</u> Creation and science: conflicting or complementary?</p> <p><b>Music:</b> History of Music</p> <p><b>PSHE:</b> Relationships</p> <p><b>MFL:</b> Ma Famille</p> <p><b>PE:</b> Athletics</p> | <p><b>Event:</b> Production</p> <p><b>Core Texts:</b> How to train your Dragon, Viking Boy by Tony Bradman</p> <p><b>History:</b> How should we remember the Vikings?</p> <p><b>Geography:</b> How is our planet changing?</p> <p><b>Science:</b> Animals including humans</p> <p><b>Computing:</b> Coding Unit 6.1 L1 L2 Unit 5.1 L3 Unit 6.1 L3 L4 L6</p> <p><b>DT:</b> Making a Viking Longboat</p> <p><b>RE:</b> How does faith help people when life gets hard?</p> <p><b>Music:</b> Production</p> <p><b>PSHE:</b> Changing Me</p> <p><b>MFL:</b> Quel temps fait il?</p> <p><b>PE:</b> Cricket</p> |
| <p>Winston Churchill<br/>Anne Frank<br/>Rose Blanc<br/>Issac Newton (T1)<br/>Archimedes(T1)<br/>Jean-Bernard-Leon Foucault (T2)</p>  | <p>Bear Grylls<br/>Wangari Maathai<br/>Rick Hansen</p>   | <p>Malala Yousafzai<br/>Stormzy<br/>Marcus Rashford<br/>Thomas Edison</p>   | <p>Rachel Carson<br/>Beatrix Potter<br/>William Harvey</p>  | <p>King Ragnar<br/>Alfred The Great</p>  |   |

Term 1 and 2  
What makes a war?

Term 3  
What makes a hospitable environment

Term 4  
Why are people drawn to London?

Term 5  
Who benefits from conservation?

Term 6  
What impact did the Vikings have?

### Literacy genres

(adaptable according to needs and interests of children)

| <u>Topic: WW2</u>   | <u>Topic: WW2</u>   | <u>Topic: Hospitable environments</u>  | <u>Topic: London</u>  | <u>Topic: Conservation</u>   | <u>Topic: Vikings</u>   |
|---|---|--|---|--|---|
| Quality Texts – writing focus: Letters from the Lighthouse, My Secret War Diary, Goodnight Mr Tom | Quality Texts – writing focus: Goodnight Mr Tom, Rose Blanche, The Piano                | Quality Texts – writing focus: Holes, No Ballet Shoes in Syria                     | Quality texts- Our tower, Black and British, The British Poem by Benjamin Zephaniah | Quality text – Writing focus: Earth heroes, speeches from conservationists             | Quality text – Writing focus: How to train your Dragon, Viking Boy              |
| <b>Writing to inform</b><br>Diary writing Informal and formal letter writing                      | <b>Writing to entertain</b><br>Short flashback narratives based on The Piano War poetry | <b>Writing to persuade</b><br>Persuasive leaflets (i.e Visit Camp Green Lake)      | <b>Writing to inform</b><br>Biography   | <b>Writing to persuade</b><br>Persuasive speeches (Greta Thunburg)                     | <b>Writing to explain</b><br>How to train....<br>Explanantion/instruction texts |
| <b>Writing to entertain</b><br>Narrative – Goodnight Mr Tom                                       | <b>Writing to inform</b><br>Journalistic – newspaper reports                            | <b>Writing to inform</b><br>Non-chronological reports (i.e Yellow Spotted Lizards) | <b>Writing to Entertain</b><br>Poetry   | <b>Writing to entertain and inform</b><br>Narrations based on David Attenborough clips | <b>Writing to entertain</b><br>Adventure narrative/Viking sagas                 |

### Maths overview

White Rose Maths Y3/4

3.0 [Scheme of learning](#)

|  |                  |                                     |                                     |                        |   |
|--|------------------|-------------------------------------|-------------------------------------|------------------------|---|
| Place Value  | Place value      | Multiplication and division         | Ratio                               | Shape                  | Shape                                       |
| Addition, Subtraction, Multiplication and Division | Four operations  | Fractions, decimals and percentages | Algebra                             | Position and direction | Position and direction                      |
| Fractions  | Fractions        | Perimeter and area                  | Decimals                            | Negative numbers       | consolidation, projects and problem solving |
|  | Converting units | statistics                          | Fractions, decimals and percentages | Converting units       |   |
|  |                  |                                     | Area, perimeter and volume          | volume                 |   |
|  |                  |                                     | Statistics                          |                        |   |

## Science skills: Implementation

| Term 1<br>Forces and magnets   | Term 2<br>Light  | Term 3<br>Living things and their habitats   | Term 4<br>Electricity   | Term 5<br>Living things and their habitats  | Term 6<br>Animals including Humans  |
|--|--|--|---|---|---|
| <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have greater effect.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> | <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> | <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> | <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> |

## Working Scientifically skills: Implementation

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|--|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>Repeating measurements.</li> <li>Results/presenting</li> <li>Predicting</li> <li>Fair testing</li> <li>So what?</li> <li>Identifying important information</li> </ul> | <ul style="list-style-type: none"> <li>Questioning</li> <li>Conclusions</li> <li>Fair test</li> <li>Method and equipment</li> <li>Presenting results Using equipment safely</li> </ul> | <ul style="list-style-type: none"> <li>Sorting and classifying</li> <li>observing</li> <li>So what?</li> </ul> | <ul style="list-style-type: none"> <li>Measuring</li> <li>Results</li> <li>Fair testing</li> <li>Predicting</li> <li>Method and equipment</li> <li>Using equipment safely</li> <li>Suggesting improvements.</li> </ul> | <ul style="list-style-type: none"> <li>Questioning</li> <li>Sorting and classifying</li> <li>Predicting</li> </ul> | <ul style="list-style-type: none"> <li>Question</li> <li>Recording</li> <li>Presenting results</li> <li>Conclusions</li> <li>Sorting and classifying</li> </ul> |
|--|--|--|--|--|---|

## Scientific Knowledge Gained: Impact

|  |   |  |   |  |  |
|--|---|--|---|--|--|
| <p>To know that gravity is a force acting between the Earth and the object.</p> <p>To know what air resistance is and identify the effects of air resistance.</p> <p>To know what friction is and the effects of friction between moving surfaces.</p> | <p>To know that light travels in straight lines.</p> <p>To know that objects are seen because they give out or reflect light into the eye.</p> <p>To know that shadows have the same shape as the objects that cast them because of light travelling in straight lines.</p> | <p>To know how to classify living things into broad groups according to common observable characteristics including micro-organisms, plants and animals.</p> <p>To know how to classify living things into broad groups based on similarities and differences including micro-organisms, plants and animals.</p> | <p>To know how to use symbols when representing a simple circuit in a diagram.</p> <p>To know the brightness of a lamp or volume of a buzzer is associated with the number and voltage of cells used in the circuit.</p> <p>To know how to compare the variations in how components</p> | <p>To know the differences in a life cycle of a mammal, an amphibian, and insect and a bird.</p> <p>To know how to use scientific vocabulary to explain the life cycle of a mammal, an amphibian, and insect and a bird.</p> | <p>To know and describe the changes as humans develop from birth to old age.</p> <p>To know what a gestation period means.</p> |
|--|---|--|---|--|--|

|  |  |   |  |  |  |
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| <p>To know what water resistance is and the effects between moving surfaces.</p> <p>To know that some mechanisms allow a smaller force to have a greater effect. (Pulleys, levers and gears)</p> |  | <p>To give reasons and describe when classifying living things into broad groups based on similarities and differences including micro-organisms, plants and animals.</p> | <p>function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> | <p>To know how to use diagrams to explain the life cycle of a mammal, an amphibian, and insect and a bird.</p> <p>To know the life process of reproduction in some animals and plants.</p> | <p>To know how a baby changes over time.</p> <p>To know the meaning of puberty. (The teaching of puberty fits in with the Jigsaw unit.</p> |
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### Computing skills: Implementation

| <p><b>Term 1</b><br/>6.2 Online Safety<br/>6.4 Blogging</p>   | <p><b>Term 2</b><br/>6.7 Quizzing</p>  | <p><b>Term 3</b><br/>6.3 Spreadsheets</p>  | <p><b>Term 4</b><br/>6.5 Text Adventures</p>  | <p><b>Term 5</b><br/>6.6 Networks</p>   | <p><b>Term 6</b><br/>Coding</p>  |
|---|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> </ul> | <ul style="list-style-type: none"> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> </ul> | <ul style="list-style-type: none"> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>● Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> | <ul style="list-style-type: none"> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>● Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> </ul> | <ul style="list-style-type: none"> <li>● Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> </ul> | <ul style="list-style-type: none"> <li>● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.</li> <li>● Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</li> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> </ul> |

- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

### Computing Knowledge Gained: **Impact**

#### **Online Safety**

To explain the difference between the internet and the World Wide Web. To explain what a WAN and LAN is and describe the process of how access to the internet in school is possible

To use filters when searching for digital content To explain in detail how accurate and reliable a webpage and its content is

To demonstrate safe and respectful use of a range of different technologies and online services.

To identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else.

To use critical thinking to help me stay safe online. I know the value of protecting my privacy and others online. **Blogging**

To explain the difference between the internet and the World Wide Web.

To compare a range of digital content sources and rate them in

To use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object

To compare a range of digital content sources and rate them in terms of content quality and accuracy.

To consider the intended audience carefully when I design and make digital content.

To use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.

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To explain the difference between the internet and the World Wide Web.

To explain what a WAN and LAN is and describe the process of how access to the internet in school is possible

To turn a complex programming task into an algorithm.

To identify the important aspects of a programming task (abstraction). To decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work.

To test and debug my program as I work on it and use logical methods to identify a cause of a bug.

To identify a specific line of code that is causing a problem in my program and attempt a fix.

To translate algorithms that include sequence, selection and repetition into code and nest these structures within each other.

To use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object.

To interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole.

To compare a range of digital content sources and rate them in terms of content quality and accuracy.

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| <p>terms of content quality and accuracy.</p> <p>To consider the intended audience carefully when I design and make digital content.</p> <p>To design and create my own online blogs.</p> <p>To use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p> |  |  |  |  | <p>To consider the intended audience carefully when I design and make digital content.</p> <p>To use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements.</p> |
|--|--|--|--|--|---|

| <u>History skills:</u>  |  |  |  |
|---|--|--|--|
| Term 1& Term 2<br>What was life on the Home Front really like?<br>Why is it so difficult to be sure?  | Term 4<br>Black and British; How has life changed?   | Term 5<br>Why did the South Downs need National Park status?   | Term 6<br>How should we remember the Vikings?  |
| <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> <li>• Provide an account of a historical event based on more than one source</li> <li>• Make comparisons between aspects of periods of history and the present day</li> <li>• Give some reasons for some important historical events</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Make confident use of a variety of sources for independent research</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</li> <li>• Use evidence to support arguments</li> </ul> | <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline</li> <li>• Understand that the type of information available depends on the period of time studied</li> <li>• Evaluate the usefulness of a variety of sources</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> <li>• Provide an account of a historical event based on more than one source</li> <li>• Make comparisons between aspects of periods of history and the present day</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Make confident use of a variety of sources for independent research</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Describe a chronologically secure knowledge and understanding of British, local and world</li> </ul> | <ul style="list-style-type: none"> <li>• Describe a local history study</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Use evidence to support arguments</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Make confident use of a variety of sources for independent research</li> </ul> | <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline</li> <li>• Compare sources of information available for the study of different times in the past</li> <li>• Present findings and communicate knowledge and understanding in different ways</li> <li>• Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Describe Britain's settlement by Anglo-Saxons and Scots</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Make confident use of a variety of sources for independent research</li> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> </ul> |

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|  | history, establishing clear narratives within and across the periods he/she studies |  |  |
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### Historical Knowledge Gained:

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|---|---|---|--|
| <p>To know significant events of WW2, including the events leading up to it.</p> <p>To know what life was like on the Home Front.</p> <p>To know who Winston Churchill was and his significance.</p> <p>To know about the Dunkirk Evacuation and its significance.</p> <p>To know what the Front Line was.</p> <p>To know how the war ended.</p> <p>To know the impact of war in our local area.</p> <p>To know the impact of the war on modern life.</p> | <p>To know the changes for Black people in Britain.</p> <p>To know how to use a variety of sources to interpret the past.</p> <p>To know the significance of the slave trade.</p> <p>To know the impact of Black British people during the war and understand why it has rarely been celebrated.</p> <p>To know how and why life has improved in the last 60 years.</p> | <p>To know that the South Downs is the newest National Park.</p> <p>To know the chronology of the park's history.</p> <p>To know how the area has changed since the War.</p> <p>To know some important historical areas of the park e.g Cissbury Ring, South Downs Way.</p> | <p>To know the timeline of Viking existence.</p> <p>To know what the struggle between the Anglo-Saxons and Vikings was.</p> <p>To know what settlements the Vikings and Anglo-Saxons built.</p> <p>To know how artefacts build a picture of the past.</p> <p>To know how interpretations can change over time.</p> |
|---|---|---|--|

### Geographical skills: Implementation

| Term 1 | Term 2  | Term 3   | Term 4   | Term 5   | Term 6   |
|--------|---|--|--|--|--|
|        | <p>Why is Europe so good for holidays? When and where would you go?</p>   | <p>What are the characteristics of North America?</p>  | <p>Why live in London?</p>   | <p>How do the National Parks of Yellowstone, US and the Downs, UK compare?</p>   | <p>How is our planet changing?</p>   |
|        | <ul style="list-style-type: none"> <li>Revise and recognise the different shapes of countries and continents.</li> <li>Using maps and atlases to identify the countries of Europe including the location of Russia.</li> <li>Name and locate the key cities of Europe. Use and interpret maps, globes, atlases and digital / computer mapping to locate key features.</li> <li>Know and describe where a variety of places are in relation to physical and human features.</li> <li>Use the 8 points of a compass to describe Europe.</li> <li>Make plans and maps using symbols and keys.</li> </ul> | <ul style="list-style-type: none"> <li>Identify the physical characteristics and key topographical features of the countries within North America.</li> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Know and describe where a variety of places are in relation to physical and human features.</li> </ul> | <ul style="list-style-type: none"> <li>Understand and use a widening range of geographical terms.</li> <li>Know and describe where a variety of places are in relation to physical and human features.</li> <li>Investigate the different land use across London- economic centres, residential, tourist, industrial.</li> <li>Understand economic activity including trade links.</li> <li>Recognise different approaches to map work - what are the features and characteristics of the tube map?</li> </ul> | <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</li> <li>Understand why people seek to manage and sustain their environment.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the National Park using a range of methods including sketch maps, plans and graphs, and digital technologies.</li> </ul> | <ul style="list-style-type: none"> <li>Know how rivers erode, transport and deposit materials.</li> <li>Know about the physical features of coasts and begin to understand erosion and deposition.</li> <li>Understand why people seek to manage and sustain their environment.</li> <li>Understand how humans affect the environment over time.</li> <li>Know about changes to world environments over time.</li> </ul> |



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| <ul style="list-style-type: none"> <li>Describe human and physical features of Europe</li> <li>Know about the wider context of places - region, country, Northern Hemisphere</li> <li>Explore weather patterns, climate and environmental zones around Europe and link to latitude (temperate and subtropical zones)</li> <li>Explore European trade links and distribution of resources</li> </ul> |  |  |  |  |
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### Geographical Knowledge Gained: **Impact**

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| <p>To know and locate European countries using a variety of sources<br/>To know some key cities of Europe and recognise some of their landmarks and physical features</p> <p>To know how weather and climate differs across Europe linked to latitude and longitude<br/>To know the features environmental zones of Europe<br/>To know the UK is part of Europe physically, but no longer part of the EU</p> | <p>To know and compare features of the countries that form North America<br/>To know the key cities of North America to include, New York, Washington, Los Angeles, Mexico City, Ottawa and why they are important<br/>To know that the USA is organised into states<br/>To know how the climate differs across North America and the reasons for this<br/>To know different environmental regions of North America<br/>To know the physical characteristics of countries within North America<br/>To understand how natural resources are distributed and understand trade links</p> | <p>To know and reason why human and physical features are found in specific locations<br/>To know the pull factors of London<br/>To know the different types of land use within London<br/>To know the drawbacks of living in a city</p> <p>To know and understand the importance of infrastructure- rail and road links and location of the river</p> | <p>To know the location of the Downs National Park<br/>To describe the key human and physical features of the Downs National Park<br/>To know the location of the Yellowstone National Park<br/>To know why humans have created these create national parks<br/>To understand their importance for preservation and sustainability<br/>To know the geographical similarities and differences of the two regions</p> | <p>To know that physical processes change the landscape<br/>To know features of erosion and deposition<br/>To know how humans can influence, change and speed up these processes</p> <p>To link local change with physical processes- cliff collapses, flooding</p> |
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### Art skills: **Implementation**

|  | Term 2<br>Collage- WW2   | Term 3<br>Illustration and character design   |  | Term 5<br>Portraits  |  |
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|  | <ul style="list-style-type: none"> <li>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</li> <li>Develop different ideas which can be used and explain his/her choices for the materials and techniques used</li> <li>Experiment with using layers and overlays to create new colours/textures</li> <li>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> </ul> | <ul style="list-style-type: none"> <li>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</li> <li>Experiment with using layers and overlays to create new colours/textures</li> <li>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</li> <li>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</li> <li>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> </ul> |  | <ul style="list-style-type: none"> <li>Mix colours to express mood, divide foreground from background or demonstrate tones</li> <li>Experiment with using layers and overlays to create new colours/textures</li> <li>Begin to develop an awareness of composition, scale and proportion in their work</li> <li>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</li> </ul> |  |

## Artistic Knowledge Gained: **Impact**

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| <p>To know the name and works of a famous collage artist- <b>Pablo Ruiz Picasso, Hannah Höch &amp; Andy Goldsworthy</b></p> <p>To know the techniques involved in making collage and <b>creating shade and tone</b> using this technique.</p> <p>To know to adapt final work to ensure a successful piece.</p> | <p>To know the names and work of famous illustrators - <b>Manga style and features</b> (link to current book)</p> <p>To know the terms of line, tone and shading and what these look like in practice applying and developing previous learning- applying <b>tint techniques</b>.</p> <p>To know which textures to use when designing and making pieces.</p> | <p>To identify famous portraits and techniques used and know the use of portraits in history (<b>Portraits of Queen Elizabeth I, Frida Kahlo, Pablo Picasso, Obama Portraits, Lucian Freud, Mona Lisa</b>) and understand their significance as <b>portraits in world art</b>.</p> <p>To know techniques for mixing colours effectively.</p> <p>To know the terms composition, tone/texture, scale and proportion and what these look like in practice.</p> <p>To know techniques, colours and textures needed for different effects.</p> <p>To know how to evaluate portraits and have the technical language to achieve this effectively.</p> |  |
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## Design and Technology skills: **Implementation**

| Term 1<br>Making an Anderson Shelter- WW2   | Term 4<br>Cooking   | Term 6<br>Making a Viking Longboat   |
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| <ul style="list-style-type: none"> <li>● Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</li> <li>● Create prototypes to show his/her ideas</li> <li>● Make careful and precise measurements so that joins, holes and openings are in exactly the right place</li> <li>● Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</li> <li>● Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</li> <li>● Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</li> <li>● Use research he/she has done into designers and inventors to inform the design of his/her own innovative products</li> <li>● Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>● Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</li> <li>● Use technical knowledge accurate skills to problem solve during the making process</li> </ul> | <ul style="list-style-type: none"> <li>● Understand the main food groups and the different nutrients that are important for health</li> <li>● Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</li> <li>● Select appropriate ingredients and use a wide range of techniques to combine them</li> <li>● Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</li> <li>● Use information on food labels to inform choices</li> <li>● Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</li> </ul> | <ul style="list-style-type: none"> <li>● Make careful and precise measurements so that joins, holes and openings are in exactly the right place</li> <li>● Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</li> <li>● Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</li> <li>● Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</li> <li>● Understand how to use more complex mechanical and electrical systems</li> <li>● Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products</li> <li>● Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made</li> <li>• Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</li> </ul> |  | <ul style="list-style-type: none"> <li>• Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</li> <li>• Use technical knowledge accurate skills to problem solve during the making process</li> <li>• Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made</li> <li>• Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</li> <li>• Apply his/her understanding of computing to program, monitor and control his/her product</li> </ul> |
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**Design and Technology Knowledge Gained: Impact**

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| <p>To know the process of using market research to inform designs.</p> <p>To know what a <b>prototype</b> and how to evaluate and make effective adaptations.</p> <p>To know inventors and designers of shelters and how effective their work was for the brief of design.</p> <p>To know the process needed for strengthening and stiffening a structure.</p> | <p>To know the importance of the main food groups and the different nutrients that are important for health.</p> <p>To know the process of how food is grown and produced.</p> <p>To know techniques used to create different foods.</p> <p>To know confidently how to plan a series of healthy meals based on the principles of a healthy and varied diet.</p> | <p>To know a variety of skills and techniques used in construction.</p> <p>To know how a range of structures have been strengthened-building on from previous techniques utilised.</p> <p>To know which materials will be most effective for different requirements and to know how to evaluate the effectiveness of chosen materials and consider adaptations for future designs.</p> |
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**R.E. skills: Implementation**

| <p align="center"><b>Term 1</b></p> <p align="center">U2.11 Why do some people believe in God and some people not?</p>  | <p align="center"><b>Term 2</b></p> <p align="center">U2.6 For Christians, what kind of king is Jesus?</p>  | <p align="center"><b>Term 3</b></p> <p align="center">U2.7 Why do Hindus want to be good?</p>   | <p align="center"><b>Term 4</b></p> <p align="center">U2.5 What do Christians believe Jesus did to 'save' people?</p>   | <p align="center"><b>Term 5</b></p> <p align="center">U2.2 Creation and science: conflicting or complementary?</p>  | <p align="center"><b>Term 6</b></p> <p align="center">U2.12 How does faith help people when life gets hard?</p>   |
|---|---|---|---|---|---|
| <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</li> <li>• Identify and explain what religious and non-religious people believe about God</li> <li>• Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the impact:</b></p> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the kingdom of God</li> <li>• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Hindu beliefs e.g. <i>dharma, karma, samsara, moksha</i></li> <li>• Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Hindu beliefs and ways in which Hindus live</li> </ul> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> <li>• Explain what Christians mean when they say that Jesus' death was a sacrifice</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians</li> </ul> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify what type of text some Christians say Genesis 1 is and its purpose</li> <li>• Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians interpret it</li> </ul> <p><b>Understand the impact:</b></p> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Describe three examples of ways religions guide people in how to respond to good and hard times in life</li> <li>• Identify beliefs about life after death in at least two religious traditions, comparing them</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between what people believe</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Reflect on and talk about some ways in which believing in God is valuable in the lives of believers and ways in which it can be challenging</li> <li>• Consider different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives</li> </ul> | <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</li> <li>• Talk about the importance of love and service in the world today, offering their own views and ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Connect the four Hindu aims of life and the four stages of life with beliefs</li> <li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Hindu beliefs studied and explain how they are important to Hindus</li> <li>• Reflect on and talk about what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view</li> </ul> | <p>celebrate Holy Communion/Lord's Supper</p> <ul style="list-style-type: none"> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>• Articulate their own responses to the idea of sacrifice, recognising different points of view</li> </ul> | <ul style="list-style-type: none"> <li>• Make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>• Show understanding of why many Christians find science and faith go together</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Identify key ideas from Genesis 1 and comment on how far these ideas are inspiring or helpful</li> <li>• Weigh up how far the Genesis 1 creation narrative is in conflict or complementary with a scientific account</li> </ul> | <p>about God and how they respond to challenges in life</p> <ul style="list-style-type: none"> <li>• Give examples of how beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Interpret a range of artistic interpretations of afterlife, offering and explaining different ways of understanding</li> <li>• Offer a response to the unit question, with evidence and examples</li> </ul> |
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**R.E. skills: Impact**

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| <p>To know what 'theist', 'atheist' and 'agnostic' mean and what these people believe</p> <p>To know why some people believe in God and some people do not</p> <p>To know why God is so special to believers and why sometimes it is challenging to believe in God</p> | <p>To know what is meant by the 'kingdom of God'</p> <p>To know how the bible texts of The Feast (Luke 14:12-24) and The Tenants in the Vineyard (Matthew 21:33-46) link the kingdom of God</p> <p>To know how Christians try to make the world a kingdom of God</p> | <p>To know key Hindu beliefs e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i> and how they impact on how Hindus live</p> <p>To know the story of The Man in the Well and how it relates to Hindu beliefs</p> <p>To know the four Hindu aims of life and the four stages of life, and explain how they influence how Hindus live</p> | <p>To know what 'Incarnation' and 'Salvation' mean and how they fit with the idea of Jesus as the messiah</p> <p>To know what happened in Holy Week</p> <p>To know why Jesus' death is considered a sacrifice</p> <p>To know how Christians commemorate Jesus' sacrifice today</p> | <p>To know what Genesis 1 is and how Christians interpret it</p> <p>To know how Genesis 1 compares with a scientific account of creation</p> <p>To know the key ideas of Genesis 1</p> | <p>To know two different religious views about life after death and compare them</p> <p>To know a range of artistic interpretations of afterlife</p> <p>To know ways in which religion help people to live</p> |
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## Musical skills: **Implementation**

| Term 1<br>Appraising War Music and WW2 songs   | Term 2<br>WW2 songs, using percussion and Christmas songs   | Term 3<br>Setting texts to music  | Term 4<br>Learning an instrument   | Term 5<br>History of music  | Term 6<br>Production songs   |
|--|---|---|--|---|--|
| <ul style="list-style-type: none"> <li>Develop an increasing understanding of the history and context of music</li> <li>Appropriately discuss the dimensions of music and recognise them in music heard. (Dynamics, Tempo, Pitch, Duration, Texture)</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Confidently recognise a range of musical instruments and the different sounds they make</li> <li>Sing as part of an ensemble with increasing confidence and precision.</li> </ul> | <ul style="list-style-type: none"> <li>Understand how pulse, rhythm and pitch work together</li> <li>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>Compose complex rhythms from an increasing aural memory</li> <li>Understand that timbre describes the quality of musical sounds from an instrument</li> <li>Sing as part of an ensemble with increasing confidence and precision</li> </ul> | <ul style="list-style-type: none"> <li>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Create a simple composition and record using formal notation</li> </ul> | <ul style="list-style-type: none"> <li>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</li> <li>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</li> </ul> | <ul style="list-style-type: none"> <li>Develop a deeper understanding of the history and context of music</li> <li>Appropriately discuss the dimensions of music and recognise them in music heard</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Confidently recognise a range of musical instruments and the different sounds they make</li> </ul> | <ul style="list-style-type: none"> <li>Deepen an understanding of how pulse, rhythm and pitch work together</li> <li>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>Sing as part of an ensemble with full confidence and precision</li> <li>Sing songs with multiple parts with full confidence</li> </ul> |

## Musical Knowledge Gained: **Impact**

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| To know what rhythm, pulse and pitch are.       | To know what timbre in music means.                  | To know what a composition is.                | To know how the pitch of an instrument is changed.              | To know the differences between genres of music.          | To know how to sing with full confidence and expression  |
| To know the significance of singing during WW2. | To know what improvisation means.                    | To know where the notes go on a staff.        | To know how to play a variety of notes/ chords on an instrument | To know the significance of different traditions of music | To know how to describe the structure of songs accurately                                      |
| To know a WW2 song off by heart.                | To know how to improvise music for a purpose         | To set words/ lyrics to an appropriate melody | To know how to read music and play the notes accordingly.       | To know significant composers of music                    | To know how to keep a separate part going accurately when performing multiple parts as a group |
|   | To know why we sing at Christmas (link to carols/RE) |   |   |   |  |

## P.S.H.E skills: Implementation

| Term 1<br>Being Me in My World and<br>Zones of Regulation (6)   | Term 2<br>Celebrating Difference<br>(6)   | Term 3<br>Dreams and Goals (6)   | Term 4<br>Healthy Me (6)  | Term 5<br>Relationships (6)   | Term 6<br>Changing Me (5 & 6)  |
|---|---|--|---|---|--|
| <p><b>Piece 1</b><br/>Identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p><b>Piece 2</b><br/>Understand my own wants and needs and can compare these with children in different communities</p> <p><b>Piece 3</b><br/>Understand that my actions affect other people locally and globally</p> <p><b>Piece 4</b><br/>Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p><b>Piece 5</b><br/>Understand how an individual's behaviour can impact on a group</p> <p><b>Piece 6</b><br/>Understand how democracy and having a voice benefits the school community</p> <p><b>Zones of regulation</b></p> <ul style="list-style-type: none"> <li>● Use calming techniques to calm my body and mind</li> <li>● use an increasing range of language and vocabulary to describe my feeling</li> <li>● use a 'toolbox' to identify strategies to self-regulate</li> <li>● Use the size of the problem to identify the severity of issues and how to overcome them</li> <li>● Use zones across the day to gain awareness and understanding of how my feelings change throughout the day</li> <li>● Consider how to manage and change my thoughts using my inner critic and inner-coach in order to manage any heightened anxiety</li> </ul> | <p><b>Piece 1</b><br/>Understand there are different perceptions about what normal means</p> <p><b>Piece 2</b><br/>Understand how being different could affect someone's life</p> <p><b>Piece 3</b><br/>Explain some of the ways in which one person or a group can have power over another</p> <p><b>Piece 4</b><br/>Identify some of the reasons why people use bullying behaviours</p> <p><b>Piece 5</b><br/>Identify examples of people with disabilities who lead amazing lives</p> <p><b>Piece 6</b><br/>Explain ways in which difference can be a source of conflict and a cause for celebration</p> | <p><b>Piece 1</b><br/>Explain my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p><b>Piece 2</b><br/>Identify the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p><b>Piece 3</b><br/>Identify problems in the world that concern me and talk to other people about them</p> <p><b>Piece 4</b><br/>Work with other people to help make the world a better place</p> <p><b>Piece 5</b><br/>Describe some ways in which I can work with other people to help make the world a better place</p> <p><b>Piece 6</b><br/>Explain what some people in my class like or admire about me and can accept their praise</p> | <p><b>Piece 1</b><br/>Take responsibility for my health and make choices that benefit my health and well-being</p> <p><b>Piece 2</b><br/>Identify different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p><b>Piece 3</b><br/>Understand that some people can be exploited and made to do things that are against the law</p> <p><b>Piece 4</b><br/>Identify why some people join gangs and the risks this involves.</p> <p><b>Piece 5</b><br/>Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p><b>Piece 6</b><br/>Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p> | <p><b>Piece 1</b><br/>Understand that it is important to take care of my mental health</p> <p><b>Piece 2</b><br/>Explain how to take care of my mental Health</p> <p><b>Piece 3</b><br/>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p><b>Piece 4</b><br/>Recognise when people are trying to gain power or control</p> <p><b>Piece 5</b><br/>Judge whether something online is safe and helpful for me</p> <p><b>Piece 6</b><br/>Use technology positively and safely to communicate with my friends and family</p> | <p><b>Year 5</b></p> <p><b>Piece 1</b><br/>Understand my own self-image and how my body image fits into that</p> <p><b>Piece 2</b><br/>Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p><b>Piece 3</b><br/>Describe how boys' and girls' bodies change during puberty</p> <p><b>Piece 4</b><br/>Understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a baby</p> <p><b>Piece 5</b><br/>Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p><b>Piece 6</b><br/>Identify what I am looking forward to when I move to my next class</p> <p><b>Year 6</b></p> <p><b>Piece 1</b><br/>Understand my own self-image and how my body image fits into that</p> <p><b>Piece 2</b><br/>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p><b>Piece 3</b><br/>Describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p><b>Piece 4</b><br/>Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p><b>Piece 5</b><br/>Become aware of the importance of a positive self-esteem and what I can do to develop it</p> <p><b>Piece 6</b><br/>Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> |

## P.S.H.E Knowledge Gained: **Impact**

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| <p>To know the difference between direct and indirect bullying.</p> <p>To know ways in which differences can be resolved peacefully.</p> <p>To know that differences should be celebrated.</p> <p>To know what empathy means.</p> <p>To know emotions for different zones</p> <p>To know techniques that help move from one zone to another</p> <p>To know how my behaviour can impact someone else's zone</p> | <p>To know an increasing range of vocabulary to describe my feelings</p> <p>To know strategies for managing bullying situations</p> <p>To know about my own and others cultures</p> <p>To show a respect of my own and others cultures and races</p> | <p>To know that children around the world have different dreams and goals.</p> <p>To know ways that I can help to improve my home life, school life and the lives of others.</p> <p>To know ways that I can make a difference to the world.</p> | <p>To know that a balanced diet is required for health and wellbeing.</p> <p>To know the impact of a poor diet.</p> <p>To know that some people suffer with body image problems.</p> <p>To know the laws surrounding alcohol.</p> <p>To know the impact of alcohol.</p> | <p>To know that I need to stay safe when using social media.</p> <p>To know that messages can be misinterpreted when written down.</p> <p>To know that information that I post online will never be totally removed.</p> <p>To know different stages of grief and how to support a friend who is grieving.</p> <p>To know strategies for taking care of my own mental health.</p> | <p>To know how boys and girls bodies change during puberty.</p> <p>To know how a baby is conceived.</p> <p>To know how a baby develops in the womb.</p> <p>To know how a baby is born.</p> |
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## P.E. skills: Implementation

| Term 1<br>Football   | Term 2<br>Gymnastics (Unit 1)   | Term 3<br>Dance (Unit 1)  | Term 4<br>Tennis  | Term 5<br>Athletics   | Term 6<br>Cricket  |
|--|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>To turn with the ball.</li> <li>To travel quickly and effectively when running with the ball.</li> <li>To combine running with the ball and sending it into space.</li> <li>To maintain position when attacking to create space.</li> <li>To perform a stepover to beat a defender.</li> <li>To control a bouncing ball, keeping it close to the body.</li> <li>To set up a shooting opportunity for a teammate.</li> <li>To restrict an opponent's space by defending with my partner.</li> <li>To perform a penalty kick with power and accuracy.</li> <li>To attack and shoot as a pair.</li> <li>To perform the role of cover defender to stop the opposition's attack.</li> <li>To use close control to keep possession of the ball under pressure.</li> </ul> | <ul style="list-style-type: none"> <li>The key steps to perform a round-off.</li> <li>To create and perform a partner sequence using symmetry.</li> <li>To create and perform a partner sequence using asymmetry.</li> <li>To perform a counter-balance with a partner.</li> <li>To perform smooth transitions between counterbalances using different levels.</li> <li>To evaluate each other's work and suggest improvements.</li> <li>To use controlled flight onto high apparatus.</li> <li>To dismount from high apparatus.</li> <li>To develop a short sequence using flight in canon formation.</li> <li>To incorporate equipment such as hoops and balls into a group sequence.</li> <li>To create a paired flight sequence using both canon and unison.</li> <li>To create and perform a 6-element sequence to music.</li> </ul> | <ul style="list-style-type: none"> <li>What a non-locomotor movement is and using it in our dance.</li> <li>To perform both non-locomotor and locomotor movements together.</li> <li>To create new and exciting group patterns.</li> <li>A simple Line Dance routine.</li> <li>To create our own 3-step line dance with a partner.</li> <li>To work collaboratively within our group to improve our performance.</li> <li>The technique of the stag leap and rebound jump.</li> <li>to explore relationships through dance and perform partner lifts.</li> <li>To compose a dance phrase based on the Hakka.</li> <li>To choose and use suitable dynamics for the Hakka.</li> <li>To link freeze frames to street dance style to create a short movement phrase.</li> <li>To perform a Top Rock and Slide Step and perform confidently with a partner.</li> </ul> | <ul style="list-style-type: none"> <li>To recap and perform a range of different shots with accuracy and control.</li> <li>To move quickly to the ball to perform a volley.</li> <li>To play an overhead shot and know when you might use this.</li> <li>To use different court formations during doubles play.</li> <li>To refine court movement to hit the ball before the second bounce.</li> <li>To perform a diagonal serve to begin a game in competitive situations.</li> <li>To communicate clearly with a partner to score points in doubles play.</li> <li>To attempt a two-handed backhand shot with control.</li> <li>To perform a lob shot to hit the ball over our opponent's head.</li> <li>To apply the correct rules and scoring system in games.</li> <li>To play in different doubles formations and work with our partner to improve.</li> <li>To discuss and apply a range of tactics in doubles play to achieve success.</li> </ul> | <ul style="list-style-type: none"> <li>To run for speed &amp; distance on our own and as part of a team.</li> <li>Pacing our run over longer distances.</li> <li>Different jumping styles and exploring which ones we can jump further with</li> <li>To use the push-throw technique.</li> <li>To exchange a baton within a restricted area.</li> <li>To design a running, jumping or throwing activity for others using the STEP principle.</li> <li>To sprint start technique to increase our running speed.</li> <li>The three phrases of triple jump.</li> <li>The heave throw technique and what it is used for.</li> <li>To assess our own ability to play our role in paralauff.</li> <li>The scissor jump technique and when it would be used in athletics.</li> <li>To record and relay results over a range of track and field events.</li> </ul> | <ul style="list-style-type: none"> <li>To work with a partner to score runs.</li> <li>To throw accurately over short distances to get batters out.</li> <li>To follow the path of the ball to catch as a wicketkeeper.</li> <li>To overarm bowl with accuracy whilst using a run-up.</li> <li>To play a forward defensive shot.</li> <li>To set a field in a game to limit the runs scored by a batter.</li> <li>To create pressure on a batter by using a ring field.</li> <li>To track and catch a high ball consistently.</li> <li>To perform a short-pitched bowl to get a batter to hit the ball in the air.</li> <li>To work in a pair to restrict runs scored when fielding.</li> <li>To play an on-drive.</li> <li>To set an attacking field.</li> </ul> |

## P.E. Knowledge Gained: Impact

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| <ul style="list-style-type: none"> <li>To know how to devise a drill that develops a particular skill.</li> <li>To know how to apply correct body position when closing down a player to defend.</li> <li>To know how to collaborate with a partner to implement simple defensive techniques.</li> </ul> | <ul style="list-style-type: none"> <li>To know how to identify strengths and weaknesses of a performance.</li> <li>To know how to experience flight on and off apparatus.</li> <li>To know how to lead group warm up demonstrating the importance of strength and flexibility.</li> </ul> | <ul style="list-style-type: none"> <li>To know how to interpret different stimuli with imagination and flair.</li> <li>To know how to use recognised dance actions and adapt them to create motifs and movement patterns.</li> <li>To know how to take the lead, suggesting ideas and refining actions of others.</li> </ul> | <ul style="list-style-type: none"> <li>To know how to make good choices in games about the best shot to use.</li> <li>To know how to begin to use full scoring systems.</li> <li>To know how to use speaking and listening skills to umpire and play with peers without dispute.</li> </ul> | <ul style="list-style-type: none"> <li>To know how to accurately and confidently record multiple scores under pressure.</li> <li>To know how to combine different jumping skills to accurately replicate the triple jump technique.</li> <li>To know how to judge your strengths and weaknesses to fulfil your role in a running challenge.</li> </ul> | <ul style="list-style-type: none"> <li>To know how to apply with consistency standard rules of (modified) games.</li> <li>To know how to attempt to track and catch high balls in isolation and gameplay.</li> <li>To know how to work as a pair to field long balls.</li> </ul> |
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## French skills: Implementation

| Term 1<br>Je me présente | Term 2<br>En Classe | Term 3<br>Les Habitats | Term 4<br>Chez Moi | Term 5<br>Ma Famille | Term 6<br>Quel temps fait-il? |
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- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences\*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally\* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## French Knowledge Gained: Impact

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| <ul style="list-style-type: none"> <li>• To know how to count to 20.</li> <li>• To know how to say their name and age.</li> <li>• To know how to say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• To know how to tell you where they live.</li> <li>• To know how to tell you their nationality and understand basic gender agreement rules.</li> </ul> | <ul style="list-style-type: none"> <li>• To know 12 classroom objects with their indefinite article/determiner.</li> <li>• To know how to replace an indefinite article/determiner with a possessive adjective.</li> <li>• To know how to say and write what they have and do not have in their pencil case.</li> </ul> | <ul style="list-style-type: none"> <li>• To name one essential element in French that plants and animals need to survive in their habitat</li> <li>• To name one type of habitat in French</li> <li>• To name one animal or plant in French specific to a type of habitat.</li> </ul> | <ul style="list-style-type: none"> <li>• To know how to say whether I live in a house or an apartment</li> <li>• To know how to say and write where my house or apartment is</li> <li>• To know how to repeat and recognise all ten rooms of the house with their correct gender in French</li> <li>• To know how to ask somebody what rooms they have or do not have in their house and also answer this question back</li> </ul> | <ul style="list-style-type: none"> <li>• To know how to tell somebody the members, names and various ages of either</li> <li>• their own or a fictional family in French.</li> <li>• To extend knowledge of counting up to 100</li> <li>• To know the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• To know to move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul> | <ul style="list-style-type: none"> <li>• To know the the vocabulary for weather in French.</li> <li>• To know how to ask and say what the weather is like today.</li> <li>• To know how to describe the weather in different regions of France using a weather map with symbols.</li> </ul> |
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## UKS2

### Forest School skills and suggested activities: Implementation

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| <ul style="list-style-type: none"><li>• Using your body over the styles</li><li>• Getting ready independently</li><li>• Foraging for wild fruit and harvest- blackberries</li><li>• Shapes of flowers</li><li>• Using blackberries to make paint or to draw</li><br/><li>• Tool skills – saws, drills, hammers, knives, bow saws, secateurs</li><li>• Compass and map skills to the woods.</li><li>• Learning to find North on a compass.</li><li>• Making 3d maps of the village/ the woods</li><li>• Danny the Champion of the world: pheasants, woodland Features of upper canopy, mid and woodland floor.</li><li>• Exploring the stream in the woods compared to rivers</li><li>• Emergence of spring, new shoots</li><li>• identifying trees in winter first blossoms,</li><li>• Child led activities</li><li>• Gardening – sowing seeds, weeding, watering, planting, harvesting and selling crops.</li></ul> | <ul style="list-style-type: none"><li>• Identifying birds and eggs</li><li>• Easter bonnets out of ivy and sticky weed</li><li>• 3D map</li><li>• Games: you are only safe giants, wizards, elves games, parachute games</li><li>• Making shelters in the woods.</li><li>• Knot tying</li><li>• Making rain gauges and monitoring rain fall at Forest School site.</li><li>• Water conservations</li><li>• Using tools- peelers to whittle wood</li><li>• Making with clay, drying it on the fire,</li><li>• Making and using charcoal to decorate with clay.</li><li>• Cooking on the campfire</li><li>• Team building games</li><li>• Bug hunting</li><li>• Physical activity – balance, teamwork, strength and safety</li><li>• Walking in the local woodland and farming areas</li><li>• Pond management</li></ul> |
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