

Whole School Curriculum Overview 2017 – 2018

Term/subjects	Year 1	Year 2	Year 3/4	Year 5	Year 6
Term 1	Who am I?	What I need to be me	Animals and Humans	To the stars.....	Who is taking control?
HISTORICAL and GEOGRAPHICAL skillst	HISTORY To use words and phrase like old, new and a long time ago to describe the school building. To ask and answer questions to compare school life in the 1980's. To look at objects used in the past and explain how we know they were used in the past. To explain what an object might have been used for. To think about how school has changed and improved since the 1980's. To explain how I have changed since I was born by creating a timeline of my life.				
	GEOGRAPHY To keep a weather chart and answer questions about the weather. To explain how the weather changes throughout the year and to name the seasons.		To use the correct geographical words to describe a place To use the index of an atlas to find places.		
ART skills	Art To use a pencil to create lines on different thickness in drawings (self-portrait). To ask questions about a piece of art that I have created or a friend has created (Name plate/Collage about me). To create a repeating pattern in print.	To create an animal print by pressing and rolling to create a stamp to print with. To mix paint to create all of the secondary colours. To use pencil to complete a still life drawing of fruit in a bowl. To suggest how the artist Arcinboldo has used colour pattern and shape to create artwork and create own artwork in response.	Animal sketching. -To create sketch books to record their observations and use them to review and revisit ideas. -To use different grades of pencil to share and to show different tones and textures. -To use line, tone, shape and colour to represent figure and forms in movement. Movement: Shade/tone Animal drawings Animation, created flicker books Matisse collages Paul Klee, 'Taking a line for a walk'	To learn about Vincent Van Gogh and experiment with his painting technique. To show emotion through the use of mark-making and line. To study Van Gogh's perspective techniques and create a landscape in the style of Starry Night.	To explain why I have used different tools to create art To explain why I have used different techniques to create art To use feedback to make amendments and improvements to my art
DT skills			Cooking and nutrition -To describe how food ingredients come together. -To measure accurately. -To know how to be both hygienic and safe when using food. To understand the principles of a healthy balanced diet.	To use recyclable materials to make a rocket – papier mache, paint – evaluate.	To follow and refine my plans. To justify plans in a convincing way
Computing skills	Computing To create a series of instructions To plan a journey for a programmable toy. (Beebots) To use technology safely. To keep personal information private. (E-safety)	To organise, retrieve and manipulate digital content to create a PowerPoint about the life cycle of a butterfly.	Databases -Use a database to generate bar charts and graphs to answer questions. -Answer questions by searching and sorting the database. Multimedia & Word Processing ① Evaluate a range of printed and electronic texts, appropriate to task e.g. newspaper, poster, webpage and recognise key features of layout and design ② Select and import graphics from digital cameras, graphics packages and the Internet ③ Use font sizes and effects ④ Cut, copy and paste between applications, use spell checker, delete, insert and replace text using mouse or arrow keys and begin to use more than two fingers to enter text	Scratch -	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use sequence, selection, and repetition in programs; work with variables and various forms of input and

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PE skills	<p>Movement. Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Fundamental skills to develop:</p> <table border="1"> <tr><td>Static Balance</td></tr> <tr><td>Dynamic Balance</td></tr> <tr><td>Hopping & Jumping</td></tr> <tr><td>Running & Dodging</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Static Balance	Dynamic Balance	Hopping & Jumping	Running & Dodging	<p>Movement. Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Fundamental skills to develop:</p> <table border="1"> <tr><td>Static Balance</td></tr> <tr><td>Dynamic Balance</td></tr> <tr><td>Hopping & Jumping</td></tr> <tr><td>Running & Dodging</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Static Balance	Dynamic Balance	Hopping & Jumping	Running & Dodging	<p>Invasion Games. Pupils should be taught to:</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Running & Dodging (Agility)</td></tr> <tr><td>Chest Push (Accuracy)</td></tr> <tr><td>Catch (Medium Size Balls)</td></tr> <tr><td>Kick from floor (Power & Accuracy)</td></tr> <tr><td>Foot Dribble</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p> <p>Swimming and Water Safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p>	Running & Dodging (Agility)	Chest Push (Accuracy)	Catch (Medium Size Balls)	Kick from floor (Power & Accuracy)	Foot Dribble	<p>Invasion Games. Pupils should be taught to:</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Running & Dodging (Agility)</td></tr> <tr><td>Chest Push (Accuracy)</td></tr> <tr><td>Catch (Medium Size Balls)</td></tr> <tr><td>Kick from floor (Power & Accuracy)</td></tr> <tr><td>Foot Dribble</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p> <p>Swimming and Water Safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	Running & Dodging (Agility)	Chest Push (Accuracy)	Catch (Medium Size Balls)	Kick from floor (Power & Accuracy)	Foot Dribble	<p>Invasion Games. Pupils should be taught to:</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Running & Dodging (Agility)</td></tr> <tr><td>Chest Push (Accuracy)</td></tr> <tr><td>Catch (Medium Size Balls)</td></tr> <tr><td>Kick from floor (Power & Accuracy)</td></tr> <tr><td>Foot Dribble</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p> <p>Swimming and Water Safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>	Running & Dodging (Agility)	Chest Push (Accuracy)	Catch (Medium Size Balls)	Kick from floor (Power & Accuracy)	Foot Dribble
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MUSIC skills	<p>To use my voice to speak, sing and chant. To clap short rhythmic patterns. To repeat short rhythmic and melodic patterns. (Clapping games and rhymes)</p>	<p>To sing and follow a melody when singing 'A Boom Chick a Boom' and perform simple patterns and accompaniments, keeping a steady pulse.</p> <p>To use symbols to represent sounds when matching pictures of animals to 'Carnival of the animals'.</p> <p>To listen out for particular instruments when listening to music.</p>	<p>To play, sing and perform with increasing accuracy, fluency, control and expression.</p> <p>Learning to Play the Ocarina</p> <ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts using their voices and instruments. -To play clear notes on an ocarina. -To compose melodies and songs. -To use different elements within a composition. -To create repeated patterns (with different instruments) <p>To create accompaniments for tunes.</p> <p>To combine different sounds to create a specific mood or feeling.</p> <p>To improve my work and explain how I have improved it.</p> <p>To listen and appreciate with attention to detail.</p> <p>To use musical words to describe a piece of music and compositions.</p> <p>To use musical words to describe what I like and do not like about a piece of music.</p> <p>To develop an understanding of the History of music.</p> <p>To recognise the work of at least one famous</p>	<p>To play and perform with increasing accuracy, fluency, control and expression. (Ukulele – peripatetic teaching)</p> <ul style="list-style-type: none"> To change sounds or organise them differently to change the effect (Ukulele) To compose music which meets specific criteria (Ukulele) To explain why I think music is successful or unsuccessful (Ukulele) 	<p><i>Renaissance Period, Baroque Period, 6 styles (Funk, Disco, Big Band, Jazz, Hip-Hop, Rock n Roll), The Instruments of the Orchestra, The Harry Potter Symphonic Suite, Tempo, Timbre, Dynamics and Motifs</i></p> <ul style="list-style-type: none"> To evaluate how the venue, occasion and purpose affects the way a piece of music is created To analyse features within different pieces of music To compare and contrast the impact that different composers from different times had on people of that time 																							

			composer. To appreciate and listen to a range of music from a range of traditions.		
SCIENCE skills	<p>Science</p> <p>Working scientifically</p> <p>To use simple equipment to make observations. To use simple data to answer questions.</p> <p>Physics</p> <p><u>Seasonal changes</u></p> <p>To observe and comment on changes in the seasons. To name the seasons and suggest the type of weather in each season.</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Animals & humans</p> <p>Why humans are animals too?</p> <p>-To explain the importance of a nutritious, balanced diet.</p> <p>-To explain how nutrients, water and oxygen are transported within animals and humans.</p> <p>-To describe and explain the skeletal system of a human.</p> <p>-To describe and explain the muscular system of a humans.</p> <p>-To describe the purpose of the skeleton in humans and animals.</p>	<p>To understand that the Earth, sun and moon are roughly spherical.</p> <p>To be able to describe how the earth moves in relation to the sun.</p> <p>To be able to present information in a group and show how the Earth orbits the sun and the moon orbits the Earth.</p> <p>To understand how we have day and night.</p> <p>To understand how we get the phases of the moon.</p> <p>To find out facts about the planets in our solar system and how they move around the sun.</p>	<p>Who is in control?</p> <p>Recall the need for a complete circuit.</p> <p>Recall the role of conductors and insulators in a circuit.</p> <p>Understand the function of cells, wires, bulbs, switches and buzzers.</p> <p>Design circuits to perform various functions.</p> <p>Understand key principles of circuits.</p> <p>Set up a circuit that lights up first one button, then two, and so on.</p> <p>Understand what happens when more bulbs are added to the circuit.</p> <p>Make a robot toy with a button that lights up the body.</p> <p>Add more cells to a circuit to enable more bulbs to be brightly lit.</p>
RE skills	<p>GOD – UC Unit 1</p> <p>What do Christians believe that God is like?</p> <p><u>KEY OUTCOMES:</u></p> <ul style="list-style-type: none"> - To identify what a parable is. - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. - Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. <p><u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u></p> <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him. 	<p>CREATION – UC UNIT 1.2</p> <p>Who made the world?</p> <p><u>KEY OUTCOMES:</u></p> <ul style="list-style-type: none"> - Retell the story of creation from Genesis 1:1–2.3 simply. - Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. - Say what the story tells Christians about God, Creation and the world. - Give at least one example of what Christians do to say thank you to God for the Creation. - Think, talk and ask questions about living in an amazing world. <p><u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u></p> <ul style="list-style-type: none"> - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God. 	<p>People of God</p> <p>What is it like to follow God?</p> <ul style="list-style-type: none"> -Make clear links between the story of Noah and the idea of covenant. -Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. -Make links between the story of Noah and how we live in school and the wider world. -The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. -The People of God try to live in the way God wants, following his commands and worshipping him. -They believe he promises to stay with them and Bible stories show how God keeps his promises. 	<p>GOD – UC Unit 2B.1</p> <p>What does it mean if God is loving and holy?</p> <p><u>KEY OUTCOMES:</u></p> <ul style="list-style-type: none"> - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. - Show how Christians put their beliefs into practice in worship. - Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p><u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u></p> <ul style="list-style-type: none"> - Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. - Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. - Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information. 	<p>CREATION Unit 2B.2</p> <p>Creation and science: conflicting or complementary? in the wider context of ‘Big Questions’</p> <p><u>KEY OUTCOMES:</u></p> <ul style="list-style-type: none"> - Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. - Identify what type of text some Christians say Genesis 1 is, and its purpose. - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. - Make clear connections between Genesis 1 and Christian belief about God as Creator. - Show understanding of why many Christians find science and faith go together. - Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. <p><u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u></p> <ul style="list-style-type: none"> - There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. - These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? - There are many scientists throughout history and now who are Christians. - The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
Term 2	The Big Build	Through the keyhole	What’s the Attraction?	The Ancient Greeks	What’s happening

					now? & A Voyage of Discovery
HISTORICAL and GEOGRAPHICAL skills	HISTORY To use words and phrase like old, new and a long time ago to describe how Herne Bay has changed. To spot old and new things in pictures of Herne Bay over time.		HISTORY Set in Stone. Changes in Britain from the Stone Age to the Iron Age. What was life like for Stone Age people. How and why did life change over time? <i>-To describe events from the past using dates when things happened.</i> <i>-To use a timeline within a specific period of history to set out the order that things may have happened.</i> <i>-To use my mathematical knowledge to work out how long ago events happened.</i> <i>-To use research skills to find answers to specific historical questions.</i> <i>-To use research in order to find similarities and difference between two or more periods of history.</i>	To be able to place the ancient Greeks on a time-line To investigate Ancient Greek clothing (prep for Greek Day) To review Greek Day To explain the features of different city states of ancient Greece and their rivalry. Athens vs Sparta. Explore the rise of Democracy.	<ul style="list-style-type: none"> • To use Ordnance Survey symbols and 6 figure grid references •use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • To answer questions using a map • To identify and name the Tropics, Arctic and Antarctic Circles • To explain how time zones work and calculate time differences around the world •locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities •identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	GEOGRAPHY To devise a simple map. To explain where I live and tell someone my address – draw my route to school.			Where is Greece? - Map work What is Greece like? Climate/ Terrain / produce.	
ART skills	To cut, roll and coil materials. (Christmas Cards)	To use a range of materials creatively to design and make slotted card sculptures. To use clay to join two pieces together to create a clay snowman.	Cave Paintings – pastels & homemade paint <i>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</i> <i>-To know about the greatest artists, architects and designers in history.</i> Stone Age: Cave drawings of animals Cave hand prints using chalk & pastels Researched into how they created colour (crushed charcoal, soil/mud, paprika mixed with water, chalk, crushed blueberries) Stone Age weapons	Greek Day - Greek patterns - mosaic - / clay masks/ columns Christmas craft	<p>To print and create different patterns.</p> <p>To use feedback to make amendments and improvements to my art</p> <p>To use a range of e- resources to create art.</p>
DT skills	To use my ideas to make something. To explain to someone else how I want to make my product. To make a simple plan before making (plan and design a house for the 3 Little Pigs) To choose appropriate resources and tools. To make my model stronger (adapt a house for the 3 Little Pigs) To describe how something works (3 Little Pigs house). To cut food safely (jelly).	To use sewing skills on textiles to create a bookmark. To join materials and components using a slotted card technique to make angels and robins.	Stone Age houses <i>-To work accurately to measure, make cuts and make holes.</i> <i>-To follow a step by step plan choosing the right equipment and materials.</i> <i>-To choose a textile for both its suitability and its appearance.</i>	To study Greek pots and improve pinch and coil pot techniques	
Computing skills			Scratch – programming <i>-To design, write and debug programs that accomplish specific goals.</i> <i>-To use sequence, selection and repetition in programs.</i> Navigate the Scratch programming environment. ⌚ Create a background and sprite for animation ⌚ Change background after a specific time.	Research Greek Gods/Goddesses to make newspaper article or design a comic strip of one of the Greek myths.	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and</p>

			<p>① Add inputs to control their sprite. ② Change position of sprite on screen</p>		output																	
PE skills	<p>Dance. Pupils should be taught to:</p> <p>Perform dances using simple movement patterns.</p> <p>Fundamental skills.</p> <table border="1"> <tr> <td>Composition: Explore Structure Develop Link</td> <td>Performance: Physical Skill & Audience Movement Memory</td> </tr> <tr> <td colspan="2">Appreciation: Give Feedback Respond to Feedback</td> </tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Composition: Explore Structure Develop Link	Performance: Physical Skill & Audience Movement Memory	Appreciation: Give Feedback Respond to Feedback		<p>Dance. Pupils should be taught to:</p> <p>Perform dances using simple movement patterns.</p> <p>Fundamental skills.</p> <table border="1"> <tr> <td>Composition: Explore Structure Develop Link</td> <td>Performance: Physical Skill & Audience Movement Memory</td> </tr> <tr> <td colspan="2">Appreciation: Give Feedback Respond to Feedback</td> </tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Composition: Explore Structure Develop Link	Performance: Physical Skill & Audience Movement Memory	Appreciation: Give Feedback Respond to Feedback		<p>Net Wall Games. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills.</p> <table border="1"> <tr><td>Underarm Throw</td></tr> <tr><td>Catch (Small Size Balls)</td></tr> <tr><td>One/Two Hand Strike for Accuracy</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p> <p>Swimming and Water Safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p>	Underarm Throw	Catch (Small Size Balls)	One/Two Hand Strike for Accuracy	<p>Net Wall Games. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills.</p> <table border="1"> <tr><td>Underarm Throw</td></tr> <tr><td>Catch (Small Size Balls)</td></tr> <tr><td>One/Two Hand Strike for Accuracy</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p> <p>Swimming and Water Safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	Underarm Throw	Catch (Small Size Balls)	One/Two Hand Strike for Accuracy	<p>Net Wall Games. Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills.</p> <table border="1"> <tr><td>Underarm Throw</td></tr> <tr><td>Catch (Small Size Balls)</td></tr> <tr><td>One/Two Hand Strike for Accuracy</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p> <p>Swimming and Water Safety</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p>	Underarm Throw	Catch (Small Size Balls)	One/Two Hand Strike for Accuracy
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MUSIC skills	<p>To use instruments to perform. To make different sounds with my voice and instruments. To choose sounds to represent different things. To make a sequence of sound. (Re-tell the three little pigs)</p> <p>To follow instructions about when to play and sing. To use my voice to speak, sing and chant. (Learn Christmas songs)</p> <p>To choose sounds to represent different things. To say whether I like or dislike a piece of music. To respond to different moods in music. (Peter and the Wolf).</p>	<p>To sing, perform and follow a melody when singing the Nativity songs.</p> <p>To make connections between notations and musical sounds when listening to the Nutcracker.</p> <p>To listen out for the story of the Nutcracker when listening to music.</p>	<p>Rhythm, History, Play/sing & perform , Listen & appreciate + Ocarina</p> <p>To play, sing and perform with increasing accuracy, fluency, control and expression.</p> <p>Learning to Play the Ocarina -To play and perform in solo and ensemble contexts using their voices and instruments. -To play clear notes on an ocarina. -To compose melodies and songs. -To use different elements within a composition. -To create repeated patterns (with different instruments) To create accompaniments for tunes. To combine different sounds to create a specific mood or feeling. To improve my work and explain how I have improved it.</p> <p>To listen and appreciate with attention to detail. To use musical words to describe a piece of music and compositions. To use musical words to describe what I like and do not like about a piece of music.</p> <p>To develop an understanding of the History of music. To recognise the work of at least one famous composer.</p>	<p>To play and perform with increasing accuracy, fluency, control and expression. (Ukulele – peripatetic teaching)</p> <ul style="list-style-type: none"> To change sounds or organise them differently to change the effect (Ukulele) To compose music which meets specific criteria (Ukulele) To explain why I think music is successful or unsuccessful (Ukulele) To describe, compare and evaluate music using musical vocabulary (exploring music processes) To choose the most appropriate tempo for a piece of music (exploring lyrics and melody) 	<p><i>Classical Period, Romantic Period, Early Twentieth Century Music, Music from 1940 to Present Day, Rhythm and Note Values</i></p> <ul style="list-style-type: none"> To perform parts from memory To evaluate how the venue, occasion and purpose affects the way a piece of music is created To analyse features within different pieces of music To compare and contrast the impact that different composers from different times had on people of that time 																	

			To appreciate and listen to a range of music from a range of traditions.		
SCIENCE skills	<p>Working scientifically To carry out simple tests. To identify and classify things.</p> <p>Chemistry <u>Everyday Materials</u> To distinguish between an object and the material it is made from. To explain the materials that an object is made from. To name wood, plastic, glass, metal, water and rock. To describe the properties of everyday materials. To group objects based on the materials they are made from.</p>	<p>To identify the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Forces & Magnets. -To explore and describe how objects move in different surfaces. -To explain how some forces require contact and some do not, giving examples. -To explore and explain how objects attract and repel in relation to objects and other magnets. -To predict whether objects will be magnetic and carry out an enquiry to test this out. -To describe how magnets work. -To predict whether magnets will attract or repel and give a reason.</p>	<p>To be able to identify the effects of air resistance that act between moving surfaces. To be able to identify the effects of air resistance that act between moving surfaces. Parachute activity, changing the size of the surface area of the parachute. To be able to identify the effects of water resistance that act between moving surfaces (pg 17) Drop playdough of different surface areas into a jug of water. To be able to identify the effects of friction between moving surfaces. (pg 11 and 12) Explain that gravity causes unsupported objects to fall towards the Earth</p>	<p>A voyage of discovery Suggest what causes the variation in humans. Investigate relationships between variations using plants, vegetables or fruits. Understand the idea of inherited characteristics. Make 'beaks' of different shapes and then try to pick up different objects. Compare modern skeletons to early human skeletons and primates. 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 Give reasons for classifying plants and animals based on specific characteristics Fossils: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
RE skills	<p>INCARNATION – UC Unit 1.1 – Core Learning Why does Christmas matter to Christians? <u>KEY OUTCOMES:</u> - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. - Recognise that stories of Jesus' life come from the Gospels. - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Decide what they personally have to be thankful for at Christmas time. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u> - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a</p>	<p>INCARNATION – UC Unit 1.1 – Digging Deeper Why does Christmas matter to Christians? <u>KEY OUTCOMES:</u> - Recognise that Incarnation is part of the 'Big Story' of the Bible. - Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. - Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. - Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u> - Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - The Bible points out that his birth showed that he</p>	<p>Sikhism & Christmas x2 Guardwa - Gravesend</p>	<p>INCARNATION Unit 2B.4 Was Jesus the Messiah? <u>KEY OUTCOMES:</u> - Explain the place of Incarnation and Messiah within the 'big story' of the Bible. - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. - Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW</u></p>	<p>GOSPEL Unit 2B.5 What would Jesus do? <u>KEY OUTCOMES:</u> - Identify features of Gospel texts (for example, teachings, parable, narrative). - Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. - Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. - Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW</u></p>

	king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). - Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.	was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). - Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.		THAT: - Jesus was Jewish. - Christians believe Jesus is God in the flesh. - They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. - The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. - Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) - Christians see Jesus as their Saviour.	THAT: - The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. - Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. - Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. Christmas – 2 lessons By the end of this unit, pupils are expected to be able to: • Explain the place of Incarnation within the 'big story' of the Bible. • Identify connections with texts from the Old Testament. • Show how Christians might put their beliefs about Jesus' incarnation into practice at Christmas and throughout the year. • Weigh up how Biblical ideas about loving one's neighbor as oneself are inspiring in the world today and in their own thinking.
Term 3	Where shall we post it?	Flying Away	Around the World	Fever, Fire and Fashion	Who's the mummy?
HISTORICAL and GEOGRAPHICAL skills	HISTORY To explain how some people have helped us to have better lives (Christopher Columbus). GEOGRAPHY To explain some of the main things that are in hot and cold places (Letter to Anyu). To explain the clothes that I would wear in hot and cold places (Arctic). To explain how the weather changes throughout the year and to name the seasons.	To be able to place flying inventions on a timeline using phrases like 'before, after, past, present, then and now'. To explore qualities of an inventor and learn about a British inventor explaining what they did earlier and what they did later. To explore Google Earth to find where I live. To use a map to write instructions. Include compass directions and use a key. To identify North and South Pole and the equator. Then place animals that live there and be aware of its climate. To describe a place outside of Europe using Geographical words. (Location study of Pekanbaru and Baffin Island.)	GEOGRAPHY Around the World -To use the index of an atlas to find places -To name a number of countries in the Northern Hemisphere -To name and locate the capital cities of neighbouring European countries Focus countries: Italy, North America and England	To make links between changes in the 17 th To explain why health and hygiene in C17 th London was so poor To be able to explain how a killer disease was spread F/F/F – History Lesson 3	•To place features of historical events and people from the past societies and periods in a chronological framework. •To summarise the main events from a period of history, explaining the order of events and what happened. • To describe how some places are similar and dissimilar in relation to their human and physical features • To name the largest desert in the world and locate desert regions in an atlas
ART skills	To create a repeating pattern in print (Inuit Art). To cut, roll and coil materials. (Souvenirs). To cut, roll and coil materials. (Weaving).	To create tones with paint by adding white and black to create a mystical background. To use collage materials to create a chimera.	American, English and Italian Artists -To compare the work of different artists. -To recognise when art is from different cultures. -To recognise when art is from different historical periods. Collage: Looked at and compared different collages (Helene Michel-Donadieu, Jonathon Talbot, Dexter Dalwood) Italy – buildings, food, artists and artwork.	To study the use of light and dark in the paintings of Rembrandt. To use light and dark in our own work to create depth. To practise drawing the inside of a shape rather than the outline.	To explain why I have used different tools to create art To explain why I have used different techniques to create art
DT skills		To create gliders and explain what went well with my work.	Sculptures -To work accurately to measure, make cuts and make holes. -To follow a step by step plan choosing the right equipment and materials. -To prove that my design meets a set criteria. -To design a product and make sure it looks attractive.	To design and make a sledge with the least amount of friction possible for Shackleton and his men to use on their Antarctic adventure.	To follow and refine my plans. To justify plans in a convincing way. I can show that I can test and evaluate my products I can evaluate my product against clear criteria.
Computing skills	To create digital content. To store digital content. To retrieve digital content. (Fact file about themselves) To use a website (Skype)	To write a simple programme and test it using a Beebot. To find errors and amend when using a Beebot. To use a range of instructions to direct the Beebot. To know that programmes require precise instructions.	Internet safety -To understand the need for rules to keep children safe when exchanging leaning and ideas online. -To recognise that information on the internet may not be accurate or reliable or used for bias.	Retell the story of Earnest Shackleton using power point use laptops to research features of the 7 continents choose a place to research ready to write a postcard in geog Use word to write a newspaper article on the Great	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

		To use Google Earth.	-To know how to respond if asked for personal details or feel unsafe on the internet. -To know that cyber bullying is unacceptable. -To know how to report cases of cyber bullying.	Fire of London	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																																																																																			
PE skills	<p>Gymnastics. 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			<p>To use musical words to describe a piece of music and compositions.</p> <p>To use musical words to describe what I like and do not like about a piece of music.</p> <p>To develop an understanding of the History of music.</p> <p>To recognise the work of at least one famous composer.</p> <p>To appreciate and listen to a range of music from a range of traditions.</p>		
SCIENCE skills	<p>Working scientifically</p> <p>To ask simple scientific questions.</p> <p>To use simple equipment to make observations.</p> <p>To carry out simple tests.</p> <p>To suggest what I have found out.</p> <p>To use simple data to answer questions.</p> <p>INVESTIGATIONS LINKED TO A VARIETY OF THEMES</p>		<p>Plants</p> <p>Flowering cycle</p> <p>-To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>-To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>- To investigate the way in which water is transported within plants.</p> <p>- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>To be able to explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To be able to plan the correct enquiry to answer a question.</p> <p>To be able to recognise which secondary sources will be most useful to their research</p> <p>To be able to describe the life process of reproduction in some animals.</p> <p>To be able to use scientific diagrams and labels.</p> <p>To be able to describe the life process of reproduction in some plants.</p>	<p>Who's the Mummy?</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>
RE skills	<p>GOSPEL – UC Unit 1.4 Core Learning</p> <p>What is the good news that Jesus brings?</p> <p>KEY OUTCOMES:</p> <ul style="list-style-type: none"> - Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. - Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. - Recognise that Jesus gives instructions to people about how to behave. - Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. - Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). - Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> - Christians believe in God, and that they find out about God in the Bible. - Christians believe God is loving, kind, fair and forgiving, and also Lord and King. - Some stories show these Christian beliefs. - Christians worship God and try to live in ways that please him. 	<p>GOSPEL – UC Unit 1.4 Digging Deeper</p> <p>What is the good news that Jesus brings?</p> <p>KEY OUTCOMES:</p> <ul style="list-style-type: none"> - Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. - Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. - Describe how Christians show their beliefs: for example, thanking God in prayer. - Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. - Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. <p>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> - Christians believe Jesus brings good news for all people. - For Christians, this good news includes being loved by God, and being forgiven for bad things. - Christians believe Jesus is a friend to the poor and friendless. - Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>Incarnation</p> <p>What is the Trinity?</p> <ul style="list-style-type: none"> -Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. -Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. -Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <p><i>Pupils will know that:</i></p> <ul style="list-style-type: none"> -Christians believe God is Trinity: Father, Son and Holy Spirit. -Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. -Christians and that understanding God is challenging; people spend their whole lives learning 	<p>PEOPLE OF GOD Unit 2b.3</p> <p>How can following God bring freedom and justice?</p> <p>KEY OUTCOMES:</p> <ul style="list-style-type: none"> - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. <p>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> - The Old Testament pieces together the story of the People of God. - The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. - Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. 	<p>AWAITING PLANS FROM KAS</p>
Term 4	To the Rescue	Town Mouse and Country Mouse	Shake Rattle and Roll	Fever, Fire and Fashion	Battle of Britain
HISTORICAL and GEOGRAPHICAL	<p>HISTORY</p> <p>To explain how some people have helped us to have better lives (Grace Darling).</p>			<p>Stuart Day – Shakespeare – Drama, Puritans – Great Fire –Art, Pirates – mapwork.</p> <p>Review of Stuart day</p>	<ul style="list-style-type: none"> •To identify and explain propaganda. •To describe a key event from Britain's past using a range of evidence from different sources.

skills	To ask and answer questions about old and new objects. To spot old and new things in a picture.				<ul style="list-style-type: none"> To place features of historical events and people from the past societies and periods in a chronological framework. To summarise the main events from a period of history, explaining the order of events and what happened. To summarise how Britain has had a major influence on the world. <p>To describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <ul style="list-style-type: none"> To summarise how Britain may have learnt from other countries and civilization (historically and more recently)
	GEOGRAPHY To name the four countries in the United Kingdom and locate them on a map. To name some of the main towns and cities in the United Kingdom. To explain how the weather changes throughout the year and to name the seasons.	To explain the facilities that a village and town may need and give reasons by creating a town and country map for a Beebot to navigate. To be able to name the capital cities of the United Kingdom. To be able to describe the key features of a place from a map using symbols and key words by labelling.	GEOGRAPHY Structure of the Earth. <i>-To use the index of an atlas to find places</i> <i>-To describe how volcanoes are formed.</i> <i>-To describe how earthquakes are created.</i>	To name and describe the characteristics of different types of settlements To explain how a settlement can change over time Century city and London today, e.g. development of West End	<ul style="list-style-type: none"> To use maps, aerial photographs, plans and e-resources to describe what a locality might be like <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
ART skills	To create moods in art work (stormy pictures). To show how people feel in paintings and drawings (stormy pictures). To use IT to create a picture (stormy pictures). To describe what I can see and give an opinion about the work of an artist (Tony Plant). To cut, roll and coil materials. (Mother's Day Cards) To cut, roll and coil materials. (Easter Cards)	To create tones for a colour wash background for an animals habitat. To use different media to put animals and detail onto the habitat background such as crayons, charcoal and pastel. To use photography in response to Slinkachu's artwork.	Art on your doorstep <i>-To identify the techniques used by different artists</i> <i>-To use a range of brushes to create different effects in painting.</i> <i>-To use different grades of pencil to share and to show different tones and textures.</i> Local artist: Danny Flynn, alien work inspired by his own artwork Turner, Margate paintings Inspirational stones/pebbles. Children designed and painted inspirational pebbles to add to the aesthetics of the school environment.	Use pastels to create a night scene of the great Fire of London. Learn about the artist Kaffe Fassett – learn about patchwork designs from the last 300 years from Britain and the USA – create tessellation designs – experiment with colour-dark and light Observational drawing –of flowers (mother's day/plant lifecycles) and cylindrical objects/ bottles jars – still life	To explain the style of work and how it has been influenced by a famous artist.
DT skills	To make a product that moves (Easter Card)			To design and make a moving toy which incorporates a cam mechanism To design and make appropriate packaging for Stuart's style cosmetic packaging	
Computing skills	To create digital content. To store digital content. To retrieve digital content. (Poster about the trip) To use a camera (Nature Walk) To create digital content. To store digital content. (Paint - stormy pictures)	To write a simple programme and test it using a Beebot. To find errors and amend when using a Beebot. To use a range of instructions to direct the Beebot. To know that programmes require precise instructions.	Digital Imagery ☞ To use still and video cameras, independently ☞ To take photographs with a digital microscope ☞ To evaluate quality of footage taken ☞ To understand the need to frame shots and keep the camera still ☞ To download still images and video ☞ To sequence still images and video and use simple editing techniques to create a presentation create a simple animation either by using stop-motion techniques with a webcam, or by using animation software	To create a power point to explain the lifecycle of a bird	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
	Ball skills. Pupils should be taught:	Ball skills. Pupils should be taught:	Gymnastics. Pupils should be taught to:	Gymnastics. Pupils should be taught to:	Gymnastics. Pupils should be taught to:

<p>PE skills</p>	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Catching (Medium Size Balls)</td></tr> <tr><td>Kick from the Floor for Accuracy</td></tr> <tr><td>Kick from the Floor for Power</td></tr> <tr><td>Foot Dribble</td></tr> <tr><td>Chest Push for Accuracy</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Catching (Medium Size Balls)	Kick from the Floor for Accuracy	Kick from the Floor for Power	Foot Dribble	Chest Push for Accuracy	<p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Catching (Medium Size Balls)</td></tr> <tr><td>Kick from the Floor for Accuracy</td></tr> <tr><td>Kick from the Floor for Power</td></tr> <tr><td>Foot Dribble</td></tr> <tr><td>Chest Push for Accuracy</td></tr> </table> <p>Skills further 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<p>MUSIC skills</p>		<p>To use Aeolus Harp as a stimulus, to choose sounds which create an effect.</p>	<p>Rhythm, History, Play/sing & perform , Listen & appreciate + Ocarina</p> <p>To play, sing and perform with increasing accuracy, fluency, control and expression.</p> <p>Learning to Play the Ocarina</p> <p><i>-To play and perform in solo and ensemble contexts using their voices and instruments.</i></p> <p><i>-To play clear notes on an ocarina.</i></p> <p><i>-To compose melodies and songs.</i></p> <p><i>-To use different elements within a composition.</i></p> <p><i>-To create repeated patterns (with different instruments)</i></p> <p><i>To create accompaniments for tunes.</i></p> <p><i>To combine different sounds to create a specific mood or feeling.</i></p> <p><i>To improve my work and explain how I have improved it.</i></p> <p>To listen and appreciate with attention to detail.</p> <p><i>To use musical words to describe a piece of music and</i></p>	<p>To play and perform with increasing accuracy, fluency, control and expression. (Ukulele – peripatetic teaching)</p> <ul style="list-style-type: none"> To change sounds or organise them differently to change the effect (Ukulele) To compose music which meets specific criteria (Ukulele) To explain why I think music is successful or unsuccessful (Ukulele) To improvise within a group using melodic and rhythmic phrases (exploring rounds and sound sources) To use notation to record groups of pitches (chords) (exploring rounds and sound sources) 	<p><i>Hip Hop, Rap, Beat-Boxing, Rhythm and Note Values</i></p> <ul style="list-style-type: none"> To perform parts from memory To take the lead in a performance To evaluate how the venue, occasion and purpose affects the way a piece of music is created To analyse features within different pieces of music To listen with attention to detail and recall sounds with increasing aural memory 																																																																

			<p><i>compositions.</i> <i>To use musical words to describe what I like and do not like about a piece of music.</i> To develop an understanding of the History of music. <i>To recognise the work of at least one famous composer.</i> To appreciate and listen to a range of music from a range of traditions.</p>		
SCIENCE skills	<p>Working scientifically To ask simple scientific questions. To use simple equipment to make observations. To carry out simple tests. To suggest what I have found out. To use simple data to answer questions.</p> <p>INVESTIGATIONS LINKED TO PLANTS</p>	<p>To explore and compare the differences between things that are living, dead and things that have never been alive. To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals, and how they depend on each other. To identify and name a variety of plants and animals in their habitats including micro-habitats. To describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food.</p>	<p>Rocks <i>-To compare and group rocks based on physical appearance and physical properties, giving a reason.</i> <i>-To describe how fossils are formed.</i> <i>-To describe how soil is made.</i> <i>-To describe and explain the difference between sedimentary and igneous rock.</i></p>	<p>Lifecycles – cont To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. Comparative test – Which cups let through the most heat? Why are these objects made from particular materials? To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. Fair – test investigation – Which material is best at keeping the tea warm? Fair – test investigation – Which material is best at keeping the tea warm? To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. – Which material is the best thermal insulator to stop ice melting?</p>	<p>The Battle of Britain</p> <p>Identify the path light will take from its source to the eye. Recognise that the light travels in straight lines to the eye. Show on a diagram the path light takes from its source to the eye and know that it is often reflected off the objects we see. Make a working periscope using cardboard and mirrors. Create large and small shadows by changing the position of an object. Know that the nearer an object is to a light source the larger the shadow will be. Choose materials that absorb light the best.</p>
RE skills	<p>SALVATION – UC Unit 1.5 Core Learning Why does Easter matter to Christians? <u>KEY OUTCOMES:</u> - Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u> - Easter is very important in the ‘big story’ of the Bible. - Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>SALVATION – UC Unit 1.5 Digging Deeper Why does Easter matter to Christians? <u>KEY OUTCOMES:</u> - Recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible. - Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). - Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. - Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u> - Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. - Christians believe Jesus builds a bridge between God and humans. - Christians believe Jesus rose again, giving people hope of a new life.</p>	<p>Salvation Why do Christians call the day Jesus died Good Friday? <i>-Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’.</i> <i>-Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</i> <i>-Give examples of what the texts studied mean to some Christians.</i> <i>-Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</i> <i>-Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</i> <i>-Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</i> Pupils will know that: <i>-Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</i> <i>-The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</i> <i>-Christians today trust that Jesus really did rise from the dead, and so is still alive today.</i> <i>-Christians remember and celebrate Jesus’ last week, death and resurrection.</i></p>	<p>SALVATION Unit 2B.6 What did Jesus do to save human beings? <u>KEY OUTCOMES:</u> - Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. - Show how Christians put their beliefs into practice. - Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u> - Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. - The Gospels give accounts of Jesus’ death and resurrection. - The New Testament says that Jesus’ death was somehow ‘for us’. - Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light. - Christians remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the Eucharist or the Mass). - Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>	<p>SALVATION Unit 2B.7 What difference does the resurrection make for Christians? <u>KEY OUTCOMES:</u> - Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. - Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. - Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. - Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. - Show how Christians put their beliefs into practice in different ways. - Explain why some people find belief in the Resurrection makes sense and inspires them. - Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. <u>KNOWLEDGE BUILDING BLOCKS - PUPILS WILL KNOW THAT:</u> - Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. - The Gospels give accounts of Jesus’ death and resurrection. - Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. - This belief gives Christians hope for life with God,</p>

					starting now and continuing in a new life (heaven).
Term 5	The Potting Shed	Sewing and Growing	Rotten Romans	Rites and Rituals	Battle of Britain
HISTORICAL and GEOGRAPHICAL skills		To recognise members of the Royal Family and place them on a family tree. To compare the life of Queen Victoria with Queen Elizabeth using different sources of evidence including books and the internet.	HISTORY Rotten Romans The Roman Empire and its impact on Britain. <i>-To describe events from the past using dates when things happened.</i> <i>-To use a timeline within a specific period of history to set out the order that things may have happened.</i> <i>-To use my mathematical knowledge to work out how long ago events happened.</i> <i>-To use research skills to find answers to specific historical questions.</i> <i>-To explain some of the times when Britain has been invaded.</i>	To plan for an expedition into central American jungle To be able to place events in Mayan history on a timeline	<ul style="list-style-type: none"> To identify and explain propaganda. To describe a key event from Britain's past using a range of evidence from different sources. To place features of historical events and people from the past societies and periods in a chronological framework. To summarise the main events from a period of history, explaining the order of events and what happened. To summarise how Britain has had a major influence on the world. <p>To describe the features of historical events and way of life from periods I have studied; presenting to an audience.</p> <ul style="list-style-type: none"> To summarise how Britain may have learnt from other countries and civilization (historically and more recently)
			GEOGRAPHY Roman Roads and towns. <i>-To use the index of an atlas to find places.</i> <i>-To use the correct geographical words to describe a place</i> <i>-To use the index of an atlas to find places</i>		<ul style="list-style-type: none"> To use maps, aerial photographs, plans and e-resources to describe what a locality might be like <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
ART skills	To create moods in art work (Gustav Klimt). To describe what I can see and give an opinion about the work of an artist (Gustav Klimt). To use pencils to create lines of different thickness in drawings (observational drawing). To cut, roll and coil materials (3D structure). To cut, roll and coil materials (Gingerbread Man masks). To create moods in art work (Van Gogh). To describe what I can see and give an opinion about the work of an artist (Van Gogh). To name the primary and secondary colours (colour mixing).	To sketch vegetables using a continuous line in pencil. To fill a line drawing of a vegetable using unusual objects. To create a piece of art in response to Andy Warhol's pop art.	<i>-To show facial expressions in my art.</i> <i>-To use different grades of pencil to share and to show different tones and textures.</i> Romans: Roman people Reculver Towers drawings Roman pots and vases Roman mosaics Roman shields and standards	Features of a face – Breaking the face down into sections (5 eye widths etc) Relating each part of the face to the others in terms of size	To explain the style of work and how it has been influenced by a famous artist.
DT skills			Roman Clay Pots <i>-To select the most appropriate tools and techniques for the task.</i> <i>-To follow a step by step plan choosing the right equipment and materials.</i> <i>-To sculpt clay and other mouldable materials.</i>	Pizza Day – Methods for making pizza (ingredients, instructions)	Enterprise Week To use market research to inform my plans and ideas. I can work within a budget I can show that I consider culture and society in my plans in a convincing way.
Computing skills		To navigate the web to complete simple searches about Queen Victoria and Queen Elizabeth.		Research on healthy food	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
PE skills	Bat/Racquet Skills, Pupils should be taught to:	Bat/Racquet Skills, Pupils should be taught to:	Strike and Field. Pupils should be taught to:	Strike and Field. Pupils should be taught to:	Strike and Field. Pupils should be taught to:

	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>One/Two Hand Strike for Power</td></tr> <tr><td>One/Two Hand Strike for Accuracy</td></tr> <tr><td>Underarm Throw</td></tr> <tr><td>Overarm Throw for Accuracy</td></tr> <tr><td>Catching (Small Size Balls)</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	One/Two Hand Strike for Power	One/Two Hand Strike for Accuracy	Underarm Throw	Overarm Throw for Accuracy	Catching (Small Size Balls)	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>One/Two Hand Strike for Power</td></tr> <tr><td>One/Two Hand Strike for Accuracy</td></tr> <tr><td>Underarm Throw</td></tr> <tr><td>Overarm Throw for Accuracy</td></tr> <tr><td>Catching (Small Size Balls)</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	One/Two Hand Strike for Power	One/Two Hand Strike for Accuracy	Underarm Throw	Overarm Throw for Accuracy	Catching (Small Size Balls)	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Overarm Throw for Accuracy</td></tr> <tr><td>Underarm Throw</td></tr> <tr><td>Catch (Small Size Balls)</td></tr> <tr><td>One/Two Hand Strike for Power</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Overarm Throw for Accuracy	Underarm Throw	Catch (Small Size Balls)	One/Two Hand Strike for Power	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Overarm Throw for Accuracy</td></tr> <tr><td>Underarm Throw</td></tr> <tr><td>Catch (Small Size Balls)</td></tr> <tr><td>One/Two Hand Strike for Power</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Overarm Throw for Accuracy	Underarm Throw	Catch (Small Size Balls)	One/Two Hand Strike for Power	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Fundamental skills to develop</p> <table border="1"> <tr><td>Overarm Throw for Accuracy</td></tr> <tr><td>Underarm Throw</td></tr> <tr><td>Catch (Small Size Balls)</td></tr> <tr><td>One/Two Hand Strike for Power</td></tr> </table> <p>Skills further differentiated and progression demonstrated in LTPE Lesson plans</p>	Overarm Throw for Accuracy	Underarm Throw	Catch (Small Size Balls)	One/Two Hand Strike for Power
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MUSIC skills	<p>To use instruments to perform. To make different sounds with my voice and instruments. To choose sounds to represent different things. To make a sequence of sound. (Re-tell the Gingerbread Man)</p> <p>To use instruments to perform. To make a sequence of sounds. To say whether I like or dislike a piece of music. (Write growing songs).</p>		<p>Rhythm, History, Play/sing & perform , Listen & appreciate + Ocarina</p> <p>To play, sing and perform with increasing accuracy, fluency, control and expression.</p> <p>Learning to Play the Ocarina -To play and perform in solo and ensemble contexts using their voices and instruments. -To play clear notes on an ocarina. -To compose melodies and songs. -To use different elements within a composition. -To create repeated patterns (with different instruments) To create accompaniments for tunes. To combine different sounds to create a specific mood or feeling. To improve my work and explain how I have improved it.</p> <p>To listen and appreciate with attention to detail. To use musical words to describe a piece of music and compositions. To use musical words to describe what I like and do not like about a piece of music.</p> <p>To develop an understanding of the History of music. To recognise the work of at least one famous composer. To appreciate and listen to a range of music from a range of traditions.</p>	<p>To play and perform with increasing accuracy, fluency, control and expression. (Ukulele – peripatetic teaching)</p> <ul style="list-style-type: none"> To change sounds or organise them differently to change the effect (Ukulele) To compose music which meets specific criteria (Ukulele) To explain why I think music is successful or unsuccessful (Ukulele) To suggest improvements to my own work and that of others (performing together) 	<p>Film music</p> <ul style="list-style-type: none"> To evaluate how the venue, occasion and purpose affects the way a piece of music is created To analyse features within different pieces of music To compare and contrast the impact that different composers from different times had on people of that time 																						
SCIENCE skills	<p>Working scientifically</p> <p>To use simple equipment to make observations. To identify and classify things. To suggest what I have found out.</p> <p>Biology Plants</p> <p>To name a variety of common wild and garden plants. To name the petals, stem, leaf and root of a plant. To name the roots, trunk, branches and leaves of a tree.</p>	<p>To observe and describe how seeds and bulbs grow into mature plants. To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Investigation</p> <p>- To ask relevant questions and use different types of scientific enquiries to answer them -To set up simple practical enquiries, comparative and fair tests -To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -To gather, record, classify and present data in a variety of ways to help in answering questions -To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>	<p>To be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of electricity.– Which materials allow electricity to pass through them?Which metals are the best conductors of electricity? To be able to understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.What affects how well sugar dissolves?</p>	<p>The Battle of Britain</p> <p>Identify the path light will take from its source to the eye.</p> <p>Recognise that the light travels in straight lines to the eye.</p> <p>Show on a diagram the path light takes from its source to the eye and know that it is often reflected off the objects we see.</p> <p>Make a working periscope using cardboard and mirrors.</p>																						

			<ul style="list-style-type: none"> -To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions -To identify differences, similarities or changes related to simple scientific ideas and processes -To use straightforward scientific evidence to answer questions or to support their findings. 		<p>Create large and small shadows by changing the position of an object.</p> <p>Know that the nearer an object is to a light source the larger the shadow will be.</p> <p>Choose materials that absorb light the best.</p>
RE skills	Awaiting plans from KAS	Awaiting plans from KAS	<p>Kingdom of God When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> -Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. -Offer suggestions about what the description of Pentecost in Acts 2 might mean. -Give examples of what Pentecost means to some Christians now. -Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. <p>Pupils will know that:</p> <ul style="list-style-type: none"> -Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). -Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. -Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. -Christians celebrate Pentecost as the beginning of the Church. 	Awaiting plans from KAS	Awaiting plans from KAS
Term 6	Brilliant Bodies and Animal Allsorts	Trading Places	Rotten Romans	Rites and Rituals/The World is our Oyster	You're Hired
HISTORICAL and GEOGRAPHICAL skills	<p>HISTORY To explain how I have changed since I was born.</p>		<p>HISTORY The Roman Empire and its impact on Britain (continued)</p> <ul style="list-style-type: none"> -To describe events from the past using dates when things happened. -To use a timeline within a specific period of history to set out the order that things may have happened. -To use my mathematical knowledge to work out how long ago events happened. -To use research skills to find answers to specific historical questions. 	<p>To understand how the Maya maintained a fresh water supply</p> <p>To understand how Mayan farmers could grow crops in areas that were not easy to farm.</p> <p>To describe Mayan architecture and produce a power point</p> <p>To know some stories about the Maya gods and goddesses and why astrology was important to the Maya</p>	

			-To explain some of the times when Britain has been invaded.		
		To name the seven continents and the oceans of the world and locate them on a map. To be able to say what I like and do not like about Rio and can compare it to the U.K. To be able to explain how jobs can be different in other places.	GEOGRAPHY Where do we live? -To use the correct geographical words to describe a place -To use some basic Ordnance Survey map symbols -To use grid references on a map	To understand what a mountain is and know associated vocabulary. To know where the highest mountains in the UK are To locate the significant mountain ranges in the world.	
ART skills		To use a range of materials creatively to make a Rio carnival costume. To use a scratching technique to recreate Sgraffito.	<i>I can identify the techniques used by different artists I can use a range of brushes to create different effects in painting.</i> -To create a background using a wash. -To show reflections in my art. Figure drawing: Mannequin study Alberto Giacometti, created foil sculptures Monet, researched his style and created dot paintings Constable – cloud studies	Features of a body – Mayan masks – painting. As with term 5 The World is Our Oyster To identify the types of Navajo art To recognise some of the symbols and patterns on Navajo rugs record and experiment with some of the Navajo designs on paper in a group To design motifs in the style of	
DT skills	To make my model stronger. To explain to someone else how I want to make my product. To choose appropriate resources and tools. (Clay mini beasts) To choose appropriate resources and tools. To explain to someone else how I want to make my product. (Puppets)			To make an explorer bag for the explorer pack used during North America unit.	To use market research to inform my plans and ideas. To follow and refine my plans. I can work within a budget I can show that I consider culture and society in my plans in a convincing way.
Computing skills	To record sound and play back (Linked to Senses)			Power point to present information on the Mayans.(Architecture)	•use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
PE skills	Athletics. Pupils should be taught to: Master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Fundamental skills to develop Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push (Power) Skills further differentiated and progression demonstrated in LTPE Lesson plans	Athletics. Pupils should be taught to: Master basic movements including running, jumping, throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Fundamental skills to develop Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push (Power) Skills further differentiated and progression demonstrated in LTPE Lesson plans	Athletics and OAA. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Take part in outdoor and adventurous activity challenges both individually and within a team. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best Fundamental skills to develop Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push (Power) Skills further differentiated and	Athletics and OAA. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Take part in outdoor and adventurous activity challenges both individually and within a team. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best Fundamental skills to develop Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push (Power)	Athletics and OAA. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Take part in outdoor and adventurous activity challenges both individually and within a team. Including comparing their performances with previous ones and demonstrate improvement to achieve their personal best Fundamental skills to develop Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push (Power) Skills further differentiated and

			progression demonstrated in LTPE Lesson plans	Skills further differentiated and progression demonstrated in LTPE Lesson plans	progression demonstrated in LTPE Lesson plans
MUSIC skills	To make different sounds with my voice and with instruments. To say whether I like or dislike a piece of music. (classify instruments) To repeat short rhythmic and melodic patterns. To follow instructions about when to play and sing. (Minibeast madness song).	To play simple rhythmic patterns by clapping and using instruments in Samba. To perform simple patterns and accompaniments keeping a steady pulse.	Rhythm, History, Play/sing & perform , Listen & appreciate + Ocarina To play, sing and perform with increasing accuracy, fluency, control and expression. Learning to Play the Ocarina -To play and perform in solo and ensemble contexts using their voices and instruments. -To play clear notes on an ocarina. -To compose melodies and songs. -To use different elements within a composition. -To create repeated patterns (with different instruments) To create accompaniments for tunes. To combine different sounds to create a specific mood or feeling. To improve my work and explain how I have improved it. To listen and appreciate with attention to detail. To use musical words to describe a piece of music and compositions. To use musical words to describe what I like and do not like about a piece of music. To develop an understanding of the History of music. To recognise the work of at least one famous composer. To appreciate and listen to a range of music from a range of traditions.	To play and perform with increasing accuracy, fluency, control and expression. (Ukulele – peripatetic teaching) <ul style="list-style-type: none"> To change sounds or organise them differently to change the effect (Ukulele) To compose music which meets specific criteria (Ukulele) To explain why I think music is successful or unsuccessful (Ukulele) To contrast the work of a famous composer and explain my preferences 	Production singing and performance skills <ul style="list-style-type: none"> To sing in harmony confidently and accurately To perform parts from memory To take the lead in a performance
SCIENCE skills	Working scientifically To identify and classify things. To suggest what I have found out. Biology <u>Animals, including humans</u> To name a variety of animals including fish, amphibians, reptiles, birds and mammals. To classify and name animals by what they eat (carnivore, herbivore and omnivore) To sort animals into categories (including fish, amphibians, reptiles, birds and mammals) To sort living and non-living things. To name the parts of the human body that I can see. To link the correct part of the human body to each sense.	To ask simple questions and recognising that they can be answered in different ways. To perform simple tests. To observe closely, using simple equipment. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	Light & Shadows -To describe what dark is. (the absence of light) -To explain that light is needed in order to see. -To explain that light is reflected from a surface. -To explain and demonstrate how a shadow is formed. -To explore shadow size and explain. -To explain the danger of direct sunlight and describe how to keep protected.	To be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating To describe the changes as humans develop from birth to old age. (sex ed 3 lessons)	Sex and relationships Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
RE skills	Awaiting plans from KAS	Awaiting plans from KAS	Kingdom of God When Jesus left, what was the impact of Pentecost? -Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. -Offer suggestions about what the description of Pentecost in Acts 2 might mean. -Give examples of what Pentecost means to some Christians now. -Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Make links between ideas about the Kingdom of God	Awaiting plans from KAS	Awaiting plans from KAS

			<p><i>explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</i></p> <p><i>Pupils will know that:</i></p> <p><i>-Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</i></p> <p><i>-Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</i></p> <p><i>-Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</i></p> <p><i>-Christians celebrate Pentecost as the beginning of the Church.</i></p>		
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