



Mowden
Infant & Junior Schools

Long Term Plan

Long Term Plan on a Page

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Mowden Long Term Plan on a Page - Infants	Reception	<p>Science: Seasonal change: Autumn/ Nocturnal Animals History: My history Geography: Where everything goes in my classroom & school grounds Computing: Sequencing Music: Charanga: Me PE: Real PE: Co-ordination and Balance (Bike Surprise/Pirate Pranks) RE: Being special: Where do we belong? Art: Guided Drawing D&T: See LTP PSHE: New beginnings</p>	<p>Science: Keeping Healthy including teeth History: My history Geography: Exploring the school grounds- observational skills Computing: Creating media Music: Charanga: My Stories PE: Real PE: Dynamic Balance to Agility (Journey to the blue planet/Monkey Business) RE: Why is Christmas special for Christians? Art: Guided Drawing D&T: See LTP PSHE: Getting on & falling out</p>	<p>Science: Forces: pushes and pulls/ magnets and floating and sinking Geography: Planet Earth History: How things have changed Computing: Introduction to Beebots Music: Charanga: Everyone PE: Real PE: Dynamic Balance and Static Balance (Tilly the Train/Walking the Tightrope) RE: Why is the word 'God' special to Christians Art: Collage D&T: See LTP PSHE: Say no to Bullying</p>	<p>Science: Lifecycles of animals (including frogs/butterflies/ducks) & Plants History: How things have changed Geography: Using directional language to find things Computing: Presenting life cycles Music: Charanga: Our world PE: Real PE: Co-ordination – Ball Skills and Balance with a partner (Clowning Around/ Water ski challenge) RE: Why is Easter special to Christians? Art: Painting D&T: See LTP PSHE: Community</p>	<p>Science: Materials Geography: Changes in the seasons History: How things have changed Computing: Traditional tales Music: Charanga Big bear funk PE: Real PE Coordination: Sending and Receiving and Agility: Reaction and Response (Learn to Juggle/Rings to the Rescue) RE: Which places are special and why? Art: Sculpting D&T: See LTP PSHE: Good to be me</p>	<p>Science: Animal Habitats Geography: Map Making History: How things have changed Computing: Seaside mapping Music: Charanga: Reflect, rewind, replay PE: Real PE: Agility (ball chasing) and Balance (floorwork) (Sammy Squirrel / Casper the cat) RE: What times/stories are special and why? Art: Natural Art D&T: See LTP PSHE: Relationships</p>
	Yr 1	<p>Science: Autumn; Everyday materials Geography: Seasonal weather; Where is Mowden School History: George Stephenson & the Stockton & Darlington railway RE: What does it mean to belong to a faith community? PE: Dance Computing: Technology around us Art: Drawing Music: Hey You PSHE: New beginnings; mental health</p>	<p>Science: Everyday materials; Winter Geography: cont'd History: cont'd RE: What do Christians believe God is like? PE: Gymnastics Computing: Digital painting D&T: Sliders & levers – pop up cards Music: Christmas PSHE: Getting on & falling out; mental health</p>	<p>Science: Spring; Animals including humans Geography: Seasonal weather; Oceans & continents – maps & keys RE: Who is Jewish and how do they live? PE: Games skills - aiming Computing: Moving a robot Art: Textiles Music: In the groove PSHE: Say no to bullying; keeping safe including internet safety</p>	<p>Science: Spring; Animals including humans (senses) Geography: cont'd RE: Who is Jewish and how do they live? PE: Games skills – sending & receiving Computing: Grouping data Art: Textiles Music: Round and round PSHE: Community; keeping safe including internet safety; money</p>	<p>Science: Summer; Plants Geography: Seasonal weather History: Changes with living memory: family & toys; Victorian seaside RE: Who do Christians say made the world? PE: Athletics Computing: Digital writing Art: Printing D&T: Structures – doll's house Music: Your imagination PSHE: Good to be me; respectful relationships including pride</p>	<p>Science: Summer; Plants Geography: Seasonal weather History: cont'd RE: How should we care for the world and for others and why does it matter? PE: Games skills – spatial awareness Computing: Programming animations Art: Printing D&T: Food – summer fruit pudding Music: Reflect, rewind, replay, Mowden Fest PSHE: Relationships; respectful relationships including pride</p>
	Yr 2	<p>Science: Everyday materials History: The Great Fire of London RE: Who is a Muslim and how do they live? PE: Football Computing: IT around us Art: Collage D&T: Food – design & make a tortilla wrap Music: Music is in my soul; Ocarina PSHE: New beginnings; mental health</p>	<p>Science: Animals including humans History: cont'd RE: Why does Christmas matter to Christians? PE: Gymnastics Computing: Digital photography Art: Collage Music: Christmas; Ocarina PSHE: Getting on & falling out; mental health</p>	<p>Science: Plants History: What makes someone famous? Geography: Landmarks related to history topic RE: Who is a Muslim and how do they live? (Part 2) PE: Dance Computing: Robot algorithms Art: Sculpture/3D Music: Sparkle in the sun; Ocarina PSHE: Say no to bullying; keeping safe including internet safety</p>	<p>Science: Plants History and geography: cont'd RE: Why does Easter matter to Christians? PE: Games skills – sending & receiving 2 Computing: Pictograms Art: Sculpture/3D D&T: Textiles – design & make a bookmark Music: I want to play in a band; Ocarina PSHE: Community; keeping safe including internet safety; money</p>	<p>Science: Living things & their habitats Geography: Comparing the UK with the Amazon RE: What is the 'Good News' Christians believe Jesus brings? PE: Quad kids skills Computing: Digital music Art: Painting D&T: Mechanisms – make a vehicle Music: Ocarina – Jane Sibber's recorder course PSHE: Good to be me; respectful relationships including pride</p>	<p>Science: Living things & their habitats Geography: cont'd RE: What makes some places sacred to believers? PE: Net and wall skills Computing: Programming quizzes Art: Painting Music: Hands feet heart; Ocarina PSHE: Relationships; respectful relationships including pride</p>

Long Term Plan on a Page

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Mowden Long Term Plan on a Page - Juniors	Yr 3	<p>Science: Magnets and Forces History: Stone Age to Iron Age, changes in Britain RE: What do Christians learn from the Creation Story? PE: Invasion – netball/basketball Computing: Connecting computers Art: 3D Music: Let your spirit fly; Recorders BAG PSHE: New beginnings; mental health French: Phonetics 1; I'm learning French E</p>	<p>Science: Rocks History: cont'd RE: What is it like for someone to follow God? PE: Dance Computing: Stop-frame animation Art: 2D Music: Christmas; Recorders BAG PSHE: Getting on & falling out; mental health French: Animals E</p>	<p>Science: Animals including humans Geography: Mowden & Darlington – map & fieldwork skills RE: How do festivals and worship show what matters to a Muslim? PE: Gymnastics Computing: Sequencing rounds Art: Printing D&T: Structures – design a building/structure/bridge Music: Three Little Birds; Recorders BAG PSHE: Say no to bullying; keeping safe including internet safety French: Musical Instruments E</p>	<p>Science: Plants Geography: cont'd RE: How do festivals and family life show what matters to Jewish people? PE: Fitness – HIT circuits Computing: Searching databases Art: Printing Music: Three little birds; Recorders BAG PSHE: Community; keeping safe including internet safety; money French: Ice-creams E; cultural lesson 3</p>	<p>Science: Light History: The Romans RE: What kind of world did Jesus want? PE: Athletics Computing: Desk top publishing Art: Textiles Music: Playing in a band – When the Saints; Recorders BAG PSHE: Good to be me; respectful relationships including pride; money French: Fruit E</p>	<p>Science: Light History: cont'd RE: How and why do people try to make the world a better place? PE: Striking and fielding – rounders Computing: Events and actions in programs Art: Textiles D&T: Food – design a sandwich using home-grown filling; make own bread Music: Playing in a band – When the Saints; Recorders BAG PSHE: Relationships; respectful relationships including pride French: Little Red Riding Hood E</p>
	Yr 4	<p>Science: States of matter History: Invaders and settlers RE: What is the Trinity and why is it important to Christians? PE: Fitness - BAG Computing: The internet Art: Drawing Music: Brass – Durham Music Service PSHE: New beginnings; mental health French: Phonetics 2; I can E</p>	<p>Science: States of matter History: cont'd RE: What do Hindus believe God is like? PE: Gymnastics Computing: Audio production Art: Drawing D&T: Mechanisms – design & make a trebuchet Music: Brass – Durham Music Service PSHE: Getting on & falling out; mental health French: Presenting myself I</p>	<p>Science: Sound Geography: Mountainous mountains RE: What does it mean to be a Hindu in Britain today? PE: Dance Computing: Repetition in shapes Art: Painting Music: Brass – Durham Music Service PSHE: Say no to bullying; keeping safe including internet safety French: Cultural lesson 2; Family I</p>	<p>Science: Electricity Geography: cont'd RE: Why do Christians call the day Jesus died 'Good Friday'? PE: Invasion – football Computing: Data logging Art: Painting D&T: Electrical systems – design & make a steady hand game – cross section of a mountain Music: Brass – Durham Music Service PSHE: Community; keeping safe including internet safety; money French: Classroom I</p>	<p>Science: Animals including humans History/Geog: Egypt: modern & ancient RE: For Christians, what was the impact of Pentecost? PE: Athletics Computing: Photo editing Art: Collage Music: Brass – Durham Music Service PSHE: Good to be me; respectful relationships including pride; money French: Home I</p>	<p>Science: Living things & their habitats History/Geog: cont'd RE: How and why do people mark the significant events of life? PE: Striking & fielding – rounders Computing: Repetition in games Art: Collage D&T: 2D shape to 3D product – make a shadow Music: Return to recorders PSHE: Relationships; respectful relationships including pride French: Home I</p>
	Yr 5	<p>Science: Living things and their habitats History: Ancient Greece RE: What does it mean if Christians believe God is holy and loving? PE: Invasion – netball/basketball Computing: Systems and searching Art: Drawing Music: Classroom Jazz 1; Recorders FED PSHE: New beginnings; mental health French: Phonetics 3; Pets I</p>	<p>Science: Animals including humans History: cont'd RE: Why do Christians believe Jesus was the Messiah? PE: Net & wall – tennis/badminton Computing: Video production Art: Drawing Music: Christmas; Recorders FED PSHE: Good to be me; mental health French: Dates I</p>	<p>Science: Properties & changes of materials Geography: North American Study RE: What does it mean to be a Muslim in Britain today? PE: Gymnastics Computing: Selection in physical computing Art: Printing Music: Blown away recorder book 1; Recorders FED PSHE: Say no to bullying; keeping safe including internet safety French: Café I</p>	<p>Science: Properties & changes of materials Geography: cont'd RE: Why is the Torah so important to Jewish people? PE: Invasion – tag rugby Computing: File-file databases Art: Printing or D&T D&T: Structures/Materials – design a skytraper Music: Worship on a prayer; Recorders FED PSHE: Community; keeping safe including internet safety; money French: Cultural lesson 1; Clothes I</p>	<p>Science: Earth & space Geography: River Tees RE: How do Christians decide to live? (What would Jesus do?) PE: Athletics Computing: Introduction to vector graphics Art: Textiles Music: Blown away recorder book cont'd; Recorders FED PSHE: Getting on and falling out; respectful relationships including pride French: Habitats I</p>	<p>Science: Earth & space Geography: cont'd RE: What matters most to Humanists and Christians? PE: Striking & fielding – cricket Computing: Selection in quizzes Art: Textiles D&T: Food – design & make a pasta dish Music: Dancing in the street; Recorders FED PSHE: Relationships; respectful relationships including pride; money French: Habitats I</p>
Yr 6	<p>Science: Revision of plants His: Britain and Darlington since 1930 RE: Creations and science: conflicting or complementary? PE: Invasion – tag rugby Computing: Communication and collaboration Art: Painting Music: pop Motown – Happy; Recorders High CD PSHE: New beginnings; mental health French: Phonetics 4; At school P</p>	<p>Science: Living things & their habitats History: cont'd RE: Why do some people believe in God and some people not? PE: Invasion – football Computing: Web page creation Art: Painting Music: Christmas; Recorders high CD PSHE: Getting on & falling out; mental health French: Cultural lesson 4; Me in the world P</p>	<p>Science: Light History: Local – the opening of the Darlington & Stockton railway RE: Why do Hindus try to be good? PE: Gymnastics Computing: Variables in games Art: Collage Music: Blown away recorder 1; Recorders high CD PSHE: Say no to bullying; keeping safe including internet safety French: WW2 P</p>	<p>Science: Light History: Local – the opening of the Darlington & Stockton railway RE: What do Christians believe Jesus did to 'save' people? PE: Net & wall – volleyball Computing: Introduction to spreadsheets Art: Collage D&T: Controllable vehicles – Cammin project Music: Classroom Jazz 2; Recorders high CD PSHE: Community; keeping safe including internet safety; money French: Healthy lifestyle P</p>	<p>Science: Evolution & inheritance History: cont'd RE: What do Christians believe Jesus did to 'save' people? PE: Net & wall – volleyball Computing: Introduction to spreadsheets Art: Collage D&T: cont'd Music: See LTP for Change topics; Recorders High CD PSHE: Good to be me; respectful relationships including pride French: The weekend P</p>	<p>Science: Animals including humans Geography: Natural disasters RE: For Christians, what kind of King is Jesus? PE: Athletics Computing: 3D modelling Art: Sculpture/3D D&T: cont'd Music: See LTP for Change topics; Recorders High CD PSHE: Good to be me; respectful relationships including pride French: The weekend P</p>	<p>Science: Electricity Geography: cont'd RE: How does faith help people when life gets hard? PE: Striking & fielding – cricket Computing: Sensing movement Art: Sculpture/3D D&T: 'Crumble' toy Music: Fresh Prince of Bel Air; Recorders High CD; end of year production PSHE: Relationships; respectful relationships including pride; money French: The weekend P</p>

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Changes in seasons	Skeletons/Hospital	Floating and Sinking	Life Cycles	Sorting Materials	Animals
Year 1	Everyday materials Seasons - Autumn	Everyday materials Seasons - Winter	Seasons – Spring Animals including humans	Seasons – Spring Animals including humans	Seasons - Summer Plants	Seasons - Summer Plants
Year 2	Everyday materials	Animals including humans	Plants	Plants	Living things and their habitats	Living things and their habitats
Year 3	Magnets	Rocks	Animals including humans	Plants	Light	Light
Year 4	States of Matter	States of Matter	Sound	Electricity	Animals including humans	Living things and their habitats
Year 5	Living things and their habitats	Animals including humans	Properties and changes of materials	Properties and changes of materials	Earth and Space	Forces
Year 6	Living things and their habitats	Light	Light	Evolution and inheritance	Animals including humans	Electricity

Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p> <p>Remember to include working not intentionally objectives throughout</p> <ul style="list-style-type: none"> asking simple questions and recognizing that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. <p>Working Scientifically SCIENCE SKILLS</p> <p>question answer observe observing equipment identify classify test group record diagram chart map</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <p><u>Vocabulary:</u> wood plastic glass metal water rock brick paper fabric foil hard soft stretchy soft slimy soft rough smooth waterproof not waterproof</p>	<p>Seasons – Autumn</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Pupils might work scientifically by making tables and charts about the weather, and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>Seasons – Winter</p> <p><u>Seasons Vocabulary:</u> Hibernates Temperature Daylight Change Seasons Spring Summer Autumn Winter</p>	<p>Seasons – Spring</p> <p>Animals including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Pupils might work scientifically by using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them, grouping animals according to what they eat.</p> <p><u>Vocabulary:</u> amphibians reptiles</p> <p><u>Seasons Vocabulary:</u> Hibernates Temperature Daylight Change Seasons Spring Summer Autumn Winter</p>	<p>Seasons – Spring</p> <p>Animals including humans (senses)</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Pupils might work scientifically by using their senses to compare different textures, sounds and smells</p> <p><u>Vocabulary:</u> amphibians</p> <p><u>Seasons Vocabulary:</u> Hibernates Temperature Daylight Change Seasons Spring Summer Autumn Winter</p>	<p>Seasons - Summer</p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Pupils might work scientifically by observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants, describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening, and compare and contrast what they have found out about different plants</p> <p><u>Vocabulary:</u> wild plants garden plants deciduous evergreen branches bark leaf buds root bud flowers leaves petals stem bulb fruit vegetables seed</p> <p><u>Seasons Vocabulary:</u> Hibernates Temperature Daylight Change Seasons Spring Summer Autumn Winter</p>	<p>Seasons - Summer</p> <p>Plants</p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Pupils might work scientifically by observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants, describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening, and compare and contrast what they have found out about different plants</p> <p><u>Vocabulary:</u> wild plants garden plants deciduous evergreen branches bark leaf buds root bud flowers leaves petals stem bulb fruit vegetables seed</p> <p><u>Seasons Vocabulary:</u> Hibernates Temperature Daylight Change Seasons Spring Summer Autumn Winter</p>

Science

<p>Year 2</p> <p>Remember to include working scientifically objectives throughout</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions <p>gathering and recording data to help in answering.</p> <p><u>Working Scientifically Vocabulary for KS1</u></p> <p>question answer observe observing equipment identify classify soft group need diagram chart map data compare confirm describe biology chemistry physics</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <p>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stores, theatres and zoos); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p> <p><u>Vocabulary</u> wood plastic glass stone metal water rock brick wood ice clay leather paper fabric water leaves</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow, asking questions about what things animals need for survival and what humans need to stay healthy, and suggesting ways to find answers to their questions.</p> <p><u>Vocabulary</u> offspring grow adult water food air exercise hygiene nutrition reproduction egg chick cub caterpillar spoon butterfly spoon leopard frog lamb baby toddler child teenager adult</p>	<p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants <p>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth.</p> <p><u>Vocabulary</u> wild plants deciduous garden plants evergreen leaf root leaves bud flower blossom petal stem grove herb fruit branches fruit vegetables seed bulb water light suitable temperature germination reproduction</p>	<p>Plants</p> <ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants <p>Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth.</p> <p><u>Vocabulary</u> wild plants deciduous garden plants evergreen leaf root leaves bud flower blossom petal stem grove herb fruit branches fruit vegetables seed bulb water light suitable temperature germination reproduction</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive. They should describe how they decided where to place things, exploring questions for example: 'Is a fern alive?'. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stone path) and find out how the conditions affect the plants and animals that live there.</p> <p><u>Vocabulary</u> producers consumers carnivores prey herbivores omnivores food chain habitat prey</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive. They should describe how they decided where to place things, exploring questions for example: 'Is a fern alive?'. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stone path) and find out how the conditions affect the plants and animals that live there.</p> <p><u>Vocabulary</u> producers consumers carnivores prey herbivores omnivores food chain habitat prey</p>
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Science

Year 3	Magnets and Forces	Rocks	Animals including humans	Plants	Light	Light
<p>Remember to include working scientifically objectives throughout</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions reporting 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 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple science ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> note that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers to questions; exploring the strengths of different magnets and finding a fair way to compare them, sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</p>	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter <p>Pupils might work scientifically by: examining rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them; Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed; Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none"> identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons; They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat; They might research different food groups and how they keep as healthy and design meals based on what they find out.</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Pupils might work scientifically by: comparing the effects of different factors on plant growth, for example, the amount of light, the amount of fertilizer; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed; They might observe how water is transported in plants by observing how water travels up the stem to the leaves.</p>	<p>recognise that they need light in order to see things and that dark is the absence of light</p> <ul style="list-style-type: none"> notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes <p>Vocabulary light source darkness night/day Earth's rotation sunscreen vision UV light dangerous eye protection effects protection skin reflection/reflection sunburn moist UV light dangerous eye protection effects protection skin reflection/reflection sunburn moist shadow light blocked patterns size</p>	<p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <ul style="list-style-type: none"> find patterns in the way that the size of shadows changes. <p>Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.</p> <p>Vocabulary light source darkness night/day Earth's rotation sunscreen vision UV light dangerous eye protection effects protection skin reflection/reflection sunburn moist shadow light blocked patterns size</p>
<p>Working Scientifically Vocabulary for LRS2</p> <p>Research Careful observation Accurate measurement Thermometer Data logger Gather Record Classify Present Tables Bar charts Conclusions Explanation</p>	<p>Vocabulary force push/pull rub/friction friction air resistance gravity surface magnets poles attract repel magnetism compass North/East/South/West material metal iron nickel cobalt</p>	<p>Vocabulary fossils Earth's crust core upper mantle lower mantle outer core inner core top soil sub soil substratum bed rock silica magnesium pressure heat erosion/rupture igneous sedimentary metamorphic layers strata</p>	<p>Vocabulary nutrients/vitamins protein carbohydrates vitamins/minerals Starch sugars fats starch calcium muscles protein healthy skeleton bones stout rib cage support/protection organs spinal cord vertebrate invertebrate endoskeleton exoskeleton</p>	<p>Vocabulary roots stem leaves flowers transport nutrients photosynthesis attract/bees/pollination air light oil seed dispersal gravity animals (such as mice/digestion) larva weed water life cycle</p>		

Science

Year 4	States of matter	States of Matter continued	Sound	Electricity	Animals including humans	Living things and their habitats
<p>Remember to include working scientifically objectives throughout</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help it answering questions • recording 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 • using results to draw simple conclusions, make predictions for new values, suggest improvements as it asks further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Working Scientifically Vocabulary for KS2</p> <p>research careful observation accurate measurement thermometer data logger gather record classify present tables bar charts conclusion explanation oral and written differences similarities changes evidence improve secondary sources grades conduct investigate</p>	<p>• compare and group materials together according to whether they are solids, liquids or gases.</p> <p>• observe that some materials change state when they are heated or cooled, and measure or research the temperature of which this happens in degrees Celsius (°C)</p> <p>Pupils might work scientifically by grouping and classifying a variety of different materials, exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowman melting.</p> <p>Vocabulary Solid Liquid Gas Subsity Metal Plastic Water Ice Melt Dissolve Solute Freeze Dryen Burn Stare Evaporate Condense Temperature Degree Celsius Heat Cool Water cycle Water vapour Changing state Container</p>	<p>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>• identify how sounds are made, associating some of them with something vibrating</p> <p>• recognise that vibrations from sounds travel through a medium to the ear</p> <p>• find patterns between the pitch of a sound and features of the object that produced it</p> <p>• find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>• recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Vocabulary vibrate air ear hear volume pitch loud quiet shrill percussion musical brass insulate tuning fork lyrics cannon coconut echo medium hair cells exposure damage</p>	<p>• identify common appliances that run on electricity</p> <p>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors. Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p> <p>•</p> <p>Vocabulary Switch Battery Cell Metal Lamp Volt Socket Bulb Plug Wire Circuit Buzzer Heat Sound Light Nonmetal Conductor Insulator Metal Energy Name Electricity appliance connect symbols variable electrons</p>	<p>• describe the simple functions of the basic parts of the digestive system in humans</p> <p>• identify the different types of teeth in humans and their simple functions</p> <p>• construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p> <p>Vocabulary saliva gumms teeth incisors canines tongue loosely molars chewing grinding oesophagus transport stomach acid enzymes intestines</p>	<p>• recognise that living things can be grouped in a variety of ways</p> <p>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>• recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p> <p>Vocabulary animals vertebrate flowering angiosperm reptile mammal snail slug moss carnivore parasite</p>

Science

Year 5	Living things and their habitats	Animals including humans	Properties and changes of materials	Properties and changes of materials	Earth and space	Forces
<p>Remember to include working scientifically objectives throughout</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of any degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. <p><u>Working Scientifically Vocabulary by US22</u></p> <p>plan variables requirements accuracy precision repeat readings scientific diagrams line graphs scatter graphs degree of trust relationships identify classify</p>	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>Pupils might work scientifically by observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stems and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p><u>Vocabulary</u> Reproduction Life Process Complete Slight Fertilisation Asexual Cycle Cells Germination Pollination Mammal</p> <p>scale relative Complete Flowering Poles Germination Mammal Insect Leaves Petals</p>	<p>describe the changes as humans develop to old age.</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans, by finding out and recording the length and rates of a baby as it grows.</p> <p><u>Vocabulary</u> Growth Development Pre-natal Infant Child Autism Physical Emotional Social Oestrogen Cells Reproduction Puberty Menstrual Stages Mood Adulthood Milestone Change Organ Life Cycle Life-process</p>	<p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Pupils might work scientifically by carrying out tests to answer questions, for example, Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains? They might compare materials in order to make a switch in a circuit.</p> <p><u>Vocabulary</u> Smooth Rough Hard Material Reversible Object Opaque Solution Insoluble Soluble Chemical Thermal Hardness Reversible magnetic</p>	<p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, (including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Pupils might work scientifically by: They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p><u>Vocabulary</u> Smooth Rough Hard Material Reversible Object Opaque Solution Insoluble Soluble Chemical Thermal Hardness Reversible magnetic</p>	<p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, (calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.<u>Vocabulary</u></p> <p>Earth sun moon orbit tilt axis pole rotates phases spherical universe solar system star planet asteroid meteor satellite dwarf planet</p>	<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p> <p><u>Vocabulary</u> Orbits Friction Resistance Push Pull Action Inertial Diagram Balanced Unbalanced Force meter Newton Variable Pulley Mass Weight Lever Gear Multiple Input Output Apply Force</p>

History and Geography

		Autumn	Spring	Summer	
H history overview	Reception	My History	How Things Have Changed	How Things Have Changed	
	Year 1	George Stephenson & the Stockton & Darlington Railway	See Geography	Changes within Living Memory: Family and Toys	Victorian Seaside
	Year 2	The Great Fire of London	What Makes Someone Famous? (Individuals who have made a significant impact through time)	See Geography	
	Year 3	Stone Age to Iron Age: Changes in Britain	The Romans	See Geography	
	Year 4	Invaders and Settlers	See Geography	Egypt: Modern and Ancient	
	Year 5	Ancient Greece	See Geography	See Geography	
	Year 6	Britain & Darlington Since 1930	Local History: The Opening of the Darlington & Stockton Railway	See Geography	

History and Geography

		Autumn	Spring	Summer
History - Reception	Topic	My History	How Things Have Changed	How Things Have Changed
	Key Concepts	Chronology	Chronology; Settlements	Chronology; Settlements; Technology
	Substantive Knowledge	I know that: I can talk about main events of my life up until entering into Reception. I can talk about my own life and my immediate family showing an understanding of their jobs.	I know that: People lived in different kinds of houses in the past and we can use the words 'old' and 'new' to describe some of the features of these. People in ancient Britain lived in a completely different way to those in modern times.	I know that: Household objects from the past (especially in regards to technological advancements) are different and we can use the words 'now' and 'then' to describe the settings they belonged to.
	Disciplinary Knowledge	I know how to: (From Early Learning Goals) <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		

History and Geography

	Autumn	Spring	Summer
Reception History	My History	How things have changed	How things have changed
Reception Geography	Where everything goes in my classroom Exploring the school grounds – observational skills	Planet Earth Using directional language to find things	Changes in the seasons Map making
	Map & Atlas Knowledge: I know that; I can ask questions about my surroundings. I can respond to questions such as 'what' and 'where'. I can play games with globes and maps. I can draw my own simple picture, maps, plans with labels of places I know such as school. I can follow directions – up, down, left and right. I can draw round objects 1:1 to get a plan view. I can use secondary sources – pictures, photos and films to find out about a place.		
	Fieldwork: I know how; To use some of my senses to observe different places. To identify simple types of buildings and places around me and know their own special features.		
	Vocabulary Some geographical vocabulary e.g. near, far up, down, wet, dry. Some description of places e.g. weather, season, beach, hill, farm, town, shop, house. (See Curriculum 2014 Geography folder for other relevant vocabulary lists)		

History and Geography

		Autumn	Spring	Summer	
History - Year 1	Topic	George Stephenson & the Stockton & Darlington Railway	See Geography	Changes within Living Memory: Family and Toys	Victorian Seaside
	Key Concepts	Chronology; Society; Influential people; Transport & Trade; Technology		Chronology; Technology	Chronology; Society; Technology; Influential people; Transport
	Prior Knowledge	<p><u>Let's remember:</u></p> <ul style="list-style-type: none"> - That time is moving forward – we live in the present and things that have happened existed in the past. (My history – Reception). - That we attend Mowdon School in a town called Darlington. (Talking about the main events of our lives up until the present as a member of Mowdon School – Reception). - That everything around us (specifically the way we lived in houses) looked and operated differently in the past (A house from the past compared to a house now – Reception). 		<p><u>Let's Remember:</u></p> <ul style="list-style-type: none"> - That people change and age over time and objects around us change and develop over time. - That things looked different in the past and may have been experienced differently compared to the present (e.g. the way we lived in the past compared to now – Reception; The way trains appeared and operated in the past compared to those from today – Year 1). - That things have changed sometimes because technological advancements have been made – these advancements often make human life easier. (e.g. that some household items are different now compared to the past – Reception; That the technological development of the railways aided with transport and trade and the development of the local area – Year 1). 	<p><u>Let's Remember:</u></p> <ul style="list-style-type: none"> - That our town has changed over time and therefore other settlements have changed too (e.g. That the way our that the establishment of the railways in Darlington changed the make-up of the local area and that the railways had similar effects on other settlements – Year 1). - That leisure activities e.g. that toys, children's games and the way children spend their leisure time has transformed from the past to the present (e.g. that toys in the past were different from toys today and that things we class as 'toys' today might not have existed or been classed as toys in the past – Year 1). - That everything around us looked and operated differently in the past (A house in the past compared to now and how some household objects have changed over time – Reception; That trains now are different to those in the past – Year 1). - That George Stephenson was influential to the development of the early railway (Year 1). - That trains were used to transport people and goods which contributed to the Development of Darlington (Year 1).
	Substantive Knowledge	<p><u>I know that:</u></p> <ul style="list-style-type: none"> - George Stephenson was an individual who made a significant impact upon the development of society in Britain and the World via the establishment of public railway use. - Old trains looked and worked differently to trains we have today. - The railways were instrumental to the development of Darlington and the local area. - A museum is a place dedicated to the preservation and promotion of human knowledge/development, which is sometimes specialised in one area e.g. Darlington Railway Museum. 		<p><u>I know that:</u></p> <ul style="list-style-type: none"> - Toys have features that make them interesting/desirable to us – to discuss these features and describe favourite toys from home. - Toys from the past were different from toys today – to explore these using/playing with toys from the past and compare with toys today; to identify which toys are from the past and which toys are from the present. - Games from the past are not always different from games we play today – looking at playground games and how they compare with playground games from the past. - The design of toys has changed over time and we can order these in a chronological sequence using their appearance. 	<p><u>I know that:</u></p> <ul style="list-style-type: none"> - Saltburn changed and developed due to the arrival of the railways. - Henry Pesse was instrumental in the development of Saltburn and his father Edward Pesse, helped to fund the Darlington to Stockton Railway. - Holidays for the Victorian population was a completely different experience when compared to holidays we have today. - Lifeboats are used to save lives for those in danger in the sea – technological achievements have meant that lifeboats have changed over time from the Victorian period to the present day. - Saltburn was a settlement before the Victorian period which was well known for smuggling, John Andrew being a prominent smuggler.
	Disciplinary Knowledge	<p><u>I know how to:</u></p> <ul style="list-style-type: none"> - Sequence simple events. - Use specific language linked to topic. - Describe the past from pictorial evidence/artefacts. - Describe some similarities and differences between the recent past and present. - Represent information in alternative forms e.g. timelines, graphs, play scripts, poems, stories, posters etc. - Use oracy skills to reflect on what they have learned. 			

History and Geography

	Autumn	Spring	Summer
Year 1 History	George Stephenson & the Stockton & Darlington railway	Geography	Changes within living memory: family & toys; Victorian seaside
Year 1 Geography	Seasonal weather Where is Mowden School?	Seasonal weather Oceans & continents – maps & keys	Seasonal Weather
	Please ensure that all place names are learned thoroughly.		
	<p>Locational & Place Knowledge: I know that:</p> <ul style="list-style-type: none"> • There are seven continents and five oceans. • There are 4 countries in the UK and I can name the capital cities. <p>Using Map Skills, Globes and Plans I know that:</p> <ul style="list-style-type: none"> • A map and a globe can be used to locate places. • I live in and around Mowden and where I am on a map. • I can name and locate my local area on a map and the four countries within the UK. • A compass has four points and I can use simple compass directions (NESW). • Hot/cold areas of the world can be located in relation to the Equator and North/South Poles. • I can draw/make a simple plan view of my school. • I can use locational and directional language to describe routes on a map. • I can recognise human and physical features of the school, town and neighbouring streets with the use of maps/aerial photographs. • I can sketch a map of the school grounds drawn from aerial photographs, using a simple key. • There are similarities and differences between two seaside places (local and abroad). <p>Fieldwork: I know how:</p> <ul style="list-style-type: none"> • To identify seasonal and daily weather patterns within the UK. • To use first hand observation to investigate places – the school grounds, the streets around and the local area (walk to Mowden shops/bakery). • To analyse fieldwork data using discrete graphs e.g. block graph to show different types of weather during March. <p>Possible Maths Links Number: Use the language of equal to, more than and less than. Children to compare weather, patterns in temperature. Geometry: Describe position, direction and movement, including whole, half, quarter and three-quarter turns when completing fieldwork. Children to create simple directions to given human/physical features within their local surroundings.</p>		
(See Curriculum 2014 Geography folder for relevant vocabulary lists for each year group)			

History and Geography

		Autumn	Spring	Summer
History - Year 2	Topic	The Great Fire of London	What Makes Someone Famous? (Individuals who have made a significant impact through time) Individuals studied this year: Queen Victoria, Grace Darling, Florence Nightingale, Dr Barnardo and Alexander Graham Bell.	
	Key Concepts	Chronology, Society, Technology, Influential people	Chronology, Society, Technology, Influential people	
	Prior Knowledge	<u>Let's remember:</u> <ul style="list-style-type: none"> - A museum is a place dedicated to the preservation and promotion of human knowledge/development, which is sometimes specialised in one area (George Stephenson & the Stockton & Darlington Railway – Year 1). - Settlements were different in the past e.g. Saltburn looked different in the Victorian period compared to the present day (Victorian Seaside – Year 1). - Technology has changed over time – as we saw when learning that toys from the Victorian period are different compared to toys from the present day (Changes within Living Memory: Family and Toys – Year 1). 	<u>Let's remember:</u> <ul style="list-style-type: none"> - A museum is a place dedicated to the preservation and promotion of human knowledge/development, which is sometimes specialised in one area (George Stephenson & the Stockton & Darlington Railway – Year 1). - We already know significant individuals including: George Stephenson who made a significant impact upon the development of society in Britain and the World via the establishment of public railway use and Henry Pesse who was instrumental in the development of Saltburn and his father, Edward Pesse, who helped to fund the Darlington to Stockton Railway (George Stephenson & the Stockton & Darlington Railway – Year 1 & Victorian Seaside – Year 1). 	
	Substantive Knowledge	<u>I know that:</u> <ul style="list-style-type: none"> - The main events of the Great Fire happened over a period of a few days and were caused purportedly due to an accidental fire in a bakery in 'Pudding Lane'. - The fire spread due to a number of factors including the material houses were made from, wind direction, lack of an organised fire brigade, lack of a constant water supply to put out the fire, failed attempts to control the fire, poor city design, orders from the King James I etc. - Samuel Pepys was a significant individual linked to the Great Fire of London and using his diary we can learn from the event. - Attempts were made to reduce and extinguish the fire such as through the use of water squirt, leather pails of water, fire hooks to pull burning houses down etc. - The aftermath of the Great Fire of London was mixed e.g. even though much of London had to be rebuilt at a cost, houses could now be built with bricks much more regularly; even though lots of people were homeless, the fire significantly reduced rates of the plague as most of the rat population was wiped out etc. - Christopher Wren was an important architect who helped to rebuild London after the Great Fire. He is especially known for having helped design St. Paul's Cathedral. 	<u>I know that:</u> <ul style="list-style-type: none"> - There are individuals who have contributed enormously to British history and culture – this has often been achieved through hard work and determination. - Queen Victoria had a significant impact upon national and international history and had an extraordinary life story. During her life reforms were made to primary education which impacted on the lives of millions including elementary education act 1870; school for primary children 1876; free education for every child 1891. - Grace Darling performed an act of bravery in rescuing shipwrecked people in Northumberland and was recognised for this. - Dr Barnardo was important in providing free education to poor children, setting up a 'ragged school' in 1867. He introduced the idea of boarding out children to host families (fostering) in 1867. - Florence Nightingale had a significant impact on medicine by making changes to nursing standards and contributed to the war effort during the Crimean War by nursing injured soldiers in a Scutari hospital. Medicines changed over time from the Victorian period compared to the present day. - Alexander Graham Bell was the inventor of the telephone. Telephones have changed over time from the Victorian period to the present day. 	See Geography
	Disciplinary Knowledge	<u>I know how to:</u> <ul style="list-style-type: none"> - Sequence simple events - Ask relevant questions and answer using sources (questions about changes, causes, similarities & differences and significance) - Understand the difference between primary and secondary evidence - Demonstrate empathy for a historical figure - Represent information in alternative forms e.g. diaries, graphs, playscripts, poems, stories, posters etc. - Use oracy skills to reflect on what they have learned 		

History and Geography

	Autumn	Spring	Summer
Year 2 History	The Great Fire of London	'I'm a Historical Celebrity' Mary Seacole v Florence Nightingale; Wright Brothers v Amy Johnson; Neil Armstrong v Tim Peake; Rosa Parks; Queen Elizabeth.	Geography
Year 2 Geography	see History	Landmarks related to 'I'm a Historical Celebrity'	Comparing the UK with the Amazon
	Please ensure that all place names are learned thoroughly.		
	<p>Location & Place Knowledge: I know that:</p> <ul style="list-style-type: none"> There are seven continents and five oceans. There are 4 countries in the UK and I can name the capital cities, surrounding seas and characteristics. There are geographical differences between my local area and an area in a contrasting non-European country. There are similarities and differences between local human features and those in a contrasting non-European country. 		
	<p>Using Map Skills, Globes and Plans I know that:</p> <ul style="list-style-type: none"> An atlas can be used to locate the four countries in the UK and that their location can help me to identify capital cities of the UK/surrounding areas a place. A globe helps me to find hot and cold places relative to terms such as the Equator and the North and South poles. A compass has four points and I can use simple compass directions (NESW). I can use coordinates to help me locate landmarks. I can use maps/aerial photographs to help me recognise features/landmarks. 		
<p>Fieldwork: I know how:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to describe key human features such as; city, town, village, factory, farm, house, office, port, harbour and shop. To recognise and record different types of land use, buildings and environments. To express opinions during fieldwork. 			
<p>Possible Maths Links Statistics: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Create charts/diagrams for number of human/physical features within a specific area around school. Geometry: Use mathematical vocabulary to describe position, direction and movement. Distinguish between rotation as a turn and in terms of right angles for quarter and three quarter turns (clockwise and anti-clockwise). Directional vocabulary when exploring surrounding environment. Directions to locate particular human/physical features – 'treasure hunt'. Measurement: Choose and use the appropriate standard units to measure length in any direction (cm and m). Measure school building. Compare these to other human features in local area. Bigger/smaller.</p>			
(See Curriculum 2014 Geography folder for relevant vocabulary lists for each year group)			


History and Geography

		Autumn	Spring	Summer
Year 3	Topic	Stone Age to Iron Age: Changes in Britain	The Romans	
	Key Concepts	Chronology; Society; Technology	Chronology; Society; Technology; Influential people; Transport	
	Prior Knowledge	<p>Let's remember:</p> <ul style="list-style-type: none"> - A museum is a place dedicated to the preservation and promotion of human knowledge/development, which is sometimes specialised in one area (George Stephenson & the Stockton & Darlington Railway – Year 1). - Settlements were different in the past e.g. Saltburn looked different in the Victorian period compared to the present day (Victorian Seaside – Year 1). London looked different in the period of the Great Fire of London compared to the present day (The Great Fire of London – Year 2). - Technology has changed over time – as we saw when learning that toys from the Victorian period are different compared to toys from the present day (Changes with Living Memory: Family and Toys – Year 1). - The construction of houses has changed over time – for example during the Great Fire of London houses were made of wood. (The Great Fire of London – Year 2). 	<p>Let's remember:</p> <ul style="list-style-type: none"> - A museum is a place dedicated to the preservation and promotion of human knowledge/development, which is sometimes specialised in one area (George Stephenson & the Stockton & Darlington Railway – Year 1). - Settlements were different in the past e.g. London looked different in the period of the Great Fire of London compared to the present day (The Great Fire of London – Year 2) and Changes in Britain and how it looked different between the Stone Age and Iron Age. (Stone Age to Iron Age – Year 3). - Technology has changed over time – as we saw when learning that fire was extinguished with the use of water squirts, leather pails of water and fire hooks during the Great Fire of London (The Great Fire of London – Year 2) and people began to make and use different tools during the Bronze Age (Stone Age to Iron Age – Year 3). - The construction of houses has changed over time during the Great Fire of London houses were made of wood. (The Great Fire of London – Year 2) and during the Iron Age people constructed Round Houses made of different materials (Stone Age to Iron Age – Year 3). 	
	Substantive Knowledge	<p>I know that:</p> <ul style="list-style-type: none"> - Events can be placed in a chronological order and to know that the overall Stone Age to Iron Age period fits in this chronological order. - The Stone Age was divided into three stages and that these stages had distinct names. - Art existed in the Stone Age and contributed to Stone Age culture. - Stone Age people sourced food in different ways to us and that a variety of food was available though it was a significantly different diet to modern humans today. - Skara Brae was a settlement during this period and how people lived in this place at this time. - Stonehenge was a place important for people at this time and all the reasons it was important. - The Bronze Age was a time separate from the Stone Age and changes occurred from the Stone Age to the Bronze Age. - People began to make and use tools in the Bronze Age. - Another name for the Bronze Age people as the Beaker people. - The Iron Age was a time separate from the Bronze Age. - People in the Iron Age lived differently from those in the Stone Age and Bronze Age and what these differences were. - People in the Iron Age lived in Round Houses and how these were constructed. - Tribes during these periods were often at war with each other and Hill Forts constructed during the Iron Age were settlements as well as places of occupation. - We can learn from the past because of artefacts that can be found from the time period (such as Iron Age brooches) and that these can often inspire design today. 	<p>I know that:</p> <ul style="list-style-type: none"> - The Romans fit within a specific time within History. - The Romans had slaves and that the position of a slave in society at this time was very complex and their treatment was mixed. - Slaves contributed in different ways to Roman society. - The Romans had gladiators that fought viciously for sport and entertainment and that some slaves became gladiators. - Some Romans dressed in togas, laurel wreaths and sandals. - Some Romans wore elaborate jewellery which represented their position within society. - The Romans invaded Britain and that there were three Roman Emperors who attempted to invade. - Romans designed and constructed straight roads, some of which are still in use today. - Romans invented 'Both Houses' and developed heating within buildings which was revolutionary. - Boudica was a significant figure who fought against the occupation of the Romans. - Romans had a different monetary system. 	
	Disciplinary Knowledge	<p>I know how to:</p> <ul style="list-style-type: none"> - Sequence events in chronological order - Understand the difference between primary and secondary evidence - Form own opinions of historical events from sources - Make notes from different sources - Represent information in alternative forms e.g. diaries, graphs, playscripts, poems, stories, posters etc - Use oracy skills to reflect on what they have learned 		
				See Geography

History and Geography

	Autumn	Spring	Summer
Year 3 History	Stone Age to Iron Age: changes in Britain	see Geography	The Romans
Year 3 Geography	History	Mowden & Darlington: map & fieldwork skills	History
	Please ensure that all place names are learned thoroughly.		
	<p>Locational & Place Knowledge: I know that:</p> <ul style="list-style-type: none"> I can use a map to locate countries and capital cities of the United Kingdom and geographical regions. I can identify physical and human characteristics, including some cities and some topographical features, of a geographical region in the UK. I can identify and understand how some aspects of human and physical features have changed over time. The UK is split into different counties (a brief introduction). <p>Using Map Skills, Globes and Plans I know that:</p> <ul style="list-style-type: none"> Atlases can be used to find places using index/contents. A globe can help me to find hot and cold places in relation to the Equator, Tropics of Cancer, Capricorn. Features can be located on a map of Darlington and Mowden by using a 4-figure grid reference and coordinates. I can use an aerial view/satellite images to sketch a map of the school grounds/ local neighbourhood. I can use a map/aerial photographs to recognise features of school and neighbouring streets in Darlington. There are 8 points on a compass. Maps use scales to reflect distances using maths skills (1:25000 OS map) including some of the main symbols. I can draw a map of the whole school grounds (infant and junior buildings) from an aerial view. Compare Mowden old and new (buildings, roads houses) through the use of Bing Hybrid maps. <p>Fieldwork: I know how:</p> <ul style="list-style-type: none"> To use simple equipment to measure and record. To use a range of methods including maps, atlases, globes and digital computer mapping to locate human and physical changes over time. To investigate the local area, looking at types of shops, services and houses. To use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. To analyse fieldwork data using discrete graphs e.g. a bar chart. <p>Possible Maths Links Statistics: Interpret and present human/physical features using bar charts, pictograms and tables. Solve one-step and two-step problems using information presented in scaled bar charts and pictograms/tables. Measure and compare lengths of different human features (m/cm/mm). Number: Recognise place value in <i>numbers</i> with up to 3digits (grid references).</p>		
(See Curriculum 2014 Geography folder for relevant vocabulary lists for each year group)			

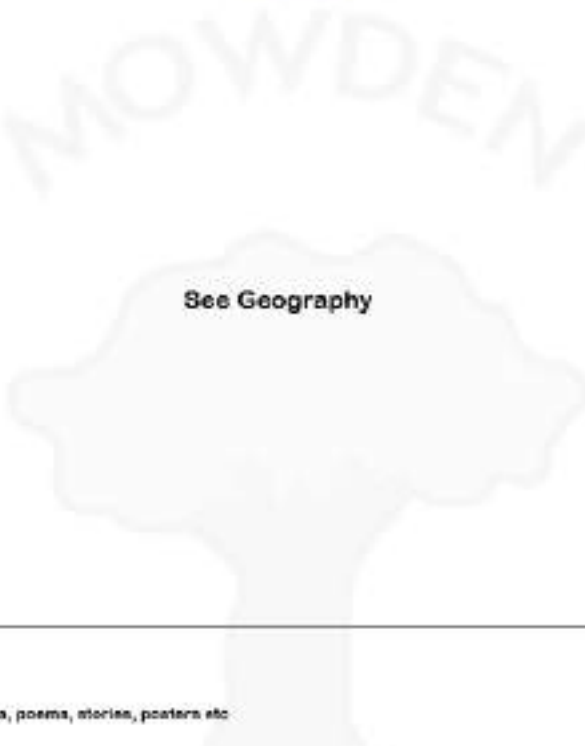
History and Geography

		Autumn	Spring	Summer
Year 4	Topic	Invaders & Settlers	 <p>See Geography</p>	Egypt: Modern and Ancient
	Key Concepts	Chronology; Society; Religion; Influential people		Chronology; Society; Religion; Technology; Influential people; Transport
	Prior Knowledge	<u>Let's remember:</u> <ul style="list-style-type: none"> - The Roman legacy did not continue into Anglo-Saxon times. - Shara Brae settlement influenced society - Roundhouses were the beginning of people living in a settlement - Not everyone was equal in society- Roman slaves, men/women 		<u>Let's Remember:</u> <ul style="list-style-type: none"> - What was happening in the world elsewhere at this time? - Artefacts can provide us with evidence of how people lived - Not everyone worships one God- Pagans in Britain - Society was not equal
	Substantive Knowledge	<u>I know that:</u> <ul style="list-style-type: none"> - The Scots and the Anglo-Saxons invaded Britain and that the Anglo-Saxons established seven kingdoms. - Settlement names still in existence today originated from Anglo-Saxon words and to understand the meaning behind these given names. - There were different jobs within an Anglo-Saxon village and each job contributed to the survival of the community. - Because we can study artefacts left behind from the Anglo-Saxon period, we can assume that the Anglo-Saxons had an established culture. - Anglo-Saxons worshipped more than one god (Christianity) and no longer pagans - The Vikings occupied England during the same period as the Anglo-Saxons. - Anglo-Saxon leaders such as Alfred the Great and Athelstan, attempted to defend and defeat the invading Vikings. - The life of a Viking was dependent on their role within society. - Archaeological finds have influenced what we know about Viking life. 		<u>I know that:</u> <ul style="list-style-type: none"> - Ancient Egyptian society was founded thousands of years ago before the establishment of the Christian calendar –we shipped many gods - Ancient Egyptian society had a hierarchical structure. - Ancient Egyptian people believed that their ruler was called a Pharaoh and that person was a god on Earth. - The River Nile influenced much of Egyptian life in different ways and the surrounding country was its mostly desert. - The Ancient Egyptians mummified and then buried their dead in Sarcophagi. - Sarcophagi were placed in buried tombs in the desert. - They believed in the Afterlife which a place of judgement, reward or punishment. - Tutankhamun was an important boy ruler in Ancient Egypt who died in mysterious circumstances. - Howard Carter was an archaeologist in the 1920s who discovered the tomb of Tutankhamun - They wrote using Hieroglyphics and that there is some similarity between Hieroglyphics and written English.
	Disciplinary Knowledge	<u>I know how to:</u> <ul style="list-style-type: none"> - Sequence events in chronological order - Ask relevant questions and answer using sources (questions about: changes, causes, similarities & differences and significance) - Describe the past from pictorial evidence/artefacts - Compare and contrast two versions of the same historical event/period - Develop an understanding of continuity and change - Represent information in alternative forms e.g. diaries, graphs, playscripts, poems, stories, posters etc. - Use oracy skills to reflect on what they have learned 		

History and Geography

	Autumn	Spring	Summer
Year 4 History	Invaders & Settlers	Geography	Egypt: Ancient & Modern
Year 4 Geography	History	Marvellous Mountains	History
	Please ensure that all place names are learned thoroughly.		
	<p>Locational & Place Knowledge: I know that:</p> <ul style="list-style-type: none"> I can use a map to locate the world's countries, focusing on Europe, (including the location of Russia): key physical or human characteristics, countries and major cities. There are different mountain ranges around the world. A map can be used to identify physical characteristics such as mountains, hills and some topographical features. There are geographical similarities and differences between an area in the UK and an area in a European country. Some mountain ranges have changed over time. The climate on a mountain can change depending on altitude. 		
	<p>Using Map Skills, Globes and Plans I know that:</p> <ul style="list-style-type: none"> I can use a globe to find hot and cold places relative to terms such as Equator, Tropics of Cancer, Capricorn, longitude and latitude. I can use the 8 points on a compass to locate places. I can use atlases to find places using the index. ICT can be used to annotate aerial photographs and maps with key features. There can be different scales used on a map and I can begin to use smaller scale aerial views. Aerial photographs and satellite images can be used to locate features. 		
<p>Fieldwork: I know how:</p> <ul style="list-style-type: none"> To interpret recorded fieldwork data (footfall on the Alps and a chosen UK equivalent) using discrete graphs e.g. bar charts. To calculate averages and ranges from fieldwork or secondary data e.g. range in temperature measured during 24 hour period etc. 			
<p>Possible Maths Links Statistics: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. (Human/physical features). Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Geometry (Position and Direction): Describe positions on a grid as coordinates in the first quadrant (grid references). Describe movements between positions as translations of a given unit to the left/right and up/down.</p>			
(See Curriculum 2014 Geography folder for relevant vocabulary lists for each year group)			

History and Geography

		Autumn	Spring	Summer
Year 5	Topic	Ancient Greece	 See Geography	See Geography
	Key Concepts	Chronology; Society; Religion; Technology; Transport		
	Prior Knowledge	Let's Remember: <ul style="list-style-type: none"> - Not all history happens in Britain. - Not everyone worships one god - Egyptian Gods. - Trade and transport are crucial to the economy. 		
	Substantive Knowledge	I know that: <ul style="list-style-type: none"> - The Greek period lasted a long time - over several historical periods and left a lasting legacy. - Ancient Greeks worshipped many gods. - These gods had different powers. - The two main places in Greece were Athens and Sparta - democracy or oligarchy. - Greek society was a democracy. - Marathon was an important battle in 490BC. - Greek theatre was an important part of life. - Greeks expressed themselves through plays - comedies and tragedies and only men were allowed to act. - Greek pottery tells us how Ancient Greeks lived their lives. - The Trojan War was one of the most important events in Greek mythology. - The Olympic Games originated in Greece. - Farming and trade were important to their livelihood. 		
	Disciplinary Knowledge	I know how to: <ul style="list-style-type: none"> - Sequence events in chronological order - Form own opinions on historical events from a range of sources - Make notes from different sources - Represent information in alternative forms e.g. diaries, graphs, play scripts, poems, stories, posters etc - Use essay skills to reflect on what they have learned 		

History and Geography

	Autumn	Spring	Summer	
Year 5 History	Ancient Greece	Geography	see Geography	
Year 5 Geography	History	North American study	River Tees	
	<p>Please ensure that all place names are learned thoroughly.</p> <p>Localational & Place Knowledge (North American Study)</p> <p>I know that:</p> <ul style="list-style-type: none"> I can use a map to identify some of the world's countries, focusing on North and South America and their countries/ major cities. I can use a globe to find places relative to terms such as Equator, Tropics of Cancer, Capricorn, longitude and latitude and understand time differences, including day and night. I can use a map to identify the most significant human and physical characteristics in North and South America. There are geographical similarities and differences through the study of human and physical geography of a region in the UK, European country and a region in North America. I can imagine how and why areas may change in the future. <p>Using Map Skills, Globes and Plans</p> <p>I know that:</p> <ul style="list-style-type: none"> An atlas can be used to locate a place using the index and coordinates. I can use the 8 points on a compass, symbols and keys to show knowledge of the wider world. Thematic maps can be used to make comparisons. I can describe and understand key human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Fieldwork</p> <p>I know how:</p> <ul style="list-style-type: none"> To use previously recorded data to observe, measure & record human & physical features using a range of methods, including sketch maps, plans, graphs & digital technologies. 		<p>Please ensure that all place names are learned thoroughly.</p> <p>Localational & Place Knowledge (River Tees)</p> <p>I know that:</p> <ul style="list-style-type: none"> I can name/locate cities & counties of the UK. I know more about the geographical regions of the UK and their identifying physical and human characteristics, including more cities and detail of the key topographical features (following from Year 4), including naming some UK hills, mountains & rivers (River Tees) or types of coasts. Rivers have changed over time and I can identify key aspects of rivers. The water cycle has 3 major processes. Evaporation, condensation and precipitation. <p>Using Map Skills, Globes and Plans</p> <p>I know that:</p> <ul style="list-style-type: none"> An atlas can be used to locate a place using the index and coordinates. Ordnance Survey maps use conversion scales 1:50,000 and 1: 25,000. I can use the scales and symbols to locate landmarks/places. I can name/locate cities & counties of the UK using a globe, maps and some OS symbols on maps, including digital mapping. A 6-figure grid reference can be used to interpret maps. I can use a map/aerial photographs to sketch my own map that includes neighbouring streets, using symbols and a key. There are 8 points on a compass. A map/aerial photographs can be used to recognise features of neighbouring streets. I can describe and understand key human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Fieldwork</p> <p>I know how:</p> <ul style="list-style-type: none"> To use fieldwork to observe, measure & record human & physical features in the local area (River Tees) using a range of methods, including sketch maps, plans, graphs & digital technologies. To align a map with a route. 	
	<p>Possible Maths Links</p> <p>Statistics: Solve comparison, sum and difference problems using information presented in a line graph based on e.g. trade links, economic activity. Calculate differences between known rivers around the world.</p>			
	<p>(See Curriculum 2014 Geography folder for relevant vocabulary lists for each year group)</p>			

History and Geography

		Autumn	Spring	Summer
Year 6	Topic	Britain & Darlington Since 1930	Local History: The Opening of the Darlington and Stockton Railway	See Geography
	Key Concepts	Chronology; Society; Religion; Technology; Influential people	Chronology; Society; Religion; Technology; Influential people; Transport	
	Prior Knowledge	Let's Remember: <ul style="list-style-type: none"> - Technology influences society - Conflict happens because of religion and a struggle for power (Invaders and Settlers/The Romans) Conflict happens because of inequality in society 	Let's Remember: <ul style="list-style-type: none"> - People influence society - Transport and trade are crucial to society 	
	Substantive Knowledge	Know that: <ul style="list-style-type: none"> - World War II happened from 1939 to 1945 and that this greatly influences what we know about the period because the amount of recent source material. - There were several reasons why WWII began. - Jews were treated badly during the war and Nazis did not like the Jews. - "The final solution," was to kill all the Jews - The Holocaust- Anne Frank - Children were evacuated and sent to safety- Sir Nicolas Winton - Women took over traditional male roles while the men were fighting. - The home guard allowed those too young to fight, to make a difference to the war effort. - The effect war had on everyday life, e.g rationing, shelters. - The war affected society in a number of ways, including money, technology and the economy. 	Know that: <ul style="list-style-type: none"> - The Stockton and Darlington Railway (S&DR) company operated from 1825-1853 in north-east. - It opened to connect collieries and move coal. - It carried no passengers until 1853. - George Stephenson and other notable local people (e.g. Quakers) played an important role. - The opening journey was a significant event and can describe it. 	
	Disciplinary Knowledge	Know how to: <ul style="list-style-type: none"> - Sequence events in chronological order - Identify bias in secondary evidence - Understand the differences between biography and autobiography as historical sources - Ask relevant questions and answer using a range of sources (questions about changes, causes, similarities & differences and significance) - Represent information in alternative forms e.g. diaries, graphs, play scripts, poems, stories, posters etc. - Use essay skills to reflect on what they have learned 		

History and Geography

	Autumn	Spring	Summer
Year 6 History	Britain during WW2	Local history: the opening of the Darlington & Stockton railway	Geography
Year 6 Geography	History	History	Natural Disasters
	Please ensure that all place names are learned thoroughly.		
	<p>Locational & Place Knowledge: I know that:</p> <ul style="list-style-type: none"> I can identify the position/significance of latitude, longitude, equator, Northern and Southern hemisphere, tropics of Cancer and Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day & night). I can describe key physical geography, including: climate zones, biomes, volcanoes, tsunamis and earthquakes and explain their long-term effects. Natural disasters have changed the landscape over time and I can explain how/why. The climate, weather and natural disasters can have geographical influences/effects on people and places at the time and in the future. 		
	<p>Using Map Skills, Globes and Plans I know that:</p> <ul style="list-style-type: none"> An atlas can be used to locate a place using the index and coordinates. I can use a globe to find places relative to terms such as Equator, Tropics of Cancer, Capricorn, longitude and latitude and understand time differences, including day and night. The earth is made up of different layers and understand some of their characteristics. Places can be located using a 4 and 6-figure grid reference. I can use the 8 points on a compass, symbols and keys, to know knowledge of the UK and the wider world. Maps use conversion scales 1:50,000 and 1:25,000. Maps, atlases, globes and digital/computer mapping can be used to locate countries and describe features studied. I can describe and understand key human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 		
<p>Fieldwork: I know how:</p> <ul style="list-style-type: none"> To carry out a focused in depth study, looking at issues/changes in a specific area. To draw a detailed sketch map using symbols and a key. For example, showing a particular type of natural disaster. 			
<p>Possible Maths Links Statistics: Interpret and construct pie charts and line graphs based on how features change over time and use these to solve problems. Ratio and Proportion: Scales when working with maps.</p>			
(See Curriculum 2014 Geography folder for relevant vocabulary lists for each year group)			



Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being special: Where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' special to Christians	Why is Easter special to Christians?	Which places are special and why?	What times/stories are special and why?
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like? GOD	Who is Jewish and how do they live?	Who is Jewish and how do they live?	Who do Christians say made the world? CREATION	How should we care for the world and for others and why does it matter?
Year 2	Who is a Muslim and how do they live?	Why does Christmas matter to Christians? INCARNATION	Who is a Muslim and how do they live? (Part 2)	Why does Easter matter to Christians? SALVATION	What is the 'Good News' Christians believe Jesus brings? GOSPEL	What makes some places sacred to believers?
Year 3	What do Christians learn from the Creation Story? CREATION	What is it like for someone to follow God? PEOPLE OF GOD	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want? GOSPEL	How and why do people try to make the world a better place?
Year 4	What is the 'Trinity' and why is it important to Christians? INCARNATION	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? SALVATION	For Christians, what was the impact of Pentecost? KINGDOM OF GOD	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe God is holy and loving? GOD	Why do Christians believe Jesus was the Messiah? INCARNATION	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	How do Christians decide to <u>live</u> , - 'What would Jesus do?' GOSPEL	What matters most to Humanists and Christians?
Year 6	Creations and science: conflicting or complementary? CREATION	Why do some people believe in God and some people not?	Why do Hindus try to be good?	What do Christians believe Jesus did to 'save' people? SALVATION 2	For Christians, what kind of King is Jesus? KINGDOM OF GOD	How does faith help people when life gets hard?

Understanding Christianity Themes

PSHE – Personal, Social & Health Education

EYFS PSHE

Autumn Whole School Topic – MENTAL HEALTH - Name feelings and match to faces.	Spring Whole School Topic – KEEPING SAFE including INTERNET SAFETY What is the internet?	Summer Whole School Topic – RESPECTFUL RELATIONSHIPS including PRIDE People in my families / different families
AUTUMN 1 New Beginnings	SPRING 1 Say No to Bullying	SUMMER 1 Good to be Me
School Rules – know and follow rules Respect and Honesty - Scenarios & Role Play, To use please and thank you. R24. how to listen to other people and play and work cooperatively Good touch and Bad touch – to use kind hands when playing To say – <i>please don't do that I don't like it when you want something to stop.</i> SRE Vocab – rules, please, thank you, listen, kind hands, stop	Bullying/Teasing - R21. About what is kind and unkind behaviour Same and Different - I'm ok being different R23 – to recognise the ways in which they are the same and different to others – eye colour, hair colour, height etc. Vocab – kind, unkind, different	Daily Routine - Keeping clean H5- simple hygiene routines that stop germs from spreading – washing hands, blowing nose, brushing teeth, having a bath My Body Diet and Exercise – healthy and unhealthy food (VHCaterpillar) Body Image - Growing up - about the process of growing from young to old – baby, child, adult Privacy – underwear, closing the door when on the toilet, who helps us wash etc. My Body Belong to Me PPT Vocab – clean, healthy, unhealthy, baby, child, adult, private
Topic Assessment - New Beginnings	Topic Assessment - Say No to Bullying	Topic Assessment - Good to be Me
PSHE Discussion Homework	PSHE Discussion Homework	PSHE Discussion Homework

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out	SPRING 2 Community	SUMMER 2 Relationships
<p>Friendships - What do they look like? How do they make you feel?</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>Vocab – friendship, friends, tolerate, kindness, kindness, bullying, similarity, difference</p>	<p>What is Community? – school/town community</p> <p>L4 – About the different groups they belong to</p> <p>Environment – Recycling/Litter</p> <p>L3 about things they can do to help look after their environment</p> <p>People who can help me? - recognise professionals / Role Play</p> <p>L5 – About the different roles and responsibilities people have in their community</p> <p>Stranger Danger</p> <p>R15. how to respond safely to adults they don't know</p> <p>Vocab - community, local, school, recycling, sustainable, global, waste, stranger, responsible,</p>	<p>Friendships - Why are you a good friend?</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>Tummy bugs and Butterflies - Identify & manage feelings - Secret / surprise what's the difference</p> <p>H11. About different feelings that humans can experience</p> <p>H12. How to recognise and name different feelings</p> <p>H13. How feelings can affect people's bodies and how they behave</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Families and Care - my family network (around my <u>hand</u>) My family is important because... to identify their special people (family, friends, carers), what makes them special and how special people should care for one another SRE</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R2 Identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R4 – to identify common features of family life</p> <p>Moving on – transition, managing feelings</p> <p>H27. about preparing to move to a new class/year group</p> <p>Vocab – family, friends, butterflies, nerves, emotions, feelings, special, care</p>
<p>Topic Assessment - Getting on and Falling out</p>	<p>Topic Assessment - Community</p>	<p>Topic Assessment - Relationships</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

Year 1 PSHE		
<p>Autumn Whole School Topic – MENTAL HEALTH -</p> <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p>Spring Whole School Topic – KEEPING SAFE including INTERNET SAFETY</p> <p>R15 - How to respond safely to adults they don't know</p> <p>I8. about the role of the internet in everyday life</p>	<p>Summer Whole School Topic – RESPECTFUL RELATIONSHIPS including PRIDE</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R3. About types of families including those that might be different from their own.</p>
<p>AUTUMN 1 New Beginnings</p> <p>School Rules – know and follow rules</p> <p>L1. about what rules are, why they are needed</p> <p>Respect and Honesty - Scenarios & Role Play,</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>Good touch and Bad touch – to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) SRE</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>Vocab – rules, choices, fair, fairness, share, private, privacy, respect</p>	<p>SPRING 1 Say No to Bullying</p> <p>Bullying/Teasing -</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R12. how to report bullying; the importance of telling a trusted adult</p> <p>R21. About what is kind and unkind behaviour</p> <p>R9 – How to ask for help if a friendship is making them feel unhappy</p> <p>Same and Different - I'm ok being different</p> <p>R23 – to recognise the ways in which they are the same and different to others</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>Vocab – same, similar, different, diverse, equal, acceptance, bullying, teasing, friendship, kindness, unkindness.</p>	<p>SUMMER 1 Good to be Me</p> <p>Daily Routine - Keeping clean</p> <p>H5- simple hygiene routines that stop germs from spreading</p> <p>My Body</p> <p>Diet and Exercise -healthy eating (draw a plate) - Exercise (What is it) (poss. Science?)</p> <p>H1. About what keeping healthy means; different ways to keep healthy</p> <p>H2. About the elements of a balanced healthy lifestyle</p> <p>H2. About foods that support good health and the risks of eating too much sugar</p> <p>Body Image – <u>What</u> will I look like in 10 / 20/ 50 years? Growing up - about the process of growing from young to old and how people's needs change</p> <p>H20. about growing and changing from young to old and how people's needs change</p> <p>Privacy - what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy SRE</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Vocab – healthy, unhealthy, moderation, growth, old, young, touch, acceptable, unacceptable, privacy, diverse</p>
<p>Topic Assessment - New Beginnings</p> <p>PSHE Discussion Homework</p>	<p>Topic Assessment - Say No to Bullying</p> <p>PSHE Discussion Homework</p>	<p>Topic Assessment - Good to be Me</p> <p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out	SPRING 2 Community	SUMMER 2 Relationships
<p>Friendships - What do they look like? How do they make you feel? R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>Vocab – friendship, friends, tolerate, kindness, kindness, bullying, similarity, difference</p>	<p>What is Community? – school/town community L4 – About the different groups they belong to</p> <p>Environment – Recycling/Litter L3 about things they can do to help look after their environment</p> <p>People who can help me? - recognise professionals / Role Play L5 – About the different roles and responsibilities people have in their community</p> <p>Money – L16. different jobs that people they know or people who work in the community do L15. that jobs help people to earn money to pay for things L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money</p> <p>Stranger Danger R15. how to respond safely to adults they don't know</p> <p>Vocab - community, local, school, recycling, sustainable, global, waste, stranger, responsible,</p>	<p>Friendships - Why are you a good friend? R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>Tummy bugs and Butterflies - Identify & manage feelings - Secret / surprise what's the difference H11. About different feelings that humans can experience H12. How to recognise and name different feelings H13. How feelings can affect people's bodies and how they behave R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Families and Care - my family network (around my hand) My family is important because... to identify their special people (family, friends, carers), what makes them special and how special people should care for one another SRE R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R2 Identify the people who love and care for them and what they do to help them feel cared for. R4 – to identify common features of family life</p> <p>Moving on – transition, managing feelings H27. about preparing to move to a new class/year group</p> <p>Vocab – family, friends, butterflies, nerves, emotions, feelings, special, care</p>
<p>Topic Assessment - Getting on and Falling out</p>	<p>Topic Assessment - Community</p>	<p>Topic Assessment - Relationships</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

Year 2 PSHE		
<p>Autumn Whole School Topic – MENTAL HEALTH</p> <p>H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H16 about ways of sharing feelings; a range of words to describe feelings. H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better with family and friends can support mental health and wellbeing</p>	<p>Spring Whole School Topic – KEEPING SAFE including INTERNET SAFETY</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p>	<p>Summer Whole School Topic – RESPECTFUL RELATIONSHIPS including PRIDE</p> <p>R3 - About types of families including those that might be different from their own. R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>
<p>AUTUMN 1 New Beginnings</p> <p>Rules - Create an imaginary place and rules to go with it, why do we need to have them? L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Rights and Responsibilities R25. how to talk about and share their opinions on things that matter to them</p> <p>Vocab – rules, rights, responsibility, sharing, caring</p>	<p>SPRING 1 Say No to Bullying</p> <p>Bullying and Teasing - How might someone feel? Who to ask for help? R21. about what is kind and unkind behaviour, and how this can affect others R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Respect - What is it and how can we show it?</p> <p>Vocab – teasing, bullying, friendship, respect, rights, kindness, care, ownership</p>	<p>SUMMER 1 Good to be Me</p> <p>Same and Different - Giraffes Can't Dance Book What is the moral of the story? L6. to recognise the ways they are the same as, and different to, other people Body Image - Who is your favourite celebrity and why? Discuss – is this realistic? -about growing and changing and new opportunities and responsibilities that increasing independence may bring H29. to recognise risk in simple everyday situations and what action to take to minimise harm -ways in which they are all unique; understand that there has never been and will never be another 'them' SRE H21. to recognise what makes them special H22. to recognise the ways in which we are all unique My Body - the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls SRE H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Lucinda and Godfrey – The Smell Monster about visiting the dentist – H7 about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Vocab – body, body image, growth, change, independence, unique, moral, similarity, difference, genitalia, (appropriate body part names)</p>
<p>Topic Assessment - New Beginnings</p> <p>PSHE Discussion Homework</p>	<p>Topic Assessment - Say No to Bullying</p> <p>PSHE Discussion Homework</p>	<p>Topic Assessment - Good to be Me</p> <p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out	SPRING 2 Community	SUMMER 2 Relationships
<p>Respect - What is it and how can we show it? R22 about how to treat themselves and others with respect; how to be polite and courteous</p> <p>Honesty - What are the consequences of not being honest? Scenarios and Role Play R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Friendships - Why am I a good friend? Friendship potion of qualities and attributes R6. about how people make friends and what makes a good friendship R9. how to ask for help if a friendship is making them feel unhappy</p> <p>Vocab – honest, dishonest, consequence, qualities, attributes, friendship, loyalty, kindness</p>	<p>What is Community? (local) - What does it mean? Links available with library, community centre, religious buildings etc... L5 – About the different roles and responsibilities people have in their community</p> <p>Money – L14. that everyone has different strengths L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L17. about some of the strengths and interests someone might need to do different jobs</p> <p>Responsibility - How do you look after a pet and why? L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>Stranger Danger - What is the difference between a stranger and someone you know, who should we trust? H33. about the people whose job it is to help keep us safe</p> <p>Environment - What improves / what harms the local community? L3. about things they can do to help look after their environment Vocab – community, local community, wider community, responsibility, strangers, e-safety, harmful, improve, environment</p>	<p>Families and Care - What is family? Different family units (class survey) R3. about different types of families including those that may be different to their own</p> <p>Moving on – transition to KS2 H27. about preparing to move to a new class/year group Managing Feelings - A Huge Bag of Worries Book - How to deal with worry / anxiety that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) SRE H24. how to manage when finding things difficult</p> <p>Vocab – moving on, transition, family, worry, anxiety, butterflies, hurtful, emotion, feeling,</p>
<p>Topic Assessment - Getting on and Falling out</p>	<p>Topic Assessment - Community</p>	<p>Topic Assessment - Relationships</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

Year 3 PSHE

Autumn Whole School Topic – **MENTAL HEALTH**

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

Spring Whole School Topic – **KEEPING SAFE including INTERNET SAFETY**

L11. recognise ways in which the internet and social media can be used both positively and negatively

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

LINK TO CYBER BULLYING – weekly?

Summer Whole School Topic – **RESPECTFUL RELATIONSHIPS including PRIDE**

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

PSHE – Personal, Social & Health Education

AUTUMN 1 New Beginnings	SPRING 1 Say No to Bullying	SUMMER 1 Good to be Me
<p>Rules - Identify places that have rules. What are the rules and why do they exist? L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Rights and Responsibility</p> <p>Class Charter/Rules</p> <p>Vocab – rules, rights, responsibilities, good choice, bad choice, choice</p>	<p>Bullying/Teasing - What is peer pressure? Identify behaviour types R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Responsibility - What are the consequences of...? Scenarios </p> <p>Vocab – bullying, teasing, behaviour, consequences, responsibility, feelings, reactions</p>	<p>Same and Different - to recognise and challenge stereotypes SRE H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Money – L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>My Body -Identifying personal space/ Inappropriate touching Lucinda and Godfrey – The Birthday Party SRE to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy SRE R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations</p> <p>Body Image - How do we describe humans to aliens? H27. to recognise their individuality and personal qualities</p> <p>Vocab – different, special, body, personal space, respect, privacy, body image</p>
Topic Assessment - New Beginnings	Topic Assessment - Say No to Bullying	Topic Assessment - Good to be Me
PSHE Discussion Homework	PSHE Discussion Homework	PSHE Discussion Homework

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out	SPRING 2 Community	SUMMER 2 Relationships
<p>Friendships – friendship soup R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Relationships - Identify and explore different kinds of relationships that exist R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another to recognise different types of relationship, including those between acquaintances, friends, relatives and families SRE</p> <p><u>Respect</u> - How to you gain respect, why is it important? <u>Honesty/Responsibility</u> - What are the consequences of not being honest? Scenarios <u>Feelings</u> - Identify a variety of feelings, how they impact on someone and what they can do about them</p> <p>Vocab – friendship, friends, relationship, family, respect, honesty, feelings, emotions</p>	<p>Environment - What effects the environment, how can we help? L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>What is Community - What groups are there in our community? Wider community and our role. L6. about the different groups that make up their community; what living in a community means</p> <p>Money – L17. about the different ways to pay for things and the choices people have about this L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Vocab – environment, impact, community, role, difference</p>	<p>Relationships - Identify and explore different kinds of relationships that exist to recognise different types of relationship, including those between acquaintances, friends, relatives and families SRE R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Life Cycle - Link with science possibly include ending of relationships / bereavement H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>Moving on – transition H36. strategies to manage transitions between classes and key stages</p> <p>Vocab – relationships, love, birth, death, life, moving on, loss, new start</p>
<p>Topic Assessment - Getting on and Falling out</p>	<p>Topic Assessment - Community</p>	<p>Topic Assessment - Relationships</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

Year 4 PSHE

<p>Autumn - Whole School Topic – MENTAL HEALTH</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p>Spring - Whole School Topic – KEEPING SAFE including INTERNET SAFETY</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>LINK TO CYBER BULLYING</p>	<p>Summer - Whole School Topic – RESPECTFUL RELATIONSHIPS including PRIDE</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>
<p>AUTUMN 1 New Beginnings</p> <p>School Rules and Responsibility - What are they and why do we have them?</p> <p>L3. about the relationship between rights and responsibilities</p> <p>Democracy - What is it, how does it exist here?</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>Vocab – rules, responsibility, democracy, vote, fair, equal</p>	<p>SPRING 1 Say No to Bullying</p> <p>Bullying - What is acceptable in a relationship? to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>SRE</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Compliments - What are they? Why are they important? How do they make us feel?</p> <p>Vocab –bullying, relationship, acceptable/unacceptable behaviours, compliments, feelings</p>	<p>SUMMER 1 Good to be Me</p> <p>Body Image - Create the ideal male / female this age and as adults what is realistic?</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Can you believe it? - Advertising, what is it? What is it for?</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>My Body - Growing and changing recognising the life cycle</p> <p>Vocab –body image, realistic, media, advertising, purpose, body, growing, changing, life cycle</p>
<p>Topic Assessment - New Beginnings</p> <p>PSHE Discussion Homework</p>	<p>Topic Assessment - Say No to Bullying</p> <p>PSHE Discussion Homework</p>	<p>Topic Assessment - Good to be Me</p> <p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out	SPRING 2 Community	SUMMER 2 Relationships
<p>Feelings - Scenario based activities around situations with feelings attached and how they impact on people R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>Compliments - What are they? Why are they important?</p> <p>Vocab – feelings, impact, friendships, actions, words, compliments</p>	<p>Environment - Discuss and debate issues that impact on the environment, locally, nationally and internationally.</p> <p>Going Green - What does this mean? L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe SRE Money - Risk Taking - What is a risk? L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>People who can help me? - Scenario based problem solving, I can go to ... for... L7. to value the different contributions that people and groups make to the community</p> <p>Vocab – environment, impact, reduce, reuse, recycle, risks, problem solving, assistance/help</p>	<p>Relationships - Identify and explore different kinds of relationships that exist how relationships end and why including bereavement R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Moving on - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe SRE H36. strategies to manage transitions between classes and key stages H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>Lucinda and Godfrey – Telling Someone Money – L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L31. to identify the kind of job that they might like to do when they are older</p> <p>Vocab – relationships, types, bereavement, loss, moving on, independence, trusted adult</p>
<p>Topic Assessment - Getting on and Falling out</p>	<p>Topic Assessment - Community</p>	<p>Topic Assessment - Relationships</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

Year 5 PSHE

<p>Autumn Whole School Topic – MENTAL HEALTH - see Getting on and Falling out</p>	<p>Spring Whole School Topic – KEEPING SAFE including INTERNET SAFETY</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>LINK TO CYBER BULLYING</p>	<p>Summer Whole School Topic – RESPECTFUL RELATIONSHIPS including PRIDE</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>
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PSHE – Personal, Social & Health Education

AUTUMN 1 New Beginnings	SPRING 1 Say No to Bullying	SUMMER 1 Good to be Me (Taught in AUT 2)
<p>Democracy - What is it? Where does it exist? L2. to recognise there are human rights, that are there to protect everyone</p> <p>School Rules and Responsibility - What are they and why do we have them? What are the consequences of not having them? L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Vocab – democracy, law, parliament, vote, rules, responsibility, consequences</p>	<p>Bullying/Racism - What is it? What is right or wrong? R21. about discrimination: what it means and how to challenge it</p> <p>Respect and Honesty - What is it, how does it exist here? R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>Vocab – bullying, racism, respect, honesty, equal</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced Moved from Spring 2.</p>	<p>Feelings - How do I feel about growing and changing H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>My Body - Physical and emotional changes in puberty. Growing and changing - Our bodies – including naming body parts & keeping clean Lucinda and Godfrey – Growing and Changing H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Body Image (links to Internet Safety) - How does the media affect how we feel about ourselves? How does it portray men / women? Is it realistic? how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request SRE L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>Vocab – feelings, growing, changing, puberty, hygiene, body image, media, realistic, concerned, images</p>
<p>Topic Assessment - New Beginnings</p>	<p>Topic Assessment - Say No to Bullying</p>	<p>Topic Assessment - Good to be Me</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out (Taught in SUM 1)	SPRING 2 Community	SUMMER 2 Relationships
<p>Respect and Honesty - What is it, how does it exist here? R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Emotional Health & Well-being - What does this mean? How do you look after yours? H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Vocab – respect, honesty, mental health, emotions, trusted adult, talk, share</p>	<p>Environment- What impact does the media have on how we treat the environment? Going Green - How can we do it at school & at home? L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>World community - that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) SRE</p> <p>Money –L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money</p> <p>Vocab – environment, media, impact, reduce, reuse, recycle, differences, religion, culture, gender, sex, disability, sexual orientation, respect, equal</p>	<p>Relationships - What is healthy / unhealthy? It's ok to... to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships SRE R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Anti-Social Behaviour - What is it? Local picture R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Moving on - transition H36. strategies to manage transitions between classes and key stages Money – L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>Vocab – healthy/unhealthy relationship, anti-social behaviour, moving on, transitions, worries</p>
Topic Assessment - Getting on and Falling out	Topic Assessment - Community	Topic Assessment - Relationships
PSHE Discussion Homework	PSHE Discussion Homework	PSHE Discussion Homework

PSHE – Personal, Social & Health Education

Year 6 PSHE

<p>Autumn Whole School Topic – MENTAL HEALTH</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>Spring Whole School Topic – KEEPING SAFE including INTERNET SAFETY</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>LINK TO CYBER BULLYING</p>	<p>Summer Whole School Topic – RESPECTFUL RELATIONSHIPS including PRIDE</p> <p>about the difference between, and the terms associated with, sex, gender, identity and sexual orientation R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>
<p>AUTUMN 1 New Beginnings</p> <p>Rules and Responsibilities - What are they and why do we have them? What are the consequences of not having them? L3. about the relationship between rights and responsibilities</p> <p>Democracy - What is it? Where does it exist?</p> <p>Stress – recognising and dealing with stress H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Vocab – rules, responsibilities, consequences, democracy, parliament, stress, coping strategies</p>	<p>SPRING 1 Say No to Bullying</p> <p>Bullying/Racism - What does it look like? How do we prevent it? R21. about discrimination: what it means and how to challenge it R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Internet Safety - Cyberbullying Risks and consequences R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Vocab – bullying, racism, prevent, equal, internet safety, cyber bullying, report, stay safe</p>	<p>SUMMER 1 Good to be Me</p> <p>Personal Hygiene - Why is it important, even more so during puberty? How can we do it? Lucinda and Godfrey – Growing and Changing about human reproduction SRE H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>Smoking - Risks and dealing with peer pressure Drugs - Risks & consequences H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Vocab – personal hygiene, puberty, reproduction, stress, smoking, drugs, peer pressure, risks, consequences, gender, sexual orientation</p>
<p>Topic Assessment - New Beginnings PSHE Discussion Homework</p>	<p>Topic Assessment - Say No to Bullying PSHE Discussion Homework</p>	<p>Topic Assessment - Good to be Me PSHE Discussion Homework</p>

PSHE – Personal, Social & Health Education

AUTUMN 2 Getting on and Falling out	SPRING 2 Community	SUMMER 2 Relationships
<p>Respect and Honesty - What is it, how does it exist for me? R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with – we cover this objective in Autumn 1 when looking at democracy</p> <p>Feelings - Being sensitive to others, Problem page scenarios R13. the importance of seeking support if feeling lonely or excluded R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Vocab – respect, honesty, feelings, sensitive, respect</p> <p>What is mutual respect? What is a healthy friendship? What do you do if you feel lonely?</p>	<p>Internet Safety - Social Networking Are your friends your friends? Sharing photos Privacy settings Using chat networks L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>Decision Making / Money – L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions</p> <p>Going Green - How can we do it at school & at home? L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Environment - How does the media messages present information on the environment? What impact does this have?</p> <p>Vocab – internet safety, social networks, privacy, photos, appropriate/inappropriate</p>	<p>Relationships - What is healthy / unhealthy? Create a Bill of Rights that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others SRE R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>Risk Taking and Transition - identify risks associated with moving to a new school and how to manage them, include dealing with peer pressure H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Preparing for Transition - Links with local schools & Transition Choices H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Money – L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older</p> <p>Going Out - identify risks associated with being out alone / with friends and how to manage them Emergency situations H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>Vocab – healthy/unhealthy, marriage, risk taking, transition, peer pressure, emergency, safe, healthy</p>
<p>Topic Assessment - Getting on and Falling out</p>	<p>Topic Assessment – Community</p>	<p>Topic Assessment - Relationships</p>
<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>	<p>PSHE Discussion Homework</p>

Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
EYFS	Sequencing Sequencing familiar stories (Gruffalo, After the Storm, Room on the Broom, etc.)	Creating media Using 2Paint a picture to create digital art	Introduction to Beebots Introducing and exploring Beebots	Presenting life cycles Presenting life cycles of different animals using 2 Paint a picture	Traditional tales Creating traditional tales pictures and retells using 2 Publish and Microsoft Word	Seaside mapping Seaside tangrams - Barefoot
Year 1	Technology around us Recognising technology in school and using it responsibly	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Grouping data Exploring object labels, then using them to sort and group objects by properties.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Programming Animations Designing and programming the movement of a character on screen to tell stories.
Year 2	IT around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer	Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Year 3	Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.	Sequencing sounds Creating sequences in a block-based programming language to make music.	Branching databases Building and using branching databases to group objects using yes/no questions.	Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose	Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content	Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Year 5	Systems and Searching Identifying and exploring how information is shared between digital systems	Video Production Planning, capturing, and editing video to produce a short film	Selection in physical computing Exploring conditions and selection using a programmable microcontroller	Flat-file databases Using a database to order data and create charts to answer questions	Introduction to Vector graphics Creating images in a drawing program by using layers and groups of objects	Selection in quizzes Exploring selection in programming to design and code an interactive quiz
Year 6	Communication and collaboration Recognising how the WWW can be used to communicate and be searched to find information	Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	Variables in games Exploring variables when designing and coding a game.	Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data.	3D modelling Planning, developing, and evaluating 3D computer models of physical objects.	Sensing Movement Designing and coding a project that captures inputs from a physical device

Art & Design

Breakdown of objectives and possible progression of skills throughout Key Stage One and Two. Each topic lasts for 6 weeks and is taught in the opposite half term to D&T			
Year One	<p>Drawing: Use pencils and crayons to draw lines of different shapes and thicknesses.</p> <p>Colour neatly staying within the lines.</p> <p>Name Primary and secondary colours. Talk about Proportion.</p>	<p>Sculpture/3D: Use objects in a composition</p> <p>Roll and shape clay. Use tools to add detail.</p>	<p>Printing: Use fruit, vegetables and sponges to print on to fabric or paper.</p> <p>Make printing blocks, string patterns or plasticine shapes.</p> <p>Explore techniques such as, repeating, overlapping, rotating and arranging shapes.</p>
Year Two	<p>Collage: Use materials of different texture and appearances.</p> <p>Think about layer order.</p> <p>Practise neat cutting skills.</p> <p>Link how artists' have used texture, colour, pattern and shape in their work.</p>	<p>Sculpture/ 3D: 3D: Create models using clay, dough, plasticine.</p> <p>Make carvings using dry clay.</p> <p>Use tools and extra clay to add texture.</p> <p>Paint finished items.</p>	<p>Painting/drawing: Teach primary and secondary colours and their relation to each other on the colour wheel.</p> <p>Mix primary colours to make secondary.</p> <p>Add white to make tint and black to make tones. Use tone charts Understand the concept of light and dark.</p>
Year Three	<p>Drawing/ Painting Mix colours using tints and tones.</p> <p>Understand that one colour can have different shades and variations.</p> <p>Use textures to create the effects of light and dark.</p>	<p>Printing</p> <p>Experiment with different materials to make printing blocks.</p> <p>Make a one coloured print.</p> <p>Build layers of colour to make prints of two or more colours.</p>	

Art & Design

<p>Year Four</p>	<p>Drawing/ painting</p> <p>Use different grades of pencils at different angles to show different tones.</p> <p>Use a number of brush techniques using thin and thick brushes to produce shapes, textures, patterns and lines.</p> <p>Begin to express light and shadow on more complex forms.</p> <p>Think about proportion</p>	<p>Sculpture</p> <p>Understand perspective Think about landscapes and how to replicate them using props and height building in compositions (eg. Add padding to 'lift' up a hill so that it can be seen above the foreground)</p> <p>Create texture effects on the surfaces of objects. Think about how to mimic textures and forms with similarly sized objects e.g. broccoli for a tree.</p>	<p>Collage</p> <p>Tessellation and other patterns.</p> <p>Use cutting skills to create repeated patterns.</p> <p>Look at mosaics and montage and collage from other cultures.</p>
<p>Year Five</p>	<p>Drawing/painting:</p> <p>Use shading to add interesting effects using different grades of pencils.</p> <p>Select the most suitable drawing materials.</p> <p>Use different grades of pencil/ different strengths of pigment to show light and shadow or distance</p> <p>To use atmospheric perspective to show depth of field in a landscape painting.</p>	<p>Printing:</p> <p>Build up colours in a sequence.</p> <p>Make precise printing patterns by creating accurate printing blocks.</p> <p>Use drawings and designs to bring fine detail in to work.</p> <p>Build up colours in prints.</p> <p>Explore printing from other cultures and time periods.</p>	<p>Sculpture</p> <p>Use colling</p> <p>Use different paint effects</p> <p>To think about proportion</p>
<p>Year Six</p>	<p>Painting:</p> <p>Experiment with different paint mixes, and brush techniques</p> <p>Use colour and shape to reflect feeling and moods.</p> <p>To paint from life</p> <p>To create a composition to paint</p> <p>Urban art and graffiti.</p>	<p>Collage:</p> <p>Choose appropriate materials for collage.</p> <p>Modify and change materials used in collage.</p> <p>Combine visual and tactile qualities.</p> <p>Collage takes inspiration from artists or designers.</p>	<p>Sculpture/ 3D:</p> <p>Use a variety of tools and more complex techniques for sculpting.</p> <p>Use carvings to create shape, texture and pattern. Use techniques to give a more lifelike quality. To look at and emulate different styles from ancient craftspeople.</p>

Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Real PE Unit 1</p> <p><i>Multi Abilities Cog: Personal</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> Footwork (C) One Leg Static Balance (SB)</p> <p><i>Links:</i></p>	<p>Real PE Unit 2</p> <p><i>Multi Abilities Cog: Social</i></p> <p><i>FMS (ABCs):</i> Jumping & Landing (DB to A) Seated Balance (SB)</p> <p><i>Links:</i></p>	<p>Real PE Unit 3</p> <p><i>Multi Abilities Cog: Cognitive</i></p> <p><i>FMS (ABCs):</i> On A Line (DB) Stance (SB)</p> <p><i>Links:</i></p>	<p>Real PE Unit 4</p> <p><i>Multi Abilities Cog: Creative</i></p> <p><i>FMS (ABCs):</i> Ball Skills (C) Counter Balance With a Partner (CB)</p> <p><i>Links:</i></p>	<p>Real PE Unit 5</p> <p><i>Multi Abilities Cog: Physical</i></p> <p><i>FMS (ABCs):</i> Sending & Receiving (C) Reaction/Response (A)</p> <p><i>Links:</i></p>	<p>Real PE Unit 6</p> <p><i>Multi Abilities Cog: Health & Fitness</i></p> <p><i>FMS (ABCs):</i> Ball Chasing (A) Floor Work (SB)</p> <p><i>Links:</i></p>
	<p>EYFS Physical Development/Gross Motor Skills (The Jungle Journey LDA)</p>					

This is a working Document, some Units may need to be moved dependant on when Dance and Football is 'Booked In' with External Deliverers.

Physical Education

Y1	<p>Dance <i>Themes and Dreams</i></p>	<p>Gymnastics <i>realGym or</i> CORE TASK: Making Shapes</p> <p>TOPGYM: <i>Time to Travel Rock & Roll Jumping Jacks</i></p>	<p>Games skills (Aiming)</p> <p>CORE TASK: 10 Point Hoops</p> <p>TOPPLAY: <i>Aiming Games Aiming Games Golf Sending Skills – Aiming</i></p>	<p>Games skills (Sending & Receiving 1)</p> <p>CORE TASK: Rollaball (Durham Unit 1 Task 2)</p> <p>TOPPLAY: <i>Sending Skills...Rolling Receiving Skills...Controlling Sending Skills...Kicking</i></p>	<p>Athletics</p> <p>CORE TASK: Honey Pot</p> <p>MULTI-SKILL CLUB (hard copy):: <i>Athletics Agility 1 – Changing Pace</i></p>	<p>Games skills (Spatial Awareness)</p> <p>CORE TASK: Piggy in the Middle</p> <p>TOPPLAY: <i>Movement Without a Ball Getting Used to a Ball Movement With a Ball</i></p>
	<p>Real PE Unit 1</p> <p>Multi Abilities Cog: Personal</p> <p>Fundamental Movement Skills (Agility, Balance, Coord): Footwork (C) One Leg Static Balance (SB)</p> <p>Links: Gymnastics Dance Games skills (Spatial Awareness)</p>	<p>Real PE Unit 2</p> <p>Multi Abilities Cog: Social</p> <p>FMS (ABCs): Jumping & Landing (DB to A) Seated Balance (SB)</p> <p>Links: Athletics Gymnastics</p>	<p>Real PE Unit 3</p> <p>Multi Abilities Cog: Cognitive</p> <p>FMS (ABCs): On A Line (DB) Stance (SB)</p> <p>Links: Gymnastics Dance Athletics</p>	<p>Real PE Unit 4</p> <p>Multi Abilities Cog: Creative</p> <p>FMS (ABCs): Ball Skills (C) Counter Balance With a Partner (CB)</p> <p>Links: Gymnastics Games skills</p>	<p>Real PE Unit 5</p> <p>Multi Abilities Cog: Physical</p> <p>FMS (ABCs): Sending & Receiving (C) Reaction/Response (A)</p> <p>Links: Games skills e.g. Sending & Receiving</p>	<p>Real PE Unit 6</p> <p>Multi Abilities Cog: Health & Fitness</p> <p>FMS (ABCs): Ball Chasing (A) Floor Work (SB)</p> <p>Links: Gymnastics Games skills e.g. Sending & Receiving</p>

Physical Education

Y2	<p>Games Skills – Football Specific (TASC)</p>	<p>Gymnastics</p> <p><i>realGym or</i> CORE TASK: Families of Actions</p> <p>TOPGYM: <i>Introducing Sequences</i> <i>Rock & Roll</i> <i>Time to Travel</i></p> <p>CORE TASK: Unit 2 – Task 2 (Durham)</p> <p>TOPGYM: <i>Feet off the Ground</i> <i>Double Up</i></p>	<p>Dance??</p> <p>CORE TASK: Dance <i>Cat Dance....if NOT External Coach</i></p> <p>**Swimming – timetable tbc</p>	<p>Games skills (Sending & Receiving 2)</p> <p>CORE TASK: Rollaball (Durham Unit 1 Task 2)</p> <p>TOPPLAY: Sending & receiving... On the move Rolleball Scoring Points 1-2-3-4</p>	<p>Athletics Quad Kids Skills</p> <p>QUAD KIDS Booklet 50m Sprint 300m Run Howler Throw Standing Long Jump</p>	<p>Net and Wall Skills – Skills based – LTA</p> <p>CORE TASK: Rollaball</p> <p>OAA – Link to Geography</p>
	<p>Real PE Unit 1</p> <p>Multi Abilities Cog: Personal</p> <p>Fundamental Movement Skills (Agility, Balance, Coord): Footwork (C) One Leg Static Balance (SB)</p> <p>Links: Gymnastics Dance Games Skill</p>	<p>Real PE Unit 2</p> <p>Multi Abilities Cog: Social</p> <p>FMS (ABCs): Jumping & Landing (DB to A) Seated Balance (SB)</p> <p>Links: Gymnastics Games Skills Dance Net and Wall Skills</p>	<p>Real PE Unit 3</p> <p>Multi Abilities Cog: Cognitive</p> <p>FMS (ABCs): On A Line (DB) Stance (SB)</p> <p>Links: Gymnastics Dance Net and Wall Skills e.g. Tennis</p>	<p>Real PE Unit 4</p> <p>Multi Abilities Cog: Creative</p> <p>FMS (ABCs): Ball Skills (C) Counter Balance With a Partner (CB)</p> <p>Links: Games Skills e.g. Basketball</p>	<p>Real PE Unit 5</p> <p>Multi Abilities Cog: Physical</p> <p>FMS (ABCs): Sending & Receiving (C) Reaction/Response (A)</p> <p>Links: Games Skills e.g. Football</p>	<p>Real PE Unit 6</p> <p>Multi Abilities Cog: Health & Fitness</p> <p>FMS (ABCs): Ball Chasing (A) Floor Work (SB)</p> <p>Links: Gymnastics Games Skills e.g. Cricket Dance</p>

Physical Education

Y3	<p>Invasion – Netball/Basketball</p> <p>CORE TASK: Three Touch Ball</p> <p>TOPSPORT: Treasure Chest</p>	<p>Dance</p> <p>CORE TASK: Machines....if NOT External Coach</p>	<p>Gymnastics</p> <p><i>realGym or</i> CORE TASK: Balancing Act</p> <p>TOPGYM: Hold and Control</p> <p>CORE TASK: Unit 3 – Task 1 (Durham)</p> <p>TOPGYM: Pick (link) and mix</p>	<p>Fitness – HIIT/Circuits</p> <p>FIT FOR TOPS W/U'S: Ready Steady Go Ball Possession Read to Move FIT FOR TOPS ACTIVITIES: Balancing your Energy, Sports Stretch,Fit For Muscles,Seeking the Benefits</p> <p>OAA CORE TASK: Missing Corners (Mowden Yr3)</p>	<p>Athletics</p> <p>CORE TASK: Take Aim</p> <p>TOP ATHLETICS: Throwing for Distance Throwing for Accuracy Clean the Playground Scout Ball</p>	<p>Striking and fielding - Rounders</p> <p>CORE TASK: Arc Rounders</p> <p>TOP S&F: Target Throw Target Bowling</p>
	<p>Real PE Unit 1</p> <p>Multi Abilities Cog: Personal</p> <p>Fundamental Movement Skills (Agility, Balance, Coord): Footwork (C) One Leg Static Balance (SB)</p> <p>Links: Gymnastics Dance E.g. Net/Basketball</p>	<p>Real PE Unit 2</p> <p>Multi Abilities Cog: Social</p> <p>FMS (ABCs): Jumping & Landing (DB to A) Seated Balance (SB)</p> <p>Links: Athletics E.g. Netball/Basketball Gymnastics</p>	<p>Real PE Unit 3</p> <p>Multi Abilities Cog: Cognitive</p> <p>FMS (ABCs): On A Line (DB) Ball Skills (C)</p> <p>Links: Gymnastics E.g. Netball/Basketball</p>	<p>Real PE Unit 4</p> <p>Multi Abilities Cog: Creative</p> <p>FMS (ABCs): Sending & Receiving (C) Counter Balance With a Partner (CB)</p> <p>Links: Gymnastics E.g. Netball/Basketball</p>	<p>Real PE Unit 5</p> <p>Multi Abilities Cog: Physical</p> <p>FMS (ABCs): Reaction/Response (A) Floor Work (SB)</p> <p>Links: E.g Rounders/Cricket E.g. Netball/Basketball Gymnastics</p>	<p>Real PE Unit 6</p> <p>Multi Abilities Cog: Health & Fitness</p> <p>FMS (ABCs): Ball Chasing (A) Stance (SB)</p> <p>Links: E.g. Rounders/Cricket Net and Wall</p>

Physical Education

Y4	<p>Fitness – SAQ</p> <p>Linear/Lateral Mechanics using Hurdles and Ladders</p> <p>OAA CORE TASK: Make the biggest number (Mowden Yr4)</p>	<p>Gymnastics</p> <p>realGym or CORE TASK: Balancing Act (IN PAIRS)</p> <p>TOPGYM: Double Up Rock & Roll</p>	<p>Dance???</p> <p>CORE TASK: Indian Delightif NOT External Coach</p>	<p>Invasion – Football Specific (TASC)</p>	<p>Athletics</p> <p>CORE TASK: Furthest Five</p> <p>TOP ATHLETICS: Stepping, Striding & Jumping</p>	<p>Striking and fielding – Rounders</p> <p>CORE TASK: Arc Rounders</p> <p>TOP S&F: Catch them Out Quick Runs & Safe Catching</p>
	<p>Real PE Unit 1</p> <p>Multi Abilities Cog: Personal</p> <p>Fundamental Movement Skills (Agility, Balance, Coord): Footwork (C) One Leg Static Balance (SB)</p> <p>Links: Gymnastics Dance</p>	<p>Real PE Unit 2</p> <p>Multi Abilities Cog: Social</p> <p>FMS (ABCs): Jumping & Landing (DB to A) Seated Balance (SB)</p> <p>Links: Athletics E.g. Netball/Basketball Gymnastics</p>	<p>Real PE Unit 3</p> <p>Multi Abilities Cog: Cognitive</p> <p>FMS (ABCs): On A Line (DB) Ball Skills (C)</p> <p>Links: Gymnastics E.g. Football</p>	<p>Real PE Unit 4</p> <p>Multi Abilities Cog: Creative</p> <p>FMS (ABCs): Sending & Receiving (C) Counter Balance With a Partner (CB)</p> <p>Links: Gymnastics E.g. Football</p>	<p>Real PE Unit 5</p> <p>Multi Abilities Cog: Physical</p> <p>FMS (ABCs): Reaction/Response (A) Floor Work (SB)</p> <p>Links: E.g. Rounders/Cricket E.g. Netball/Basketball Gymnastics</p>	<p>Real PE Unit 6</p> <p>Multi Abilities Cog: Health & Fitness</p> <p>FMS (ABCs): Ball Chasing (A) Stance (SB)</p> <p>Links: E.g. Rounders/Cricket Net and Wall</p>

Physical Education

Y5	<p>Invasion – Netball/Basketball</p> <p><i>CORE TASK: Calling the Shots</i></p> <p><i>TOPSPORT: Find that space 3 hoop ball</i></p>	<p>Net and Wall – Tennis or Badminton</p> <p><i>CORE TASK: What a Racket</i></p> <p><i>TOPSPORT: Net & Wall Games</i> <i>Are you ready?</i> <i>Flights and Arrivals</i> <i>Rebound Ready</i> <i>Getting a Grip</i></p>	<p>Gymnastics</p> <p><i>realGym or CORE TASK: Unit 5 – Task 1 & 2 (Durham)</i></p> <p><i>TOPGYM: Rock & Roll</i> <i>Bottoms Up</i></p>	<p>Invasion – Tag Rugby</p> <p><i>CORE TASK: Calling the Shots</i></p>	<p>Athletics</p> <p><i>CORE TASK: Pass the Baton</i></p> <p><i>TOP ATHLETICS: Sprint Start Relay</i> <i>Tick-Tag Relay</i> <i>Develop Fast Running</i></p> <p><i>TOWN SPORTS PREPARATION</i></p>	<p>Striking and fielding – Cricket Runners</p> <p><i>TOP S&F: Run & Return</i> <i>There & back</i></p>
	<p>Real PE Unit 1</p> <p><i>Multi Abilities Cog: Personal</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> <i>Ball Skills (C)</i> <i>Reaction/Response (A)</i></p> <p><i>Links:</i> <i>Net and Wall – Tennis or Badminton</i> <i>Invasion – Netball/Basketball</i></p>	<p>Real PE Unit 2</p> <p><i>Multi Abilities Cog: Social</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> <i>On A Line (DB)</i> <i>Counter Balance With a Partner (CB)</i></p> <p><i>Links:</i> <i>Invasion – Tag Rugby</i> <i>Gymnastics</i> <i>OAA</i></p>	<p>Real PE Unit 3</p> <p><i>Multi Abilities Cog: Cognitive</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> <i>Stance (SB)</i> <i>Footwork (C)</i></p> <p><i>Links:</i> <i>Gymnastics</i> <i>Invasion (All)</i></p>	<p>Dance??</p> <p><i>CORE TASK: Making the Grade....if NOT External Coach</i></p>	<p>Fitness – HIIT/Circuits</p> <p><i>FIT FOR TOPS W/U'S: Ready Steady Go</i> <i>Ball Possession</i> <i>Read to Move</i></p> <p><i>FIT FOR TOPS ACTIVITIES:</i> <i>Balancing your Energy</i> <i>Sports Stretch</i> <i>Fit For Muscles</i> <i>Seeking the Benefits</i></p> <p><i>OAA</i></p> <p><i>CORE TASK: Change From a £1 (Mowden Yr5)</i></p>	<p>Real PE Unit 4</p> <p><i>Multi Abilities Cog: Creative</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> <i>Seated (SB)</i> <i>Floor Work (SB)</i></p> <p><i>Links:</i> <i>Gymnastics</i> <i>Net/Wall Games</i></p>

Physical Education

Y6	<p>Invasion - Tag Rugby</p> <p><i>CORE TASK: Wide Attack</i></p> <p><i>TOPSPORT: The wing game</i></p>	<p>Invasion – Football (TASC)</p> <p><i>CORE TASK: Wide Attack</i></p> <p><i>TOPSPORT: The wing game</i></p>	<p>Gymnastics Key Steps/RealGym</p>	<p>Net and Wall – Volleyball/seated v'ball - Tactics</p> <p><i>TOP N&W Games: Team Two v Two</i> <i>Go for Ten</i> <i>Serving it Up</i></p>	<p>Athletics</p> <p><i>CORE TASK: Three Jump Challenge</i></p> <p><i>TOP ATHLETICS: Stepping, Striding & Jumping</i></p> <p>TOWN SPORTS PREPARATION</p>	<p>Striking and fielding – Cricket</p> <p><i>CORE TASK: Run the Loop or Pairs Cricket</i></p> <p><i>TOP S&F: Run & Return Chain gang</i></p>
	<p>Sports hall Athletics Event Prep</p>	<p>Real PE Unit 6</p> <p><i>Multi Abilities Cog: Health & Fitness</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> Sending & Receiving (C) Ball Chasing (A)</p> <p><i>Links: Gymnastics</i> Invasion (All)</p>	<p>OAA</p> <p>CORE TASK: Make Up a Saying (Mowden Yr6)</p>	<p>Real PE Unit 5 Inside</p> <p><i>Multi Abilities Cog: Physical</i></p> <p><i>Fundamental Movement Skills (Agility, Balance, Coord):</i> Jumping & Landing (DB to A) One Leg Static Balance (SB)</p> <p><i>Links: Gymnastics</i> Invasion (All) Athletics</p>	<p>Dance End of Year Performance</p> <p>**Swimming – timetable tbc</p>	<p>Dance End of Year Performance</p>

NOTE: Year 5/6 LTP Can be dependent on Competitions and Festivals for these age groups. Swimming is also timetabled for one class at a time, plus catch ups towards end of year.

Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Teach skills of scissor use, glue, tape etc through small activities linked to phonics teaching (e.g. /sh/ make a sheep hat. /aw/ make a crown)</p> <p>Create a fire engine model using junk and different techniques to attach items (glue, tape to attach wheels, ladders, hoses etc)</p> <p>Create an Owl Babies collage using 'puffy paint', straw, feathers etc.</p> <p>Create a collage of 'Leaf Man' using natural materials</p> <p>Make Sikh sweets for Diwali</p> <p>Create 'ghost banana' to eat. Link with healthy eating H&SC</p> <p>Create own 'Supertato'</p> <p>Lever Xmas Santa card, looking at different machines, link to seesaw make a pivot with split pin to move it side to side.</p>		<p>Create puffy paint aliens</p> <p>Create own rocket using junk modelling techniques</p> <p>Create 3D dinosaur model (using junk modelling, construction, outside, natural materials)</p> <p>Build own bearstalk using junk modelling techniques</p> <p>Cook Chinese noodles for Chinese New Year</p>		<p>Construct houses made of straw, sticks and bricks for the three little pigs. Test with hairdryer.</p> <p>Work as a team to create a castle using Junk modelling techniques. Encourage design and evaluation.</p> <p>Make porridge for Goldilocks.</p> <p>Create pirate ship using junk modelling. Test to see if it really floats.</p>	
Year 1		Mechanisms (pop up box mechanisms) designing and making pop up Christmas cards.			Structures/Materials (freestanding structures) Building structures with different materials- toy houses e.g. Lego bricks, paper straws/lolly sticks.	Food (Preparing fruit and vegetables including cooking and nutrition) Summer food- summer fruit toast Chopping up fruit. Where does fruit come from?
Year 2	Food (preparing vegetables including cooking and nutrition) Design and make a vegetable tortilla wrap. Add a station with a cooking element e.g. stir fry			Textiles (templates and joining techniques) Design and make a bookmark- applique/simple running stitch. SKILL – ON BINCA	Mechanisms (wheels and axles) Making vehicles which move- using kits	

Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3			<p>Structures/Materials Building to be a certain distance/hold a certain weight. (shell structures including computer-aided design) Designing a structure Darlington bridge building Technical knowledge: strengthen, stiffen and reinforce structures Example: Using budget limiting choices of specific resources e.g. build a suspension bridge to span distance.</p>			<p>Food (healthy and varied diet including cooking and nutrition) Design a sandwich using home grown filling and make own bread (include costings in design brief. Think about linking to local bakery e.g. best-selling sandwiches) Mini supermarkets in classroom.</p>
Year 4		<p>Mechanisms (levers and linkages) Design and make a trebuchet and catapult. Link to history topic- Vikings Build prototypes using a range of materials. Design using annotated sketches and exploded diagrams</p>		<p>Electrical systems (simple circuits and switches including programming and control) Link to science topic- light Make a steady hand game. Link to cross-section shape of mountains.</p>		<p>Textiles (2-d shape to 3-d product) Make an Egyptian Shaduf</p>

Design & Technology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5				Structures/Materials (frame structures) Children to design and make an American Skyscraper (annotated sketches). Challenge to recreate Empire State building to be a certain height.		Food (celebrating culture and seasonality including cooking and nutrition) Design and make a pasta dish (pasta and sauce focus on the sauce tomato based. Explore how you would change it?) Look at design brief, discussing tasting etc.
Year 6				Cummins project Working with engineers from Cummins each week to design and make a moving vehicle Some children will be given opportunity to go and race their vehicle		Mechanisms Crumble – look into the design brief element (design a toy for a 5-year-old etc)

Music

Aims: The national curriculum for music aims to ensure that all pupils:

- ◆ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ◆ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ◆ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS

Know how to:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key stage 1

Know how to:

- ◆ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ◆ play tuned and untuned instruments musically
- ◆ listen with concentration and understanding to a range of high-quality live and recorded music
- ◆ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Know that:

- ◆ changing how they use their voice alters how a song/chant is expressed
- ◆ instruments, both tuned and untuned, can be used to create music
- ◆ music can have meaning or represent something and that it requires listening with concentration to fully appreciate
- ◆ different sounds can be combined to create a 'piece' of music.

Key Stage 2

sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Know how to:

- ◆ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ◆ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ◆ listen with attention to detail and recall sounds with increasing aural memory
- ◆ use and understand staff and other musical notations
- ◆ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ◆ develop an understanding of the history of music.

Know that:

- ◆ both the voice and musical instruments can be used to create a piece of music and that accuracy, control, fluency and expression when playing improve a performance
- ◆ music has a purpose and should convey something when improvising/ composing
- ◆ musical notes are represented by symbols and the positioning of those symbols on a staff indicates the pitch and length of a note
- ◆ music has a timeline and that different genres of music fit in different periods of history.

Music

The school uses an online scheme provided by Durham Music Service called 'Charango'. Teachers follow the scheme and make use of the online resources in order to ensure musical progression throughout the school and to consolidate and build on skills taught in previous years.

	Autumn	Spring	Summer
	Work planned to fit with Reception LTP and to cover objectives of EYFS EAD. See Reception LTP for nursery rhymes/ listening & appraise schedule		
EYFS	<u>Me! My Stories</u>	<u>Everyone/ Our World</u>	<u>Big Bear Funk/ Reflect, Rewind Replay</u>
	Vocabulary: Pulse Beat Rhythm Tempo (Fast / Slow) Dynamics (Loud / Quiet) Composition: Use coloured dots to match 1 beat notes when composing with chime bars		
Year 1	Topics: Hey You Christmas	Topics: In the Groove Round and Round	Topics: Your Imagination Reflect, Rewind, Replay/ Mowden-Fest
	<p>Performing: Clapping and saying rhythms and pulse; playing tuned & untuned instruments</p> <p>Singing: sing simple songs from memory with enjoyment, some expression and a sense of the shape of the melody, use voices confidently in a variety of ways.</p> <p>Composing: using non tuned percussion instruments. Choose from a selection of percussion instruments to create simple rhythms and musical patterns.</p> <p>Appraising: Listen with concentration and understanding to a range of high-quality live and recorded music. Say what they like/dislike about a piece of music.</p> <p>Vocabulary: beat, pulse, tempo, dynamics, pitch, rhythm, crotchet, verse, chorus</p> <p>Composition: Use coloured dots to match crotchets, quavers and rests when composing with chime bars</p>		
Year 2	Topics: Music Is In My Soul (MMC) Christmas	Topics: Sparkle in the Sun (MMC) I Wanna Play in a Band (MMC)	Topics: Ocarinas – Jane Sebba's Recorder Course Hands Feet Heart (MMC)
	<p>Performing: Clapping and saying rhythms; playing the ocarina</p> <p>Singing: sing simple songs from memory with enjoyment, some expression and a sense of the shape of the melody, use voices confidently in a variety of ways.</p> <p>Composing: Choose from a selection of percussion instruments to create simple rhythms and musical patterns to create different moods/emotions. Use the ocarina to play simple compositions.</p> <p>Appraising: Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Vocabulary: beat, pulse, tempo, dynamics, rhythm, pitch, crotchet, quaver, stave, rest</p> <p>Composition: Use coloured dots/FAC to match crotchets, quavers and rests and begin to place on stave</p>		

Music

	Autumn	Spring	Summer
	Charanga Jane Ward Recorder Course running throughout the year. (Notes BAG)		
	Topics: Let Your Spirit Fly (Chime bars) Recorder Course (Heather Ward – Blown Away) / Christmas	Topics: Cont. recorder course alongside Three Little Birds	Topics: Cont. recorder course alongside Model Music Curriculum – Playing in a Band (When the Saints)
Year 3	<p>Performing: Clap and say rhythms; listen to tunes played by teacher and learn to play by ear on recorder; read musical notation to perform on the recorder</p> <p>Singing: – use songs from the Charanga topics listed to learn and perform</p> <p>Composing: Simple pieces using the recorder notes BAG</p> <p>Appraising: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Knowledge and Understanding: understand staff and other musical notations History of Music focus – Early Music: 1000 – 1500 & Renaissance: 1500 – 1600</p>		
	Brass Instrument Tuition Provided throughout the year by Durham Music Service (return to recorders for summer 2)		
Year 4	<p>Performing: Clap and say rhythms; learn to tunes played by teacher and learn to play by ear on brass instrument; read musical notation to perform on a brass instrument</p> <p>Singing: – Christmas Performance, singing assemblies, songs for Mowden - Fest</p> <p>Composing: Covered by Durham Music Service Simple pieces using brass instruments</p> <p>Appraising: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Knowledge and Understanding: understand staff and other musical notations History of Music – Baroque: 1600 – 1760 Classical: 1760 – 1820</p>		
	Blown Away Recorder: Notes (E D F)		
	Topics: Classroom Jazz 1 Christmas	Topics: Blown Away Recorder Book 1 E D F Unit: On a Prayer	Topics: Blown Away Recorder E D F cont. Dancing in the Street – Mowden – Fest!
Year 5	<p>Performing: playing tuned instruments (recorder/ chime bars), read musical notation to perform pieces on the recorder and chime bars</p> <p>Singing: – Christmas Performance, singing assemblies</p> <p>Composing: Simple pieces using the recorder or chime bars inspired by Charanga topic</p> <p>Appraising: - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Knowledge and Understanding: understand staff and other musical notations History of Music - Romance: 1820 - 1900 Early 20th Century: 1900 – 1940</p>		
	Blown Away Recorder (High C D)		
	Topics: Pop/Motown – Happy Christmas Performance	Topics: Blown Away Recorder 1 (High C D) Classroom Jazz 2	Topics: Fresh Prince of Bel-Air End of Year Production
Year 6	<p>Performing: playing tuned instruments (recorder/ chime bars), read musical notation to perform pieces on the recorder and chime bars</p> <p>Singing: – Christmas Performance, singing assemblies, songs from Charanga topics</p> <p>Composing: Simple pieces using the recorder or chime bars inspired by Charanga topic</p> <p>Appraising: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Knowledge and Understanding: History of Music – Mid 20th C: 1940 – 1960 Contemporary: 1960 – present understand staff and other musical notations</p>		

Vocabulary: beat, pulse, tempo, dynamics, rhythm, crotchet, minims, quaver, stave, treble clef, rest, rest.
Composition: Use BAG on recorder (incorporate FAC when using chime bars to consolidate from Y2) and correctly place on stave (crotchets, minims, quavers, semi-breves and rests)

Vocabulary: beat, pulse, tempo, dynamics, rhythm, crotchet, minims, quaver, stave, treble clef, rest, rest.
Composition: Led by Durham Music Service in brass instruments

Vocabulary: beat, pulse, tempo, dynamics, rhythm, crotchet, minims, quaver, stave, treble clef, semi-breve, rest, minims rest.
Composition: Use BAGFED on recorder and chime bars and correctly place on stave (crotchets, minims, quavers, semi-breves and rests)

Vocabulary: beat, pulse, tempo, dynamics, rhythm, crotchet, minims, quaver, stave, treble clef, semi-breve, rest, minims rest.
Composition: Use BAGFED and low and high C on recorder and chime bars and correctly place on stave (crotchets, minims, quavers, semi-breves and rests)

French

3rd year post pandemic & 2nd full year of Language Angels
Long term plan

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 3	Phonetics 1 'I'm learning French' (E)	Animals (E)	Musical Instruments(E)	Ice creams (E) Cultural lesson 3: Poisson d'avril (April fools)	Fruit (E) Little Red Riding Hood (E) (if have time)	
Year 4	Phonetics 2 I can (E)	Presenting myself (I)	Cultural lesson 2: Galette des rois (kings day/epiphany) Family (I)	Classroom (I)	Home (I)	
Year 5	Phonetics 3 Pets (I)	Dates (I)	Café (I)	Cultural lesson 1 Carnaval Clothes (I)	Habitats (I)	
Year 6	Phonetics 4 At school (P)	Cultural lesson 4 Le bleuet (French poppy) Me in the world (P)	WW2 (P)	Healthy Lifestyle (P)	The weekend (P)	

Phonetics lessons

Early language units

Intermediate language units

Progressive units

Cultural lesson