

Class 2 -Years 1&2 - Cycle A

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Animal Safari Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Repeat objective for consolidation. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores . Repeat objective for consolidation. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)		Changing Materials -Distinguish between an object and the material from which it is made. Repeated from cycle 1 for consolidation. -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. -Describe the simple physical properties of a variety of everyday materials. -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		How does your garden grow? -Name common plants and describe the basic structure of flowering plants, including deciduous and evergreen. -Identify and describe the basic structure of a variety of common flowering plants, including trees. Revisit of objective to consolidate. Observe and describe how seeds and bulbs grow into mature plants	
History		How am I making History To develop an understanding of personal chronology. To learn more about my history.		How Have Toys Changed To discuss a favourite toy. To find out what toys our parents and grandparents played with.		How Did We Learn To Fly? To find out about the Wright Brothers. To develop an understanding of	

		To explore how we celebrate events. To find out what childhood was like for our parents and grandparents. To compare childhood now with the past. To identify that some things change and some stay the same.		To investigate what toys were like up to 100 years ago. To compare toys from the past with modern toys. To investigate how teddy bears have changed over time. To know how toys have changed over time.		historical significance. To investigate the impact of the first flight. To develop an understanding of primary sources. To investigate why we remember the moon landing. To place events on a timeline.	
Geography			What is it like here? To locate the school on an aerial photograph. To create a map of the classroom. To locate key features of the playground. To draw a simple map. To investigate how we feel about our playground. To create a design to improve our playground.		What is the weather like in the UK? To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season.		What can you see at the coast? To identify geographical characteristics of the UK. To locate the seas and oceans surrounding the UK. To explain what the coast is To investigate how people use the local coast. To present findings on how people use the local coast. To know the names of the five oceans

							and locate them on a map.
RE		1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter?
ART and Design		Drawing - Make Your Mark To know how to create different types of lines To explore line and mark making to draw water. To draw with different media. To develop an understanding of mark making. To apply an understanding of drawing materials and mark making to draw from observation.		Sculpture and 3D Paper Play		Drawing: Understanding tone and texture Exploring how artists use tone and texture, and applying these techniques in observational drawings. To explore drawing techniques using a range of materials. To explore and describe texture through touch and rubbings. To develop tonal shading skills using control and pressure. To develop an initial sketch for an observational drawing.	

						To use tone and texture to create an observational drawing.	
Design and Technology			Structures: Constructing a Windmill To create a stable structure. To use tools and equipment accurately to make part of a structure. To join parts of a structure. To evaluate a structure.		Textile Puppets To join fabrics together using different methods. To use a template to create my design. To join two fabrics together accurately. To embellish my design using joining methods.		Cooking and Nutrition Smoothies To identify fruits. To describe where fruits and vegetables grow. To practise food preparation skills. To select ingredients for a recipe. To apply food preparation skills to a recipe. To evaluate against the design brief.
PSHE		Families and Relationships Understanding that different people can be in a family and that families look after us. To begin to understand the	Health and Wellbeing To describe and understand their feelings To develop simple strategies for managing these feelings	Safety and the changing body To know how to respond to adults politely and safely To understand that there are people in the local community who	Citizenship To begin to understand the importance of rules To begin to recognise ways in which we are the same and	Economic Wellbeing Learning about what money is, where it comes from and how people make money To begin to understand the	Transition To understand that change can cause mixed feelings

		importance and characteristics of positive friendships and who I can speak to if I am unhappy. To begin to understand the range of families they may encounter now and in the future To recognise how others show feelings and how to respond to these. To begin to understand how courtesy and manners make us feel To begin to understand that friendships can have problems but we can overcome these To understand what is meant by a stereotype	To know how to relax in different ways To recognise and celebrate their strengths and set simple but challenging goals To understand the benefits of physical activity and rest To begin to understand how germs are spread and how we can stop them spreading To begin to understand the risks associated with the sun To begin to understand allergies To understand that there are people in the local community who help to keep us healthy	help to keep us safe To understand ways to keep safe on and near roads To begin to understand what is safe to put into or onto our bodies To know what is an emergency and to make a phone call if needed To begin to understand the difference between secrets and surprises To begin to understand the difference between acceptable and unacceptable physical contact To begin to understand the concept of privacy and the correct vocabulary for body part	different to other people To understand the range of groups people belong to To begin to understand the roles people have in the community To understand ways to look after the school environment To recognise the role people play in looking after the environment	difference between wants and needs To understand how to keep cash safe To understand the benefits of banks and building societies To understand that skills and interests will help someone decide what job to do	
Computing		Improving Mouse Skills	Algorithms Unplugged	Rocket to the moon	What is a computer	Algorithms and Debugging	Word Processing

Class 2 - Years 1& 2 - Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Material World -Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials incl wood, plastic, glass, metal, water and rock. -Describe the simple physical properties of a variety of materials. -Compare and group together a variety of everyday materials on the basis of their simple properties. -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, rock, brick, paper and cardboard for particular uses.		Looking after plants -Identify and describe the basic structure of a variety of common flowering plants, including trees. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies		The Human Body and Staying Healthy -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. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense -Notice that animals, including humans, have offspring which grow into adults. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -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.	
History	What is history? To recognise the order events happen. To identify that people spend their holidays in different ways.		How was school different in the past? To find out how schools have changed over time.		What is a monarch? To describe what a monarch is. To explain why coronations take place.	

	To compare photographs from the past. To find out about the past from people who were there. To compare holidays from the past and present. To recall life events.		To investigate what school was like in the past. To investigate what schools were like a hundred years ago. To compare a modern classroom with a classroom 100 years ago. To compare three periods of time. To express a personal response towards history.		To explain how William the Conqueror became King of England. To identify how William the Conqueror built castles while ruling England. To identify features of a castle that would be effective when defending against attacks. To suggest what a monarch was like in the past.	
Geography		Where am I? To identify the countries within the United Kingdom. To identify features in the school grounds. To use directional language to describe the location of features. To recognise features from an aerial perspective. To recognise the purpose of symbols on a map.		Would you prefer to live in a hot or a cold place? To name and locate the seven continents. To locate the North and South Poles. To locate the Equator on a world map. To compare the UK and Kenya. To investigate local weather conditions.		What is it like to live in Shanghai? To recognise physical and human features. To draw a sketch map. To name and locate some continents on a world map. To identify physical and human features of a non-European country. To describe what it is like in Shanghai.

		To recognise how different places on the school grounds make me feel.		To identify key features of hot and cold places.		To compare Shanghai to a small area of the UK.
RE	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (pt 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
ART and Design	Craft and Design - Map It Out To investigate maps as a stimulus for drawing. To develop a drawing into 3D artwork. To experiment with a craft technique to develop an idea. To develop ideas and apply craft skills when printmaking. To present artwork and evaluate it against a design brief.		Painting Mixed Media - Colour Splash To investigate how to mix secondary colours. To apply knowledge of colour mixing when painting. To explore colour when printing. To experiment with paint mixing to make a range of secondary colours. To apply their painting skills when working in the style of an artist.		Painting and Mixed Media Life in Colour To develop knowledge of colour mixing. To know how texture can be created with paint. To use paint to explore texture and pattern. To compose a collage, choosing and arranging materials for effect. To compose a collage, choosing and arranging materials for effect. To evaluate and improve artwork.	
Design and Technology		Structures : Baby Bear's Chair To explore the concept and features of structures and the		Mechanisms - Fairground Wheel To explore wheel mechanisms and design a fairground wheel.		Mechanisms - Making a Moving Monster To look at objects and understand how they move.

		stability of different shapes. To understand that the shape of the structure affects its strength. To make a structure according to design criteria. To produce a finished structure and evaluate its strength, stiffness and stability.		To select materials with appropriate properties. To build and test a moving wheel. To conduct a simple survey to gather opinions. To finish and evaluate a structure with a rotating wheel.		To look at objects and understand how they move. To explore different design options. To make a moving monster.
PSHE	Families and Relationships To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some gender stereotypes related to jobs. To know that there are ways we can remember people or events.	Health and Wellbeing To describe and understand their feelings To develop simple strategies for managing these feelings To understand their strengths and set themselves achievable goals To identify strategies to help overcome barriers or manage difficult emotions To develop a growth mindset To understand the benefits of physical	Safety and the changing body To know how to respond to adults politely and safely To understand ways to keep safe on and near roads To understand that there are dangers at home and how these can be avoided To begin to understand what is safe to put into or onto our bodies To understand what to do if you get lost To understand how to stay safe when using the internet	Citizenship To begin to understand the importance of rules To begin to recognise ways in which we are the same and different to other people To understand that animals have different needs and how to care for them To begin to understand the needs of babies and young children To begin to understand how democracy works	Economic Wellbeing Learning about what money is, where it comes from and how people make money To begin to understand the difference between wants and needs To begin to understand that people make different choices about spending and saving money To understand the benefits of banks and building societies To understand that skills and interests will help someone	Transition To understand that change can cause mixed feelings

		activity To use breathing exercises to relax To understand what it means to have a healthy diet To understand ways of looking after our teeth	To begin to understand the difference between acceptable and unacceptable physical contact To begin to understand the concept of privacy and the correct vocabulary for body parts	To begin to understand how democracy works in school To understand ways to share an opinion	decide what job to do	
Computing	Bee Bots	Digital Imagery	Introduction to data	Scratch Jr	Stop Motion Animation	International Space Station

Class 3 - Years 3 and 4 - Cycle A

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	The Amazing Human Body -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. -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. Repeat objective for consolidation. -Describe the simple functions of the basic parts of the digestive system in humans. -Identify the different types of teeth in humans and their simple functions.		From Amazon Rainforest to Antarctica -Compare and group materials together, according to whether they are solids, liquids or gases. -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (States of matter) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		How Stuff Works -Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -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 -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	

			Recognise that living things can be grouped in a variety of ways. Repeat of obj for consolidation Explore and use classification keys to help group, identify and name a variety of living things in their local environment. Recognise that environments can change and that this can sometimes pose dangers to living things Repeat of obj for consolidation Construct and interpret a variety of food chains, identifying producers, predators and prey. Repeat of obj for consolidation		-Recognise some common conductors and insulators, and associate metals with being good conductors. Compare how things move on different surfaces Notice 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.
History	British History 1 : Why did the Romans Settle in Britian? To investigate life in Ancient Rome by looking at its buildings. To explore the causes of the Roman		British History 2 : Would You Prefer To Live in The Stone Age, Iron Age or Bronze Age ? To recognise the chronology and significance of prehistory.		British History 3 : How hard was it to invade and settle in Britain? To recognise the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.

	invasion of Britain. To investigate the different responses to the Roman invasion using a range of sources. To explore how the Roman army was so successful using a range of sources. To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda. To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.		To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. To use archaeological evidence to investigate the Bronze Age. To use deductions to explain how bronze transformed prehistoric life. To understand the importance of trade during the Iron Age. To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.		To recognise change and continuity in Iron Age and Anglo-Saxon houses and settlements. To make inferences about who was buried at Sutton Hoo and Anglo-Saxon beliefs. To identify how Christianity spread in Britain in the Anglo-Saxon period. To evaluate sources about Alfred the Great. To understand how Anglo-Saxon rule ended.	
Geography		Why do people live near volcanoes? To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur.		Why is the rainforest important to us? To describe and give examples of a biome and find the location and some features of the Amazon rainforest.		Where does our food come from? To explain the impact of food choices on the environment. To understand the importance of trading responsibly.

		To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings.		To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used.		To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our food comes from. To discuss the advantages and disadvantages of buying both locally and imported food.
RE	L2.1 What do Christians learn from the creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L.2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events in their life?
ART and Design	Painting and mixed media : Light and Dark To understand how to darken or lighten a colour when mixing paint.		Drawing and Growing Artists* To recognise how artists use shape in drawing. To understand how to create tone in drawing by shading.		Craft and Design - Fabric of Nature To understand starting points in a design process. To explore techniques to develop imagery.	

	To know how to create tint and shade of a colour. To use tints and shades to give a three-dimensional effect when painting. To explore how paint can create very different effects. To consider proportion and composition when planning a still life painting. To apply knowledge of colour mixing and painting techniques to create a finished piece.		To understand how texture can be created and used to make art. To apply observational drawing skills to create detailed studies. To explore composition and scale to create abstract drawings.		To explore using a textile technique to develop patterns. To learn how to create a repeating pattern. To understand how art is made for different purposes.	
Design and Technology		Structures - Pavilions To create a range of different shaped frame structures. To design a structure. To build a frame structure. To add cladding to a frame structure.		Mechanical - Making a Slingshot car To build a car chassis. To design a shape that reduces air resistance. To make a model based on a chosen design. To assemble and test my completed product.		Electrical Systems - Torches To learn about electrical items and how they work. To analyse and evaluate electrical products. To design a product to fit a set of specific user needs. To make and evaluate a torch.

PSHE	Families and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing	Transition
	To understand that friendships have ups and downs and that problems can be resolved (Y3) To begin to understand the impact of bullying (Y4) To understand the impact of bullying and the responsibility of bystanders to help To recognise that stereotypes are present in everyday life To recognise that stereotypes exist based on a number of factors To begin to understand the physical and emotional boundaries in friendships To understand why trust is an important part of positive relationships To begin to understand the differences between	To understand and plan for a healthy lifestyle including physical activity, rest and diet To understand the benefits of healthy eating and dental health To perform a range of relaxation stretches To understand the different aspects of my identity To identify my own strengths and begin to see how they can affect others To develop a growth mindset and understand that mistakes are useful To recognise when to give consent To identify what's important to me and to take responsibility for my own happiness	To understand the importance of being kind online and what this looks like To understand that cyberbullying involves being unkind online To understand the benefits and risks of sharing material online To develop understanding of privacy and the difference between secrets and surprises To understand how to help if someone has been stung or bitten To understand the choices people can make and those which are made or influenced by others To understand the role they can take in an emergency situation To recognise the physical differences	To understand the environmental benefits of recycling (Year 3) or reusing (Year 4) To understand the groups which make up the community (Y3) To understand the contribution groups make to a community (Y4) To begin to understand how democracy works in the local area To understand why we have rules and the consequences of breaking rules at school and home To begin to understand the UN convention on the rights of the child To begin to understand the Human Rights convention	To begin to recognise how ethics can influence our spending decisions (Y3) To begin to understand what makes something good value for money (Y4) To understand how to put together a budget (Y3) To begin to understand the importance of keeping track of money (Y4) To recognise that money has an impact on how we feel. (Y3) To understand ways money can be lost and how this makes people feel (Y4) To understand that there are a range of jobs available and to think about what job they might want to do. (Y3) To consider positive and negative factors that can influence	

	people and why it is important to respect these differences (Y3) To begin to understand that families are very varied, in this country and across the world (Y4) To explore how we can help following a bereavement		between children and adults To develop an understanding of safety on or near roads		people's career choices. (Y4) To understand that stereotypes exist in the workplace but these should not limit people's career aspirations	
Computing	Emailing	Programming Scratch	Video Trailers	Website Design	Further Coding with Scratch	Computational Thinking
French	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time

Class 3 - Years 3 and 4 - Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Nurturing Nature -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.		Archaeology -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed when things that have lived are trapped within a rock.		Movie Magic Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.	

	- 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 -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local environment.-Recognise that environments can change and that this can sometimes pose dangers to living things.		-Recognise that soils are made from rocks and organic matter - 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. -Identify the different types of teeth in animals and their simple functions. -Construct and interpret a variety of food chains, identifying producers, predators and prey. -Recognise that environments can change and that this can sometimes pose dangers to living things. This has been repeated to help consolidate. -Explore and use classification keys to help group, identify and name a variety of living things in their local environment. This has been repeated to help consolidate		- Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. - Recognise that shadows are formed when the light source is blocked by a solid object. - Find patterns in the way the size of the shadows change. - To identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between pitch of a sound and features of the object that produced it. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sound gets fainter as the distance from the sound source increases.
History	How have children's lives changed? To identify the continuities and changes to children's lives using a range of sources. To investigate why Tudor children worked and what		What did ancient Egyptians Believe? To know when and where the ancient Egyptians lived. To explain the importance of the Egyptian gods and goddesses.		How did the achievements of the ancient maya impact their society and beyond? To evaluate the challenges of early settlement by exploring how the Ancient Maya

	working conditions were like. To research and record the working conditions of Victorian children using reports and images. To evaluate Lord Shaftesbury's significance to children's lives. To explore the changes in children's leisure time using a range of sources. To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.		To evaluate the challenges of building an Egyptian pyramid. To explain how and why the Egyptians mummified people. To make inferences about Egyptian beliefs, using primary sources. To evaluate significant ancient Egyptian beliefs.		settled in the rainforest. To infer how the Ancient Maya valued and used cacao by exploring historical artefacts. To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios. To develop recording skills through exploration of Ancient Maya inventions. To make deductions about an Ancient Maya city by exploring archaeological evidence. To analyse historian viewpoints on the decline of the Ancient Maya cities.	
Geography		Who lives in Antarctica? To understand the position and significance of lines of latitude. To describe the location and physical		Are the settlements the same? To describe different types of settlements. To identify the human and physical features in the local area.		What are rivers and how are they used? To describe how the water cycle works. To recognise the features and courses of a river.

		features of Antarctica. To describe the human features of Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica. To plan a simple route on a map using compass points. To follow instructions involving compass points and map a simple route.		To discuss why physical and human features are in particular locations. To describe how land use in the local area has changed. To identify land use in New Delhi. To compare land use in two different locations.		To name and locate some of the world's longest rivers. To describe how rivers are used. To identify and locate human and physical features on a map. To collect data on the features of a local river.
RE	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
ART and Design	Sculpture and 3D Abstract Shape and Space To join 2D shapes to make 3D structures. To join materials in different ways when working in 3D. To join materials in different ways when working in 3D. To develop ideas for 3D artwork.		Craft and Design - Ancient Egypt Scrolls To investigate the style, pattern and characteristics of Ancient Egyptian art. To apply design skills inspired by the style of an ancient civilisation. To apply understanding of		Drawing - Power Prints To draw using tone to create a 3D effect. To explore proportion and tone when drawing. To plan a composition for a mixed-media drawing. To use shading techniques to create	

	To apply knowledge of sculpture when working in 3D. To evaluate and improve an artwork.		ancient techniques to construct a new material. To apply drawing and painting skills in the style of an ancient civilisation. To apply an understanding of Egyptian art to develop a contemporary response.		pattern and contrast. To work collaboratively to develop drawings into prints.	
Design and Technology		Digital World - Wearable Technology To research and evaluate existing products. To develop design criteria. To use code to program and control a product. To develop and communicate ideas. To develop ideas through computer-aided design. To improve a design based on feedback.		Cooking and Nutrition - Eating Seasonally To explain why food comes from different places around the world. To explain the benefits of seasonal foods. To develop cutting and peeling skills. To evaluate seasonal ingredients. To design a mock-up using criteria. To evaluate a dish.		Structures - Constructing a Castle To recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure. To design a castle. To construct 3D nets. To construct and evaluate my final product.
PSHE	Families and Relationships To understand that friendships have ups	Health and Wellbeing To understand and plan for a healthy	Safety and the changing body To understand the importance of being	Citizenship To understand the environmental	Economic Wellbeing To begin to recognise how ethics can influence our	Transition

	and downs and that problems can be resolved (Y3) To begin to understand the impact of bullying (Y4) To understand that families love and support each other but sometimes problems can occur and help is available if needed To recognise that stereotypes are present in everyday life To recognise that stereotypes exist based on a number of factors To understand that my behaviour can have an impact on others To listen and communicate effectively To develop understanding of courtesy and manners in a range of situations To begin to understand	lifestyle including physical activity, rest and diet To understand how we can look after our teeth To understand what relaxation feels like; To understand that relaxation techniques can be used anywhere To identify my own strengths and begin to see how they can affect others To break down barriers into smaller, achievable goals To understand a range of emotions To recognise when to give consent To begin to understand what mental health is and who can help if they need it	kind online and what this looks like To understand that cyberbullying involves being unkind online To understand the benefits and risks of sharing material online To develop understanding of privacy and the difference between secrets and surprises To understand how to help if someone has been stung or bitten To understand the choices people can make and those which are made or influenced by others To understand the role they can take in an emergency situation To recognise the physical differences between children and adults To develop an understanding of safety on or near roads	benefits of recycling (Year 3) or reusing (Year 4) To understand the groups which make up the community (Y3) To understand the contribution groups make to a community (Y4) To begin to understand how democracy works in the local area To understand the value of diversity in a community To begin to understand the UN convention on the rights of the child To understand that charities care for others and how people can support them	spending decisions (Y3) To begin to understand what makes something good value for money (Y4) To understand how to put together a budget (Y3) To begin to understand the importance of keeping track of money (Y4) To recognise that money has an impact on how we feel. (Y3) To understand ways money can be lost and how this makes people feel (Y4) To understand that there are a range of jobs available and to think about what job they might want to do. (Y3) To consider positive and negative factors that can influence people's career choices. (Y4) To understand that many people will have more than one job or career	
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	the differences between people and why it is important to respect these differences (Y3) To begin to understand that families are very varied, in this country and across the world (Y4)					
Computing	Network and the Internet	Comparison Cards databases	Journey Inside a computer	Collaborative Learning	Investigating Weather	HTML
French	All Around Town	On The Move	Going Shopping	Where in the world?	What's the time?	Holidays and Hobbies

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Bright Sparks 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. Repeat objective for consolidation. Recognise that light travels in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that casts them. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.		Following Darwin's Footsteps -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics		Healthy Body Healthy Mind -Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. Repeat of obj for consolidation -Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	

History	British History 4: Were the Vikings raiders, settlers or traders? To explain when and why the Vikings came to Britain. To evaluate Viking stereotypes using sources. To investigate the importance of Viking trading routes. To compare different versions of Viking sagas and create a saga. To evaluate the impact of the Viking invasions and settlements on local communities in Britain using primary sources and case studies. To evaluate achievements of the Vikings.		British History 5: What was life like in Tudor England To interpret the character of Henry VIII using portraits and written sources . To explore why Henry VIII had many wives using secondary sources. To make deductions about power and punishment using a range of sources. To explore the use of propaganda by a Tudor monarch. To make deductions about people in Tudor England using inventories. "To create an inventory for a person from the Tudor times." "		British History 6: What was the impact of World War 2 on the people of Britain To understand the causes of World War 2. To understand who won the Battle of Britain and how the aircrew felt. To make inferences about the Blitz using images. To understand the emotions and experiences of children during the evacuation. To evaluate the accuracy and reliability of sources. To identify the impact of WW2 on women's lives. To explain why migrants come to Britain.	
Geography		What is like in the Alps? To locate the Alps on a map.		Would you like to live in the desert? To summarise the characteristics of a desert biome.		Where does our energy come from? To know why energy sources are important.

		To locate the key physical and human characteristics of the Alps. To describe the physical and human features of an Alpine region. To investigate what there is to do in the local area using data collection. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps.		To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats facing deserts. To explore the similarities and differences between two physical environments.		To understand the benefits and drawbacks of different energy sources. To understand how energy is generated in the United States. To know how energy sources are distributed in an area. To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.
RE	U2.8 What does it mean to be a Muslim in Britain today?	U2.1 What does it mean if Christians believe God is holy and loving?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.4 Christians and how to live: what would Jesus do?	U2.10 What matters most to Humanists and Christians?
ART and Design	Drawing I need Space To explore the purpose and effect of imagery. To understand and explore decision making in creative processes. To develop drawn ideas through printmaking.		Painting and Mixed Media - Portraits To explore how a drawing can be developed. To combine materials for effect.		Drawing Make My Voice Heard To explore expressive drawing techniques. To consider how symbolism in art can convey meaning.	

	To test and develop ideas using sketchbooks. To apply an understanding of drawing processes to revisit and improve ideas.		To identify the features of self-portraits. To develop ideas towards an outcome by experimenting with materials and techniques. To apply knowledge and skills to create a mixed media self-portrait.		To apply understanding of the drawing technique chiaroscuro. To evaluate the context and intention of street art. To evaluate the context, intention and value of street art. To apply an understanding of impact and effect to create a powerful image.	
Design and Technology		Electrical Systems Doodlers To understand how motors are used in electrical products. To investigate an existing product to determine the factors that affect the product's form and function. To apply the findings from research to develop a unique product. To develop a DIY kit for another individual to		Mechanical Systems : Making a Pop Up Book To design a pop-up book. To follow my design brief to make my pop-up book. To use layers and spacers to cover the working of mechanisms. To create a high-quality product suitable for a target user.		Cooking and Nutrition - Developing a recipe To understand how ingredients are reared and processed. To make adaptations to design a recipe. To evaluate nutritional content. To practise food preparation skills. To design a product label. To follow and make an adapted recipe.

		assemble their product.				
PSHE	Families and Relationships To understand how to form and maintain positive relationships To understand what we mean by respect and why it is important To begin to understand self-respect understand the concept of marriage To understand more about bullying and how to get help To recognise how attitudes to gender have changed over time (Year 5) To explore the impact of stereotypes and how they can lead to discrimination (Year 6) To explore other people's attitudes and ideas and to begin to challenge these (Y5) To understand stereotypes and be able to share information on them (Y6)	Health and Wellbeing I can describe how these stretches make me feel To understand the benefits of sleep To understand the purpose of failure Learning how to set short-term, medium-term and long-term goals To take responsibility for their own feelings and actions and to use vocabulary to describe these To use our knowledge of food groups to plan healthy meals To understand risks associated with the sun and how these can be avoided	Safety and the changing body (including Shropshire Agreed Syllabus)	Citizenship To begin to understand what happens when the law is broken To recognise prejudice and discrimination and learn how this can be challenged To understand how reducing our use of materials and energy will help the environment To understand how we recognise and value the contribution people make to the community To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6) To begin to understand how parliament works	Economic Wellbeing To understand that a loan can be a way to pay for things but that it needs to be repaid To understand income and expenditure and how to track money To understand how to put together a weekly budget To understand some risks associated with money To understand the range of jobs people might do (Y5) To understand the different routes available into careers (Y6)	Transition And Identity - Y6 Only To know that identity is the way we see ourselves and also how other people see us. To know that people may see us differently as to how we see ourselves. To know that images can be manipulated and are not realistic.
Computing	Microbits	Mars Rover 1	Mars Rover 2	Bletchley Park	History of Computers	Inventing a Product

French	Pleased to Meet You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
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Class 4 - Years 5& 6 - Cycle B

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Out of this world -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -Use knowledge of solids, liquids gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. -Demonstrate that dissolving, mixing and changes of state are reversible changes. -Explain that some changes result in the formation of new materials and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. -Describe the movement of the Earth and other planets, relative to the sun in the solar system. -Describe the movement of the moon relative to the Earth. -Describe the Sun, Earth and Moon as approximately spherical bodies. -Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.		Living Growing and Changing Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird. Describe the life processes of reproduction in some plants and animals. Describe the changes as humans develop from birth to old age.		Engineering -Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -Identify the effects of air resistance, water resistance and friction that act between moving surfaces. -Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals wood and plastic.	
History	What does the Census tell us about our local area?		What did the Greeks ever do for us?		Unheard histories - Who should go on the banknote?	

	To explore the purpose and creation of a census. To create questions about Victorian children using a range of sources. To explore the jobs available in the past using the census. To make inferences about women's lives in the 1900s using the census. To investigate how the census changed by following the life of Evelyn Dove. To conduct an enquiry about my local area using the census.		To understand where and when the ancient Greeks lived. To understand the importance of the Greek gods. To identify similarities and differences between Athens and Sparta. To understand how Athenian democracy worked. To understand the importance of the ancient Greek philosophers. To identify and explain the achievements of the ancient Greeks.		To explain the significance of people on banknotes. To decide whether a person is historically significant. To evaluate the significance of historical figures. To explain the significance of William Tuke. To explain the significance of Mary Seacole. To evaluate the significance of sporting people. To evaluate the significance of historical figures.	
Geography		Why does population change? To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors		Why do oceans matter? To explain the importance of our oceans. To locate and describe the significance of the Great Barrier Reef To explain the impact humans have on coral reefs and oceans.		Can I carry out an independent fieldwork enquiry? To develop an enquiry question. To determine the most effective data collection methods for fieldwork. To plan a route for a fieldwork trip. To collect the data to answer the

		influencing migration. To begin to understand the impact climate change can have on the global population. To collect data showing how population impacts the amount of traffic and litter in an area. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.		To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry. To collect data on the types of litter polluting a marine environment. To present, analyse and evaluate data collected.		enquiry question. To determine an answer to the enquiry question. To present my findings.
RE	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?
ART and Design	Sculptures and 3D Interactive Installation To identify and compare features of art installations. To investigate the effect of space and scale when creating 3D art.		Craft and Design - Photo-opportunity To apply an understanding of composition to create an effective photomontage advertising poster. To apply an understanding of abstract art through photography.		Sculpture and 3D - Making Memories To analyse how art can explore the concept of self. To explore sculptural techniques. To use creative experience to develop ideas and plan a sculpture.	

	To problem-solve when constructing 3D artworks. To plan an installation that communicates an idea. To apply their knowledge of installation art and develop ideas into a finished piece.		To demonstrate an understanding of design choices using digital photography techniques. To apply an understanding of photography to design and recreate a famous painting. To demonstrate observation and proportion to create art in a photorealistic style		To apply an understanding of materials and techniques to work in 3D. To problem solve, evaluate and refine artwork to achieve a chosen outcome.	
Design and Technology		Textile - Waistcoats To design a waistcoat. To mark and cut fabric according to a design. To assemble a waistcoat. To decorate your waistcoat.		Structures - Playgrounds To design a playground with a variety of structures. To build a range of structures. To improve and add detail to structures. To create a surrounding landscape.		Digital World : Navigate the World To write a design brief and criteria based on a client request. To write a program to include multiple functions as part of a navigation device. To develop a sustainable product concept. To develop 3D CAD skills to produce a virtual model. To present a pitch to 'sell' the product to a specified client.
PSHE	Families and Relationships	Health and Wellbeing	Safety and the changing body (	Citizenship	Economic Wellbeing	Transition And Identity - Y6 Only

	To explore the ups and downs of friendships To understand what we mean by respect and why it is important To understand that respect is two-way and how we treat others is how we can expect to be treated To resolve disputes and conflict through negotiation and compromise To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens To recognise how attitudes to gender have changed over time (Year 5) To explore the impact of stereotypes and how they can lead to discrimination (Year 6) To explore other people's attitudes	To explore mindfulness techniques as a way to manage emotions To identify long term goals and plan how to work towards them To understand and plan for a healthy lifestyle To understand the potential impact of technology on physical and mental health To reflect on skills they have developed to identify and respond to difficult situations To understand ways that we help prevent ourselves and others becoming ill To consider how we know that we may be unwell, and how to seek support To understand how habits can be good or bad for our health	Including Shropshire Agreed Syllabus)	To recognise the role of pressure groups To understand diversity and the value different people bring to a community To understand some environmental issues relating to food and food production To understand how to show care and concern for others To explore the links between rights and responsibilities (Y5) To understand human rights, including the right to education (Y6) To begin to understand how parliament works	To understand attitudes and feelings around money To understand how to keep money in bank accounts safe To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations To begin to understand the risks associated with gambling To understand the range of jobs people might do (Y5) To understand the different routes available into careers (Y6)	To know that identity is the way we see ourselves and also how other people see us. To know that people may see us differently as to how we see ourselves. To know that images can be manipulated and are not realistic.
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	and ideas and to begin to challenge these (Y5) To understand stereotypes and be able to share information on them (Y6) To begin to understand the process and emotions relating to grief					
Computing	Programming - Scratch	Stop Motion Animation	Search Engines	Big Data 1	Big Data 2	Introduction to python
French	Let's Visit a French Town	Let's Go Shopping	This is France		All in a Day	Our Precious Planet

