

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Theme Descriptor</b>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	An inquiry into <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into <b>the ways in which we discover and express</b> ideas, feelings, nature, <b>culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into <b>the ways in which we discover and express</b> ideas, feelings, nature, <b>culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; <b>our appreciation of the aesthetic</b> .	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; <b>our appreciation of the aesthetic</b> .
<b>Central Idea</b>	People communicate to share knowledge and experiences.	Celebrations can enhance the way we see the world.	Images can communicate ideas and information	Expression can be influenced by our values.	Cultural identity could be expressed through creativity.	Beauty may come from the interpretations of audiences	The appreciation of artforms can be determined by the individual.
<b>Lines of inquiry</b>							
<b>Multi structural</b>	An inquiry into different ways we can communicate with others.	An inquiry into different celebrations.	An inquiry into how static and moving images are used to communicate.	An inquiry into what values are.	An inquiry into what makes us who we are	An inquiry into what beauty is.	An inquiry into different artforms.
<b>Relational</b>	An inquiry into how communication looks different around the world.	An inquiry into why we celebrate and how celebrations make us feel.	An inquiry into how elements of images support communication.	An inquiry into how values are expressed.	An inquiry into the culture and traditions of others.	An inquiry into influences and inspirations.	An inquiry into how artforms can be used as a means of expression.
<b>Extended abstract</b>	An inquiry into how we express feelings and emotions through different artistic forms.	An inquiry into how other countries and cultures celebrate and why.	An inquiry into how we interpret and respond to images.	An inquiry into how our values can influence how we express ourselves.	An inquiry into creative expression.	An inquiry into the interpretations of different audiences.	An inquiry into how artforms can be interpreted and appreciated.
<b>SDGs</b>	4	16	4	16	16	4	4
<b>Key Texts</b>	All Are Welcome Matisse's Magical Trail	Guy Fawkes for Kids: The Gunpowder Plot of 1605 Hansel and Gretel	Window - Jeannie Baker Flotsam - David Wiesner	Back of the Bus - Aaron reynolds	Some Kind of Happiness - Claire Legrand	Tale from the Inner City - Shaun Tan	The Last Post - Keith Campion

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English Writing	<p>Literacy: Writing - How can we stretch/segment this word to write it? What sounds can hear? Physical development: Fine motor - Show me how you can accurately form the letter....?</p>	<p>Genres Covered: Non-Chronological Reports, Narrative</p> <p>- Adjectives - use describing words; - understand the terms describe and describing words. - Identify and use the past tense, teaching spelling of words ending in ed, showing how things have happened in the past. - Expand sentences using the words and or because.</p>	<p>Genres Covered: Poetry, Recount</p> <p>-Use adjectives to describe nouns e.g. a rough stone. -Write noun phrases to add interest to written expressions. -Write sentences that include a subordinating conjunction, subordination, using conjunctions when, if and because. -Model, understand and apply present, progressive and past tense verb forms e.g. The cat sits on a high wall; The cat is/was sitting on a high wall; The cat sat on a high wall.</p>	<p>Genres Covered: Poetry, Non-Chronological Report</p> <p>- introduce term 'pronoun'; create noun phrases using nouns and adjectives; identify effective verbs and explain why they work well / collect in journal; - consolidate meaning of vowel and consonant - model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag - collect a bank of coordinating and subordinating conjunctions; identify the main clause - collect a bank of irregular past tense verb forms; change these from present to past e.g. catch/caught; match word cards - revise use of comma to separate items in a list; revise ? and ! and use reliably; revise use of apostrophe for singular nouns - revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies; collect a bank of nouns using the suffixes ness, er and tion; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary - revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well; role-play the voice of a king / mayor / duchess, using formal language</p>	<p>Genres Covered: Poetry, Non-Chronological Report</p> <p>- introduce full set of well-known collective nouns; create new ones; identify and use pronouns to avoid repetition; discuss noun phrases in texts; compose expanded noun phrases and apply to writing - compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation - readily identify the main clause and subordinate clause; sometimes swap their position within the sentence; collect a bank of further 'time connectives' - revise spelling of regular and irregular past tense verb forms; change these from present to past; edit sentences which mix tenses; dictate sentences to reinforce tenses learned - revise use of comma to separate items in a list; revise use of apostrophe for singular and regular plural nouns; introduce apostrophe for irregular plural nouns e.g. children's - collect nouns made from verbs using the suffixes -ation and -sion e.g. admiration, decision; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics - revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you?</p>	<p>Genres Covered: Biography, Poetry, Non-Chronological Reports</p> <p>- identify and use pronouns to avoid repetition; discuss whether or not noun phrases in texts are effective; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases - play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts - collect a bank of relative pronouns (/ conjunctions) in writing journal e.g. which, who, that; dictate sentences which include relative clauses - edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect e.g. He has taken the dog for a walk / She had enjoyed gardening. - revise use of comma to separate items in a list; revise use of possessive apostrophe for singular, regular and irregular plural nouns e.g. the woman's hat, the women's hats - discuss and collect set of nouns made from adjectives, with the suffixes -ance / -ence e.g. tolerance (tolerant); define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus - revise correct use of subject/verb agreement to conform to Standard English e.g. I done/did it carefully.</p>	<p>Genres Covered: Poetry, Narrative, Discussion</p> <p>- identify synonyms and antonyms; identify the possessive pronoun e.g. her, our, my; compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases to consider their effect - play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts - identify parenthesis in texts; discuss the extra information provided; model variety of punc' to indicate parenthesis; dictate sentences - edit sentences or short paragraphs which mix tenses erroneously; sort sentence cards in the present perfect / past perfect tenses e.g. He's left the room / She had loved having a pet. - model and practise punctuating parenthesis, using pairs of commas, dashes or brackets; identify ellipsis in texts; edit deliberate punctuation errors; dictate sentences - discuss and collect further nouns made from adjectives, with the suffixes -ance / -ence e.g. innocence (innocent); define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus - confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement</p>

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<b>English Reading</b>	All Are Welcome - Alexandra Penfold Matisse's Magical Trail - Tim Hopgood Little Glow - Katie Sahota Jackson Pollock Splashed Paint and Wasn't Sorry - Fausto Gilberti Literacy: Reading - Can you re tell me the story we have litsetned to? What happened when....? Who was the main character? Why?	Hansel and Gretel - Josephine Collins	Window - Jeannie Baker	Back of the Bus - Aaron reynolds	Some Kind of Happiness - Claire Legrand	Tale from the Inner City - Shaun Tan	The Last Post - Keith Campion
<b>English Speaking &amp; Listening</b>	Communication and Language: Listening, Attention and Understanding: Speaking - Tell me about your experiences of celebrations?						
<b>Maths</b>	White Rose: It's me 1 2 3! Representing, comparing and composition of 1,2,3. Shape: circle and triangles. Light and Dark Represnting numbers to 5 Shape: Circles and triangles/ positional language.	White Rose Number- Addition and Subtraction Geometry Number - Place Value	White Rose Measurement: Money Number: Multiplication & Divide	White Rose Number: Addition & Subtraction Number: Multiplication & division	White Rose Number: Addition & Subtraction Measurement: Length and Perimeter Number: Multiplication & division	White Rose Measurement: Area and Perimeter Number: Multiplication & division	White Rose Number: Addition, Subtraction, multiplication and Division Number: Fractions Geometry: Position and Direction

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Science	<p>Understanding the world: What season does Christmas fall in? How do we know?</p>	<p>Everyday Materials: Can they distinguish between an object and the material from which it is made?</p> <p>Can they describe materials using their senses?</p> <p>Can they describe materials using their senses, using specific scientific words?</p> <p>Can they explain what material objects are made from?</p> <p>Can they explain why a material might be useful for a specific job?</p> <p>Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock</p> <p>Can they sort materials into groups by a given criteria?</p> <p>Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?</p>	<p>Working scientifically: Can they use sight, touch, smell, hear and taste to help them answer questions?</p> <p>Can they compare several things?</p> <p>Can they use texts, diagrams and pictures?</p> <p>Can they carry out a simple fair test?</p>	<p>Forces and Magnets: Can they compare how things move on different surfaces?</p> <p>Can they observe that magnetic forces can be transmitted without direct contact?</p> <p>Can they observe how some magnets attract or repel each other?</p> <p>Can they classify which materials are attracted to magnets and which are not?</p> <p>Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?</p> <p>Can they identify some magnetic materials?</p> <p>Can they describe magnets having two poles (N &amp; S)?</p>	<p>Sound: Can they describe a range of sounds and explain how they are made?</p> <p>Can they associate some sounds with something vibrating?</p> <p>Can they compare sources of sound and explain how the sounds differ?</p> <p>Can they explain how to change a sound (louder/softer)?</p> <p>Can they recognise how vibrations from sound travel through a medium to an ear?</p> <p>Can they find patterns between the pitch of a sound and features of the object that produce it?</p> <p>Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?</p> <p>Can they recognise that sounds get fainter as the distance from the sound source increases?</p> <p>Can they explain how you could change the pitch of a sound?</p> <p>Can they investigate how different materials can affect the pitch and volume of sounds?</p> <p>LINK TO MUSIC</p>	<p>Forces Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?</p> <p>Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?</p> <p>Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</p>	<p>Light: Can they recognise that light appears to travel in straight lines?</p> <p>Can they 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?</p> <p>Can they 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?</p> <p>Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</p> <p>Can they explain how different colours of light can be created?</p> <p>Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope)</p> <p>Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters?</p>

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<b>History</b>	Understanding the world: Past and present - What celebrations can you remember? What has been your favourite memory?	<p>Chronological Understanding: Can they use words and phrases like: old, new and a long time ago? Can they recognise that a story that is read to them may have happened a long time ago? Can they retell a familiar story set in the past?</p> <p>Knowledge and Interpretation Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</p>	<p>Knowledge and Interpretation: Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Historical Enquiry: Can they research the life of a famous Briton from the past using different resources to help them?</p>	Historical Enquiry  Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?	<p>Knowledge and Interpretation: Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p>Chronological Understanding: Can they plot recent history on a timeline using centuries?</p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>Chronological Understanding Can they use dates and historical language in their work?</p> <p>Historical Enquiry Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>	Chronological Understanding: Can they place a specific event on a timeline by decade?
<b>Geography</b>	Understanding the world: The natural world What celebrations can you recall? Where in the world would .... celebration take place? Can we closely at the map to find different countries in the world?	<p>Geographical Knowledge Can they identify the four countries making up the United Kingdom?</p> <p>Can they name some of the main towns and cities in the United Kingdom?</p>	<p>Geographical Knowledge: Can they name the major cities of England, Wales, Scotland and Ireland?</p> <p>Can they find where they live on a map of the UK?</p> <p>Can they describe the key features of a place using words like beach, coast, forest, hill, mountain, ocean, valley?</p>	Human Geography  Can they explain how the lives of people living in the Mediterranean would be different from their own?	<p>Geographical Knowledge: Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Do they know the difference between the British Isles, Great Britain and the UK?</p> <p>Do they know the countries that make up the European Union?</p> <p>Can they name up to six cities in the UK and locate them on a map?</p> <p>Can they locate and name some of the main islands that surround the UK?</p> <p>Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</p>	<p>Geographical Knowledge Can they locate the USA and Canada on a world map and atlas?</p> <p>Can they locate and name the main countries in South America on a world map and atlas?</p> <p>Geographical Enquiry Can they plan a journey to a place in another part of the world, taking account of distance and time?</p>	Physical Geography: Can they give extended descriptions of the physical features of different places around the world?

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Art	<p>Expressive arts and design: Creating with materials - What colours can you see in this image? How do you make this colour? Is the colour light or dark? How would we make a colour lighter/darker? Look closely at the lines, are they thick or thin? Can you make thick or thin lines? Why have you chosen to use thick line? What tool could we use to make a thin line?</p>	<p>Printing: Can they print with sponges, vegetables and fruit?  Can they print onto paper and textile?  Can they design their own printing block?  Can they create a repeating pattern?</p>	<p>Collage: Can they create individual and group collages?  Can they use different kinds of materials in their collage and explain why they have chosen them?  Can they use repeated patterns in their collage?</p>	<p>Printing Can they make a printing block?  Can they make a 2 colour print?  3D/Textiles Can they add onto their work to create texture and shape?</p>	<p>Drawing: Can they identify and draw simple objects, and use marks and lines to produce texture?  Use of IT: Can they present a collection of their work on a slide show?  3D/Textiles: Do they experiment with and combine materials and processes to design and make 3D form?</p>	<p>Drawing Can they identify and draw simple objects, and use marks and lines to produce texture?  Do they successfully use shading to create mood and feeling?  Can they organise line, tone, shape and colour to represent figures and forms in movement?  Can they show reflections?  Can they explain why they have chosen specific materials to draw with?</p>	<p>Drawing: Do their sketches communicate emotions and a sense of self with accuracy and imagination?  Can they explain why they have combined different tools to create their drawings?  Can they explain why they have chosen specific drawing techniques?  Painting: Can they explain what their own style is?  Can they use a wide range of techniques in their work?  Can they explain why they have chosen specific painting techniques?  3D/Textiles: Can they create models on a range of scales?  Can they create work which is open to interpretation by the audience?  Can they include both visual and tactile elements in their work?  Collage: Can they justify the materials they have chosen?  Can they combine pattern, tone and shape?</p>

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DT	Expressive arts and design: Creating with materials - What building and mouldable materials have you used in the past? Would that work to create this piece of art? Is there something better that you can use?	Use of Materials: Can they make a structure/model using different materials?  Is their work tidy?  Can they make their model stronger if it needs to be?	Use of Materials:  Can they measure materials to use in a model or structure?  Can they join the material in different ways?  Can they use joining, folding or rolling to make it stronger?	Mouldable Materials Do they select the most appropriate materials?  Can they use a range of techniques to shape and mould?  Do they use finishing techniques?	Mouldable Materials: Can they use a range of advanced techniques to shape and mould?  Do they use finishing techniques, showing an awareness of the audience?	Textiles Do they think about what the user would want when choosing textiles?  How have they made their product attractive and strong?  Can they make up a prototype first?  Can they use a range of joining techniques?	Mouldable Materials: Can they justify why the chosen material was the best for the task?  Can they justify design in relation to the audience?

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RE	<p>Understanding the world: People, Cultures and communities Can you tell me which religious festivals are coming up? How are the same and how are they different? Can you explain how they use art and dance to celebrate? What is your favourite celebration every year?</p>	<p>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> <li>□ Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>□ Recognise some Christian symbols and images used to express ideas about God (A3).</li> <li>□ Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>□ Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>□ Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>□ Ask some questions about believing in God and offer some ideas of their own (C1).</li> <li>□ Make links between what Jesus taught and what Christians believe and do (A2).</li> <li>□ Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> </ul>	<p>1.2 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> <li>□ Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</li> <li>□ Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</li> <li>□ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>□ Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>□ Recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>□ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> <li>□ Make links between what the Holy Qur'an says and how Muslims behave (A2).</li> <li>□ Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li> </ul>	<p>L2.2: Why is the Bible important for Christians today?</p> <ul style="list-style-type: none"> <li>□ Recall and name some Bible stories that inspire Christians (A2).</li> <li>□ Identify at least two ways Christians use the Bible in everyday life (B1).</li> <li>□ Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li> <li>□ Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>□ Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li> <li>□ Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> <li>□ Explain how the Bible uses different kinds of stories to tell a big story (A2).</li> <li>□ Suggest why Christians believe that God needs to rescue/save human beings (B2).</li> </ul>	<p>L2.6: Why do some people think that life is a journey? What significant experiences mark this?</p> <ul style="list-style-type: none"> <li>□ Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</li> <li>□ Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</li> <li>□ Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>□ Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>□ Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> <li>□ Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> <li>□ Explain similarities and differences between ceremonies of commitment (B3).</li> <li>□ Discuss and present their own ideas about the value and challenge of religious commitment in Britain today</li> </ul>	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> <li>□ Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li> <li>□ Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> <li>□ Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>□ Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>□ Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>□ Present different views on why people believe in God or not, including their own ideas (C1).</li> <li>□ Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</li> <li>□ Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</li> </ul>	<p>U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> <li>□ Respond with ideas of their own to the title question (B2).</li> <li>□ Find out about religious teachings, charities and ways of expressing generosity (C3).</li> <li>□ Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>□ Show understanding of the value of sacred buildings and art (B3).</li> <li>□ Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>□ Apply ideas about values and from scriptures to the title question (C2).</li> <li>□ Outline how and why some Humanists criticise spending on religious buildings or art (A3).</li> <li>□ Examine the title question from different perspectives, including their own (C1).</li> </ul>

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<b>Music</b>	Expressive arts and design: Being imaginative	Performing: Can they use their voice to speak/sing/chant?  Do they join in with singing?  Do they look at their audience when they are performing?  Can they clap short rhythmic patterns?  Composing: Can they make different sounds with their voice?	Performing:  Do they sing and follow the melody (tune)?  Do they sing accurately at a given pitch?  Can they perform with others?  Can they sing/clap a pulse increasing or decreasing in tempo?	Composing  Can they create accompaniments for tunes?  Can they combine different sounds to create a specific mood or feeling?	Performing: Can they perform a simple part rhythmically?  Can they sing songs from memory with accurate pitch?  Can they improvise using repeated patterns?	Performing Do they breathe in the correct place when singing?  Can they sing and use their understanding of meaning to add expression?  Can they maintain their part whilst others are performing their part?	Performing: Can they sing a harmony part confidently and accurately?  Can they perform parts from memory?  Can they perform using notations?  Can they take the lead in a performance?  Can they take on a solo part?  Can they provide rhythmic support?
<b>Computing</b>	Understanding the world: How can we capture our artwork and dances? How do you take a photo using the iPad?	Communicating: Do they recognise what an email address looks like?  Have they joined in sending a class email?  Can they use the @ key and type an email address?  Can they word process ideas using a keyboard?  Can they use the spacebar, backspace, enter, shift and arrow keys?	Data Retrieving and Organising:  Can they find information on a website?  Can they click links in a website?  Can they print a web page to use as a resource?	Presentation Can they create a presentation that moves from slide to slide and is aimed at a specific audience?  Can they combine text, images and sounds and show awareness of the audience?  Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?	Presentation: Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?  Can they insert sound recordings into a multimedia presentation?  Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?	Data Retrieving and Organising Can they listen to streaming audio such as online radio?  Can they download and listen to podcasts?  Can they produce and upload a podcast?  Can they manipulate sounds using Audacity?  Can they select music from open sources and incorporate it into multimedia presentations?  Can they work on simple film editing?	Presentation: Can they present a film for a specific audience and then adapt the same film for a different audience?  Can they create a sophisticated multimedia presentation?  Can they confidently choose the correct page setup option when creating a document?  Can they confidently use text formatting tools, including heading and body text?  Can they use the 'hanging indent' tool to help format work where appropriate (e.g. a play script)?

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PSHE/RSE	Personal, Social and Emotional Development: Self regulation/ Managing Self/ Building Relationships - What do you like about your friends artwork? How can we sensitively help them to make it better? If our friend is finding a skills difficult, what can you do to help?	R8: to identify and respect the differences and similarities between people.	R1: to communicate their feelings to others, to recognise how others show feelings and how to respond.  R7: to offer constructive support and feedback to others.	R1. to recognise and respond appropriately to a wider range of feelings in others  R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support  R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves  R14. to realise the nature and consequences of teasing and bullying.	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view  R14. to realise the nature and consequences of discrimination, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)  R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  L12. to consider the lives of people living in other places, and people with different values and customs	H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience  H17. which, why and how, commonly available substances and drugs (focusing on alcohol and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others  H21. strategies for keeping physically and emotionally safe including safety in the environment (including rail, water and fire safety)  R1. to recognise and respond appropriately to a wider range of feelings in others	H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong  H17. which, why and how, commonly available substances and drugs can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE	<p>Physical Development: Gross Motor How can we move in a range of ways? How can we move quickly and slowly while dancing? Can you make tall shapes and small shapes? Can you balance to make a shape?</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>-Respond to a range of stimuli and types of music.</li> <li>-Explore space, direction, levels and speeds.</li> <li>-Experiment creating actions and performing movements with different body parts.</li> <li>-Extend coordination, flexibility and balance.</li> <li>-Perform short, simple movement patterns.</li> <li>-Watch others and say what they liked about a performance.</li> <li>-Able to build simple movement patterns from given actions.</li> <li>-Compose and link actions to make simple movement phrases.</li> <li>-Respond appropriately to supporting concepts such as canon and levels.</li> <li>-Become increasingly confident in simple body actions and shapes.</li> <li>-Choose and develop simple actions independently and apply to movement pattern.</li> </ul>	<p>Net and Wall:</p> <ul style="list-style-type: none"> <li>-Be able to track the path of a ball over a net and move towards it.</li> <li>-Begin to hit and return a ball using a variety of hand and racquet with some consistency.</li> <li>-Play modified net/wall games sending over a net.</li> <li>-Participate in modified net/wall games.</li> <li>-Combine isolated skills e.g. moving towards a ball to make contact.</li> <li>-Compete against self and others to score points.</li> </ul>	<p>Dance:</p> <ul style="list-style-type: none"> <li>-Practise different sections of a dance aiming to put together a performance.</li> <li>-Perform using facial expressions.</li> <li>-Perform with a prop.</li> <li>-Develop and perform simple routines.</li> <li>-Perform to an audience.</li> </ul>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li>-To become increasingly competent and confident to perform skills more consistently.</li> <li>-Able to perform in time with a partner and group.</li> <li>-Use compositional ideas in sequences such as changes in height, speed and direction.</li> <li>-Develop strength and Stamina through sustained periods of rigorous activity.</li> <li>-Practice and implement runs, leaps, jumps and locomotion in more complex sequences.</li> <li>-Work collaboratively to perform with a partner.</li> <li>-Develop an increased range of body actions and shapes to include in a sequence.</li> <li>-Define muscles groups needed to support the core of their body.</li> <li>-Refine taking weight on small and large body parts, for example hand and shoulder.</li> <li>-Perform with control and confidence a range of basic actions.</li> <li>-Develop a broader range of new actions.</li> <li>-Work individually to improve a sequence.</li> </ul>	<p>Dance:</p> <ul style="list-style-type: none"> <li>-Perform different styles of dance fluently and clearly.</li> <li>-Refine &amp; improve dances adapting them to include use of space rhythm &amp; expression.</li> <li>-Worked collaboratively in groups to compose simple dances.</li> <li>-Recognise and comment on dances suggesting ideas for improvement.</li> <li>-Perform routines to audiences.</li> <li>-Perform in a variety of dance styles.</li> <li>-Work collaboratively in groups.</li> </ul>	<p>Netball:</p> <ul style="list-style-type: none"> <li>-Work as a team to improve group tactics and game play.</li> <li>-Play within the rules using blocking skills for shots and passes.</li> <li>-Develop defensive skills.</li> <li>-Play in competitive games developing fluency in skills and techniques.</li> <li>-Work in collaboration to play using different tactics.</li> <li>-Compare team's performance against others.</li> </ul>
Trips/Visits Important Days							

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Esafety</b>	<p>- I can recognise some ways in which the internet can be used to communicate.</p> <p>- I can give examples of how I (might) use technology with people I know.</p> <p>- I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>- I know that work I create belongs to me.</p>	<p>I can give examples of when I should ask permission to do something online and explain why this is important.</p> <ul style="list-style-type: none"> <li>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services)</li> <li>I can explain why it is important to be considerate and kind to people online and respect their choices.</li> <li>I can explain why things one person finds funny or sad online may not always be seen in the same way as others.</li> </ul>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school/country)</p> <ul style="list-style-type: none"> <li>I can explain who I should ask before sharing things about myself and others online.</li> <li>I can describe different ways to ask for, give or deny my permission online and can identify who to help me if I am not sure.</li> <li>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</li> <li>I can identify who can help me if something happens online without my consent.</li> <li>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.</li> <li>I can explain why I should always ask a trusted adult before clicking 'yes', 'agree', or 'accept' online</li> </ul>	<p>Online Relationships:</p> <ul style="list-style-type: none"> <li>I can describe ways people who have similar likes and interests can get together online.</li> <li>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li> <li>I can explain what is meant by 'trusting someone' online, why this is different to 'liking someone' online, and why it is important to be careful about who to trust online including what information and content they are trusted with.</li> <li>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</li> <li>I can explain how someone's feelings can be hurt by what is said or written online.</li> <li>I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and photos</li> </ul>	<p>Online Relationships:</p> <ul style="list-style-type: none"> <li>I can describe strategies for safe and fun experiences in a range of online social environments e.g. livestreaming, gaming platforms.</li> <li>I can give examples of how to be respectful to others online and how to recognise healthy and unhealthy behaviours.</li> <li>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</li> </ul>	<p>Online Relationships:</p> <ul style="list-style-type: none"> <li>I can give examples of technology – specific forms of communication (e.g. emojis, memes, gifs)</li> <li>I can explain that there are some people I can communicate with online who may want to do me or my friends harm/ I can recognise this is not my/our fault.</li> <li>I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups)</li> <li>I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> <li>I can demonstrate how to support others (including those who are having difficulties) online.</li> </ul>	<p>Online Relationships:</p> <ul style="list-style-type: none"> <li>I can explain how sharing something online may have an impact positively or negatively.</li> <li>I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.</li> <li>I can describe how things shared privately online can have unintended consequences for others. E.g. Screen-grabs</li> <li>I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</li> </ul>
<b>MFL</b>	Spanish: colours	<a href="#">Languagenut Unit 1.2</a>	<a href="#">Languagenut Unit 2.2</a>	<a href="#">Languagenut Unit 4</a>	<a href="#">Languagenut Unit 10</a>	<a href="#">Languagenut Unit 16</a>	<a href="#">Languagenut Unit 21</a>