

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Theme Descriptor</b>	An inquiry into <b>the interconnectedness of human-made systems and communities</b> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into <b>the interconnectedness of human-made systems and communities</b> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into <b>the interconnectedness of human-made systems and communities</b> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; <b>societal decision-making</b> ; economic activities and their impact on humankind and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <b>economic activities and their impact on humankind and the environment</b> .
<b>Central Idea</b>	Families can support the local community.	People need specific skills and qualities to do different jobs.	Communities provide services designed to meet people's needs.	Places can change as a result of human impact and organisations.	Transportation systems can be developed to meet the needs of the community.	Roles and responsibilities lead to successful leadership.	Societies develop economical systems to organise their citizens.
<b>Lines of inquiry</b>							
<b>Line of Inquiry 1 - multi-structural</b>	An inquiry into different kinds of families.	An inquiry into the different kinds of jobs.	An inquiry into the services communities require.	An inquiry into the ways places can change.	An inquiry into the features of transportation systems.	An inquiry into different roles and responsibilities.	An inquiry into the structure of economic systems.
<b>Line of Inquiry 2- relational</b>	An inquiry into what makes a family.	An inquiry into the skills and knowledge people need to do their job.	An inquiry into how communities survive without services.	An inquiry into how a locality has changed.	An inquiry into the decisions involved in using transportation systems.	An inquiry into different kinds of leadership	An inquiry into how economic structures function.
<b>Line of Inquiry 3 - extended abstract</b>	An inquiry into how families are involved in the community.	An inquiry into how people become successful in their jobs.	An inquiry into how we can help as global citizens.	An inquiry into the effect of change on the people and the place.	An inquiry into how transport systems continue to adapt.	How leadership affects societies	An inquiry into the impact of economic systems.
<b>SDGs</b>	11	9	11	16	7	11	8
<b>Key text</b>	<a href="#">The Great Big Book of Families</a>	<a href="https://www.amazon.co.uk/Collection-Journal-Officer-Firefighter-Teacher/dp/912357982X">https://www.amazon.co.uk/Collection-Journal-Officer-Firefighter-Teacher/dp/912357982X</a>	<a href="https://www.amazon.co.uk/dp/0544674545?tag=childrenslibr-21&amp;keywords=The%20Bear%20and%20the%20Piano&amp;geniuslink=true">https://www.amazon.co.uk/dp/0544674545?tag=childrenslibr-21&amp;keywords=The%20Bear%20and%20the%20Piano&amp;geniuslink=true</a> <a href="https://www.amazon.co.uk/Lost-Found-Oliver-Jeffers/dp/0007150369/ref=tm_pap_swatch_0?_encoding=UTF8&amp;aid=sr=1">https://www.amazon.co.uk/Lost-Found-Oliver-Jeffers/dp/0007150369/ref=tm_pap_swatch_0?_encoding=UTF8&amp;aid=sr=1</a>	<a href="https://www.amazon.co.uk/Greta-Giants-inspired-Thunbergs-stand/dp/0711253757/ref=sr_1?crd=3TJSMW750\$AP1&amp;keyword=s=greta+and+the+giants&amp;qid=1644581322&amp;sprefix=greta+and+the+giants%2Caps%2C78&amp;sr=8-1">https://www.amazon.co.uk/Greta-Giants-inspired-Thunbergs-stand/dp/0711253757/ref=sr_1?crd=3TJSMW750\$AP1&amp;keyword=s=greta+and+the+giants&amp;qid=1644581322&amp;sprefix=greta+and+the+giants%2Caps%2C78&amp;sr=8-1</a> Malala's magical pen <a href="https://www.amazon.co.uk/Malalas-Magic-Pencil-Malala-Yousafzai/dp/024132257X/ref=sr_1_4?crd=10W7JRRB7C4I7&amp;keywords=malala&amp;qid=1644580512&amp;s=books&amp;sprefix=malala%2Cstripbooks%2C90&amp;sr=1-4">https://www.amazon.co.uk/Malalas-Magic-Pencil-Malala-Yousafzai/dp/024132257X/ref=sr_1_4?crd=10W7JRRB7C4I7&amp;keywords=malala&amp;qid=1644580512&amp;s=books&amp;sprefix=malala%2Cstripbooks%2C90&amp;sr=1-4</a> Great kapok tree <a href="https://www.amazon.co.uk/Great-Kapok-Tree-Amazon-Forest/dp/0152026142">https://www.amazon.co.uk/Great-Kapok-Tree-Amazon-Forest/dp/0152026142</a>	<a href="https://www.amazon.co.uk/Highland-Falcon-Thief-Adventures-Trains/dp/11529013062?dchild=1&amp;keywords=falcon+thief&amp;qid=1616756142&amp;sr=8-1&amp;linkCode=sl1&amp;tag=togetoiroag-21&amp;linkId=62d75c1d50b120c9807aca574f819ffc&amp;language=en_GB&amp;ref=as_li_ss_tl">https://www.amazon.co.uk/Highland-Falcon-Thief-Adventures-Trains/dp/11529013062?dchild=1&amp;keywords=falcon+thief&amp;qid=1616756142&amp;sr=8-1&amp;linkCode=sl1&amp;tag=togetoiroag-21&amp;linkId=62d75c1d50b120c9807aca574f819ffc&amp;language=en_GB&amp;ref=as_li_ss_tl</a> The Railway Children - E Nesbit <a href="https://www.amazon.co.uk/Railway-Children-Faber-Childrens-Classics/dp/0571331130/ref=pd_sbs_1/259-6610353-9481514?pd_rd_w=ZOM90&amp;pf_rd_p=c896f142-67ed-468d-b7d2-62dc03d28077&amp;pf_rd_r=5XK99EKEQD76M97ABSH3&amp;pd_rd_r=95e9887a-55fa-4519-b025-c83794cb7c30&amp;pd_rd_wg=cEVwb&amp;pd_rd_i=0571331130&amp;psc=1">https://www.amazon.co.uk/Railway-Children-Faber-Childrens-Classics/dp/0571331130/ref=pd_sbs_1/259-6610353-9481514?pd_rd_w=ZOM90&amp;pf_rd_p=c896f142-67ed-468d-b7d2-62dc03d28077&amp;pf_rd_r=5XK99EKEQD76M97ABSH3&amp;pd_rd_r=95e9887a-55fa-4519-b025-c83794cb7c30&amp;pd_rd_wg=cEVwb&amp;pd_rd_i=0571331130&amp;psc=1</a>	<a href="https://www.amazon.co.uk/Long-Walk-Freedom-Illustrated-Childrens/dp/1447275543/ref=sr_1_1?aid=1644580700&amp;refinements=p_lbr_books_authors_browse-bin%3ANelson+Mandela&amp;s=books&amp;sr=1-1">https://www.amazon.co.uk/Long-Walk-Freedom-Illustrated-Childrens/dp/1447275543/ref=sr_1_1?aid=1644580700&amp;refinements=p_lbr_books_authors_browse-bin%3ANelson+Mandela&amp;s=books&amp;sr=1-1</a> The Boy Who Harnessed the Wind <a href="https://www.amazon.co.uk/Boy-Who-Harnessed-Wind/dp/1984816128/ref=pd_bxqv_img_1/260-6688940-5545331?pd_rd_w=OMOWB&amp;pf_rd_p=424ee22f-2317-49a5-9cbb-bc8836ac7d96&amp;pf_rd_r=SA50DRHYC7800AA51C6N&amp;pd_rd_r=d72e861e-b033-4d81-bcc6-6c089fe39590&amp;pd_rd_wg=zzC9Y&amp;pd_rd_i=1984816128&amp;psc=1">https://www.amazon.co.uk/Boy-Who-Harnessed-Wind/dp/1984816128/ref=pd_bxqv_img_1/260-6688940-5545331?pd_rd_w=OMOWB&amp;pf_rd_p=424ee22f-2317-49a5-9cbb-bc8836ac7d96&amp;pf_rd_r=SA50DRHYC7800AA51C6N&amp;pd_rd_r=d72e861e-b033-4d81-bcc6-6c089fe39590&amp;pd_rd_wg=zzC9Y&amp;pd_rd_i=1984816128&amp;psc=1</a>	<a href="https://www.amazon.co.uk/Dosh-Earn-Save-Spend-Grow/dp/1526362759/ref=sr_1_2?crd=2YMTJINFOQC4F&amp;keywords=Cash%3A+How+to+Earn+It%2C+Save+It%2C+Spend+It%2C+Grow+It%2C+Give+It+Rashmi+Sirdeshpande&amp;qid=1644580990&amp;s=books&amp;sprefix=cash+how+to+earn+it+save+it+spend+it+grow+it+give+it+rashmi+sirdeshpande%2Cstripbooks%2C110&amp;sr=1-2">https://www.amazon.co.uk/Dosh-Earn-Save-Spend-Grow/dp/1526362759/ref=sr_1_2?crd=2YMTJINFOQC4F&amp;keywords=Cash%3A+How+to+Earn+It%2C+Save+It%2C+Spend+It%2C+Grow+It%2C+Give+It+Rashmi+Sirdeshpande&amp;qid=1644580990&amp;s=books&amp;sprefix=cash+how+to+earn+it+save+it+spend+it+grow+it+give+it+rashmi+sirdeshpande%2Cstripbooks%2C110&amp;sr=1-2</a>

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English Writing	Literacy writing: How will you write the information you have learnt? When writing a sentence, what do you need to include? Which letters are tall and which letters are small?	<p>Genres Covered: Non-Chronological Reports, Letter</p> <ul style="list-style-type: none"> <li>- Reinforce words which describe things, saying and writing describing words to describe things, places or people.</li> <li>- Know when a sentence gives information or instruction.</li> <li>- Write simple instructions.</li> <li>- Respond to incorrect subject/verb agreement (with a focus on oral correction) e.g. 'I done' - 'You did that, did you?'</li> <li>- Read and write common irregular past tense verbs e.g. came, was, took</li> </ul>	<p>Genres Covered: Letter, Instruction</p> <ul style="list-style-type: none"> <li>- Cloze procedure sentences – select a suitable adjective / verb / noun.</li> <li>- Sentences – identify the noun / adjective / verb / adverb.</li> <li>- Increase complexity by including a higher level of challenge or abstraction.</li> <li>- Change selected words from present tense to past tense within a given sentence, and vice versa; locate all verbs in a sentence and change to the new tense.</li> <li>- Identify and use apostrophe to mark singular possession.</li> </ul>	<p>Genres Covered: Letter, Explanation, Biographies</p> <ul style="list-style-type: none"> <li>- confidently select words of a given word class in cloze procedure activity; identify word class of words in sentences; identify word class in 'human sentences' with word cards, including prepositions</li> <li>- make suitable choices of sentence type according to chosen genre; know when an exclamation requires a !; write sentences with increasing grammatical accuracy</li> <li>- practise using adverbials to open some sentences; know how to use the comma accordingly; discuss and evaluate chosen conjunctions</li> <li>- maintain consistency of tense in narrative / report writing; practise further contexts for present and past perfect verb forms</li> <li>- demarcate sentences with increasing security, including CL, ? ! and commas in lists; use an apostrophe for omission and possession</li> <li>- refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; sometimes use a dictionary and thesaurus to build these skills; define relevant topic vocabulary</li> <li>- in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally</li> </ul>	<p>Genres Covered: Letter, Newspaper, Biographies</p> <ul style="list-style-type: none"> <li>- identify word class of words in 'human sentences' using word cards, including prepositions and determiners; identify possessive determiners e.g. my, your, her, their</li> <li>- independently make suitable choices of sentence type according to chosen genre; write sentences with increasing grammatical control, in both dialogue and narrative, and in non-fiction writing</li> <li>- discuss and evaluate chosen conjunctions in own and others' work - are they effective? Could other words fulfill the same purpose?</li> <li>- maintain consistency of tense in narrative / report writing, explanation / instructions; practise further contexts for present and past perfect verb forms</li> <li>- demarcate sentences with increasing security, including apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation</li> <li>- refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings</li> <li>- in spoken and written contexts, apply known rules of Standard English; respond to errors by modelling correct verb forms orally; drama which requires formal language</li> </ul>	<p>Genres Covered: Letter, Newspaper, Explanation</p> <ul style="list-style-type: none"> <li>- use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught</li> <li>- identify commands and questions from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action e.g. exclamation</li> <li>- provide sentences which require most appropriate choice of conjunction; include and revise relative clauses; set out non-fiction texts appropriately</li> <li>- maintain consistency of tense when writing fiction and non-fiction texts; identify and revise present perfect and past perfect verb forms; dictate sentences which include modal verbs</li> <li>- use bullet points where appropriate; revise use of apostrophe for omission and possession; provide dictated sentences which require decisions about punctuation</li> <li>- refine understanding of the meaning of less familiar words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; match homophone word cards to their meanings</li> <li>- in spoken and written contexts, apply known rules of Standard English to practise formal language</li> </ul>	<p>Genres Covered: Recount, Newspaper, Letter</p> <ul style="list-style-type: none"> <li>- use cloze procedure activity to insert words of a given word class, including pronoun, preposition and determiner; edit teacher's weak sentence which requires improvement; dictate sentences which model word classes taught; play games to consolidate word classes; also identify word classes in contexts which are challenging; independently find the antonyms to a set of given words; revise possessive pronoun; strengthen and improve verbs in writing</li> <li>- identify commands, questions and exclamations from more abstract possibilities (which may be indirect); write a variety of sentence types when writing dialogue, in order to show character or advance the action</li> <li>- write formal and informal sentences, selecting conjunctions and cohesive devices to suit level of formality; dictate formal and informal sentences</li> <li>- compare sentences in simple past with perfect past verb form; dictate sentences which include variety of tense forms; maintain consistency of tense when writing fiction and non-fiction texts</li> <li>- use bullet points where appropriate; revise use of apostrophe; provide dictated sentences which require decisions about punctuation, sometimes including dash, semi-colon and colon; read sentence aloud to hear its sense; discuss, highlight and analyse range of punctuation in texts, sometimes improving punctuation choices; revise meaning of ambiguity</li> <li>- refine definitions of challenging words, being more adventurous to use these in own writing; use a dictionary and thesaurus to build these skills; edit and improve words; match homophone word cards to their meanings</li> <li>- apply Standard English to practise formal language, including the subjunctive form e.g. Were they to get lost...</li> </ul>

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<b>English Speaking &amp; Listening</b>	Communication and Language: Speaking/ Listening. Attention and Understanding: Listen to the National Anthem, what do you think the song is about? Who is the song about? Who and where do you think the National Anthem is sung?						
<b>Maths</b>	White Rose: First Then Now: adding more, taking away, spatial reasoning (2), compose and decompose Find my Pattern: doubling, sharing and grouping, even and odd, spatial reasoning (3), visualise and build	White Rose Number: Multiplication & Division Number: Fractions Geometry: Position and Direction	White Rose Measurement: Length & Height Geometry: Position & Direction Consolidation and Problem Solving	White Rose Measurement: Time Number: Fractions Geometry: Properties of Shape	White Rose Number: Decimals Measurement: Money Measurement: Time Statistics	White Rose Number: Decimals Geometry: Properties of Shape	White Rose Geometry: Properties of Shape Consolidation
<b>Science</b>	Understanding the world: People, Cultures and Communities: Talk and similarities and differences between families and families within our class?	Animals Including Humans: Can they point out some of the differences between different animals?  Can they sort photographs of living things and non-living things?  Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)  Can they describe how an animal is suited to its environment?  Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores?  Can they name the parts of an animal's body?  Can they name a range of domestic animals?  Can they classify animals by what they eat? (carnivore, herbivore, omnivore)  Can they compare the bodies of different animals?	Animals Including Humans: Can they explain the basic needs of animals, including humans for survival? (water, food, air)  Can they describe why exercise, balanced diet and hygiene are important for humans?  Changing Materials: Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)  Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)  Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?  Can they explain how things move on different surfaces?	Plants Can they identify and describe the functions of different parts of flowering plants? (roots, stem/trunk, leaves and flowers)  Can they explore the requirement of plants for life and growth (air, light, water, nutrients from the soil, and room to grow)?  Can they explain how they vary from plant to plant?  Can they investigate the way in which water is transported within plants?  Can they explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?	Electricity: Can they identify common appliances that run on electricity?  Can they construct a simple series electric circuit?  Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?  Can they 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?  Can they recognise that a switch opens and closes a circuit?  Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?  Can they recognise some common conductors and insulators?  Can they associate metals with being good conductors?	Forces Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)  Can they design very effective parachutes?  Can they work out how water can cause resistance to floating objects?  Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?	Electricity: Can they make their own traffic light system or something similar?  Can they explain the danger of short circuits?  Can they explain what a fuse is?  Can they explain how to make changes in a circuit?  Can they explain the impact of changes in a circuit?  Can they explain the effect of changing the voltage of a battery?

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<b>History</b>	Understanding the world: People and places - Can they talk about members of their immediate family and community. Can they name and describe people who are familiar to them? Can they talk about our Queen and some key events in her reign?	Knowledge and Interpretation: Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?	Knowledge and Interpretation: Can they explain what is meant by a parliament?  Historical Enquiry Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?  Can they explain what is meant by democracy and why it is a good thing?	Knowledge and Interpretation  Can they recognise that Britain has been invaded by several different groups over time?  Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?	Knowledge and Interpretation: Do they recognise that the lives of wealthy people were very different from those of poor people?	Knowledge and Interpretation: Do they appreciate how major events have created huge differences in the way medicines and health care were developed?  Historical Enquiry: Can they test out a hypothesis in order to answer a question?	Knowledge and Interpretation: Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
<b>Geography</b>	Understanding the world - How would you travel to Buckingham Palace?	Human Geography: Can they name different jobs that people living in their area might do?	Geographical Enquiry: Can they say what they like and don't like about their locality and another locality like the seaside?  Physical Geography: Can they find the longest and shortest route using a map?  Human Geography: Can they describe some human features of their own locality, such as the jobs people do?  Can they explain how the jobs people do maybe different in different parts of the world?  Can they explain what facilities a town or village might need?	Physical Geography  Can they confidently describe physical features in a locality?  Human Geography  Can they confidently describe human features in a locality?  Can they explain why a locality has certain human features?	Human Geography: Can they find different views about an environmental issue? What is their view?  Can they suggest different ways that a locality could be changed and improved?  Geographical Enquiry: Can they carry out a survey to discover the features of cities and villages?  Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?	Human Geography: Can they report on ways in which humans have both improved and damaged the environment?	Geographical Enquiry: Can they choose the best way to collect information needed and decide the most appropriate units of measure?  Can they make careful measurements and use the data?

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<b>Art</b>	Expressive Arts and Design: Creating with materials: Looking at self portraits over time, what emotion is the artist portraying? How will you share your emotions through art? What artistic tools will you use?	Collage: Can they cut and tear paper and card for their collages?  Can they gather and sort the materials they will need?  Use of IT: Can they use a simple painting program to create a picture?  Can they use tools like fill and brushes in a painting package?  Can they go back and change their picture?	Use of IT:  Can they independently use simple IT mark-making tools, e. g. brush and pen tools?  Can they edit their own work?  Can they take different photographs of themselves displaying different moods?  Can they change their photographic images on a computer?	Collage Can they cut very accurately?  Can they overlap materials?  Can they experiment using different colours?  Can they use mosaic?  Can they use montage?  Use of IT Can they use IT programs to create a piece of work that includes their own work and that of others (using web)?  Can they use the web to research an artist or style of art?	Drawing: 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?	Collage Can they use ceramic mosaic to produce a piece of art?  Can they combine visual and tactile qualities to express mood and emotion?	Use of IT: Do they use software packages to create pieces of digital art to design?  Can they create a piece of art which can be used as part of a wider presentation?
<b>DT</b>	Expressive Arts and Design: Creating with Materials: What materials and media will you use to create a photo frame? How will you join two pieces together? What new and different materials could you use?	Mechanisms: Can they make a product which moves?  Can they cut materials using scissors?  Can they describe the materials using different words?  Can they say why they have chosen moving parts?	Cooking and Nutrition:  Can they describe the properties of the ingredients they are using?  Can they explain what it means to be hygienic?  Are they hygienic in the kitchen?	Electrical and Mechanical Components  Can they make a product which uses both electrical and mechanical components?  Can they use a simple circuit?  Can they use a number of components?	Electrical and Mechanical Components: Can they add things to their circuits?  How have they altered their product after checking it?  Are they confident about trying out new and different ideas?	Stiff and Flexible Sheet Materials: Are their measurements accurate enough to ensure that everything is precise?  How have they ensured that their product is strong and fit for purpose?	Textiles: Have they thought about how their product could be sold?  Have they given considered thought about what would improve their product even more?

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RE	<p>Understanding the World: People, cultures and communities: Who is the head of the Church of England? Why is this a special year for her? How could we celebrate? What celebrations are happening nationally? and across the world?</p>	<p>1.7 What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> <li>□ Talk about what is special and of value about belonging to a group that is important to them (B2).</li> <li>□ Show an awareness that some people belong to different religions (B1).</li> <li>□ Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>□ Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>□ Identify two ways people show they belong to each other when they get married (A1).</li> <li>□ Respond to examples of co-operation between different people (C2)</li> <li>□ Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</li> <li>□ Identify some similarities and differences between the ceremonies studied (B3).</li> </ul>	<p>1.4 What can we learn from sacred books?</p> <ul style="list-style-type: none"> <li>□ Talk about some of the stories that are used in religion and why people still read them (A2).</li> <li>□ Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</li> <li>□ Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>□ Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>□ Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>□ Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>□ Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</li> <li>□ Make links between the messages within sacred texts and the way people live (A2).</li> </ul>	<p>L2.5: Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> <li>□ Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li> <li>□ Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</li> <li>□ Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>□ Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>□ Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> <li>□ Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> <li>□ Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</li> <li>□ Suggest how and why religious festivals are valuable to many people (B2).</li> </ul>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> <li>□ Recall and talk about some rules for living in religious traditions (B2).</li> <li>□ Find out at least two teachings from religions about how to live a good life (C3).</li> <li>□ Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>□ Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>□ Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>□ Discuss their own and others' ideas about how people decide right and wrong (C3).</li> <li>□ Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</li> <li>□ Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</li> </ul>	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> <li>□ Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</li> <li>□ Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</li> <li>□ Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>□ Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>□ Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>□ Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> <li>□ Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</li> <li>□ Answer the title key question from different perspectives, including their own (C1).</li> </ul>	<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> <li>□ Identify the values found in stories and texts (A2).</li> <li>□ Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</li> <li>□ Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>□ Describe some Christian and Humanist values simply (B3).</li> <li>□ Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> <li>□ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> <li>□ Give examples of similarities and differences between Christian and Humanist values (B3).</li> <li>□ Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</li> </ul>

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Music</b>	Expressive arts and design: Creating with materials: Can they listen and move to music from different types of bands (solo artists, orchestras, bands etc)? Can they express their own thoughts and feelings about music from different types of bands? Can they listen to and appreciate the National Anthem?	Composing: Can they change the sound?  Can they make loud and quiet sounds?  Do they know that the chorus keeps being repeated?  Can they tell the difference between long and short sounds?  Can they tell the difference between high and low sounds?  Can they give a reason for choosing an instrument? Can they tell the difference between a fast and slow tempo?  Can they tell the difference between loud and quiet sounds?  Can they identify two types of sound happening at the same time?	Performing: Can they perform simple patterns and accompaniments keeping a steady pulse?  Can they play simple rhythmic patterns on an instrument?  Appraising Can they improve their own work?	Appraising Can they improve their work; explaining how it has improved?  Performing Can they work with a partner to create a piece of music using more than one instrument?	Composing: Can they explore and use sets of pitches, e.g. 4 or 5 note scales?  Appraising: Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	Performing: Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?  Composing: Can they use their notations to record groups of pitches (chords)?	Appraising: Can they evaluate how the venue, occasion and purpose affect the way a piece of music is created?
<b>Computing</b>	Understanding the world: How could you communicate with the Queen ? How can we send an email? What other technology could we use to communicate with friends and family?	Can they record pupils' voices as a voiceover?  Can they use a teacher prepared photostory to create a slideshow of photos?	Communicating: Can they send and reply to messages sent by a safe email partner (within school)?  Can they insert/delete a word using the mouse and arrow keys?  Can they highlight text to change its format (B, U, I)?	Algorithms and Programs Can they experiment with variables to control models?  Can they use 90 degree and 45 degree turns?  Can they give an on-screen robot directional instructions?	Databases: Can they input data into a prepared database?  Can they sort and search a database to answer simple questions?  Do they recognise what a spreadsheet is?  Can they use the terms 'cells', 'rows' and 'columns'?  Can they enter data, highlight it and make bar charts?	Communicating: Can they use instant messaging to communicate with class members?  Can they conduct a video chat with someone elsewhere in the school or in another school?	Data Retrieving and Organising: Can they explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.)?  Can they add special effects to alter the appearance of a graphic?  Can they 'save as' gif or jpeg wherever possible to make the file size smaller (for emailing or downloading)?  Can they make an information poster using their graphics skills to good effect?

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<b>PSHE/RSE</b>	Personal, Social and Emotional Development: Managing self, self regulation and building relationships - What is going well with what you are making? What would you do differently if you were to do it again? Can I keep going if something doesn't go well the first time? Can I talk about how I feel when something goes wrong?	H1: what constitutes and how to maintain a healthy lifestyle including the benefits of healthy eating and dental health. L6: that money comes from different sources and can be used for different purposes- including the concepts of spending and saving. L1: How they can contribute to the life of the classroom or school.  L2: to help construct, and agree to follow group, class and school rules and to understand how these rules help them.	R6: to listen to other people and play and work constructively (including strategies to resolve simple arguments).  L1: How they can contribute to the life of the classroom or school.	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people  L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities  H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe  R11. to work collaboratively towards shared goals	R15. to recognise and manage 'dares'  R21. to understand personal boundaries; to identify what they are willing to share with their most special people: friends; classmates and others; and that we all have rights to privacy	L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world  H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer  L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)  L16. what is meant by enterprise and begin to develop enterprise skills
<b>PE</b>	Physical Development: Gross motor: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Keep going! How will you overcome difficulties? How will you move fluently, over, under and through apparatus? National Curriculum: Athletics: How will you link a run and jump?	Striking & Fielding -Able to hit objects with hand or bat. -Track and retrieve a rolling ball. -Throw and catch a variety of balls and objects. -Extend agility and co-ordination through throwing, catching and retrieving. -Participate in simple hit, catch and run games. -Score points through sending balls and running. -Develop sending and receiving skills to benefit fielding as a team. -Distinguish between the roles of batters and fielders. -Introduce the concept of simple tactics. -Extend agility and co-ordination through throwing, catching and retrieving. -Participate in simple hit, catch and run games. -Score points through sending balls and running.	Dance: -Describe and explain how performers can transition and link shapes and balances. -Perform with control and consistency basic actions at different speeds and on different levels. -Challenge themselves to move imaginatively responding to music. -Work as part of a group to create and perform short movement sequences to music. -Become increasingly competent and confidence in fundamental basic ABC in relation to dance activity. -Develop and perform simple movement patterns. -Perform using more sophisticated formations as well as an individual. -Explore relationships through different dance formations. -Explain the importance of emotion and feeling in dance. -Use the stimuli to copy, repeat and create dance actions and motifs. -Develop competence. -To perform a simple movement pattern (motif) in a given formation.	Rounders: -To be able to play simple rounders games. -To apply some rules to games. -To develop and use simple rounders skills. -Play in competitive games developing simple tactics. -Master basic movements including running, throwing, catching and striking. -Work collaboratively to use basic tactics for batting and fielding.	Athletics: -Using running, jumping and throwing work stations children investigate in small groups different ways of performing these activities. -Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. -Compete against self and others developing simple technique. -Master basic movements including running, throwing and jumping. -Work collaboratively and individually to help improve self and others.	Cricket: -Link together a range of skills and use in combination. -Collaborate as a team to choose, use and adapt rules in games. -Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance. -Play in competitive games developing power, flexibility and cardiovascular endurance. -Able to recognise where improvements could be made in their own work. -Select and combine more complex skills in game situations.	Rounders: -Apply consistently rounders rules in conditioned games. -Play small sided games using standard rounders pitch layout. -Use a range of tactics for attacking and defending in role of bowler, batter and fielder. -Play in competitive games developing fluency in skills and techniques. -Work in collaboration to apply defensive and attacking tactics. -Compare team performance against other team performances.
<b>Trips/Visits</b>							
<b>Important Days</b>							

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Esafty</b>	<ul style="list-style-type: none"> <li>- I can talk about how to use the internet as a way of finding information online.</li> <li>- I can name my work so that others know it belongs to me.</li> <li>- I can identify devices I could use to access information on the internet</li> </ul>	<ul style="list-style-type: none"> <li>• I can give simple examples of how to find information using digital technologies e.g. search engines, voice activated searching</li> <li>• I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke</li> <li>• I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<p>I can use simple keywords in search engines</p> <ul style="list-style-type: none"> <li>• I can demonstrate how to navigate a simple webpage to get information I need (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>• I can explain what voice activated searching is and how it might be used, and know it is not real person (e.g. Alexa, Google Now, Siri)</li> <li>• I can explain the difference between things that are imaginary, 'made up', or 'make believe' and things that are 'true' or 'real'</li> <li>• I can explain why come information I find online may not be real or true.</li> </ul>	<p>Managing Online Information:</p> <ul style="list-style-type: none"> <li>• I can demonstrate how to use key phrases in search engines to gather accurate information online.</li> <li>• I can explain what autocomplete is and how to choose the best suggestion</li> <li>• I can explain how the internet can be used to buy and sell things</li> <li>• I can explain the difference between a belief, an opinion and a fact and give examples of how and where they might be shared online. E.g. In videos, memes, posts, news stories etc.</li> <li>• I can explain that not all opinions shared may be accepted as true or fair by others (E.g. monsters under the bed)</li> <li>• I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<p>Managing Online Information:</p> <ul style="list-style-type: none"> <li>• I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</li> <li>• I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites)</li> <li>• I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in app purchases; pop ups) and can recognise some of these when they appear online.</li> <li>• I can explain why lots of people sharing the same opinions or beliefs online do not make those beliefs or opinions true.</li> <li>• I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and risks might be.</li> <li>• I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend that something is true when it isn't.</li> </ul>	<p>Managing Online Information:</p> <ul style="list-style-type: none"> <li>• I can explain the benefits and limitations of using different types of search technologies e.g. voiceactivated search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated only giving one search result.</li> <li>• I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be sceptical.</li> <li>• I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</li> <li>• I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.</li> <li>• I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.</li> <li>• I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers)</li> <li>• I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</li> <li>• I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</li> </ul>	<p>Managing Online Information:</p> <ul style="list-style-type: none"> <li>• I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.</li> <li>• I can explain how search engines work and how the results are selected and ranked.</li> <li>• I can explain how to use search technologies effectively.</li> <li>• I can describe how some online information can be opinions and can offer examples.</li> <li>• I can explain how and why some people may present opinions as facts; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal.</li> <li>• I can define the terms 'influence', 'manipulation', and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news.)</li> <li>• I understand the concept of persuasive design and how it can be used to influence peoples' choices.</li> <li>• I can demonstrate how to analyse and evaluate the validity of facts and information and I can explain why using these strategies are important.</li> <li>• I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this.</li> <li>• I can describe the difference between online misinformation and disinformation.</li> <li>• I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation.</li> <li>• I can identify, flag and report inappropriate content.</li> </ul>
<b>MFL</b>	Spanish: Mum, Dad, brother, sister	<a href="#">Languagenut Unit 1.5</a>	<a href="#">Languagenut Unit 2.5</a>	<a href="#">Languagenut Unit 7</a>	<a href="#">Languagenut Unit 13</a>	<a href="#">Languagenut Unit 19</a>	<a href="#">Languagenut Unit 24</a>