Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme Descriptor	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
Central Idea	Humans can explore their environment to understand the world around them.	The weather can affect how people live.	Cycles can affect and connect people and other living things.	The earth's physical processes may influence people's lives.	The suitability to settle may be determined by people's knowledge of the Earth's geological features.	Technology constantly evolves to progress human societies.	The natural world can be impacted by the human use of scientific and technological developments.
Lines of inquiry							
Line of Inquiry 1 - multi-structural	An inquiry into what we see, hear and feel whilst outside.	An inquiry into different types of weather.	An inquiry into how nature changes.	An inquiry into what physical processes are	An inquiry into the location of 6 major UK cities	An inquiry into scientific and technological development An inquiry into what scientific and technological development is.	An inquiry into the changing natural world
Line of Inquiry 2- relational	An inquiry into how outdoor experiences are recorded.	An inquiry into different climates. (Tropical, arctic, desert)	An inquiry into how cycles connect with one another.	An inquiry into how physical processes are formed/created	An inquiry into the economic georgraphy of UK cities	An inquiry into the use of technology around the world.	An inquiry into how the natural world is changing
Line of Inquiry 3 - extended abstract	An inquiry into how outdoor experiences are recorded around the world.	An inquiry into the how the climate impacts the way people live.	An inquiry into how cycles impact on our everyday lives.	An inquiry into how people are affected by physical processes.	An inquiry into why people choose to inhabit villages and cities.	The impact of technological advancement on human societies.	An inquiry into how the changing world impacts lives.
SDGs	4	13	14 & 15	15	8	9	9
Key text	Finding Wild - Megan Wagner Lloyd, Run Wild - David Covell, This moose belongs to me - Oliver Jeffers	lila and the secret rain one night far from here snail and the whale Handas Surprise	Stories of the seasons: Tree: Seasons Come, Seasons Go- Patricia Hegarty and Britta Teckentrup [1]	Earthshattering events: The science behind natural disaters by Christina Balit . Escape from Pompeii by Sophie Williams and Robin Jacobs [2]	Children of the Mine by Jacqueline Bellew	The wild robot - John Rocco	Floodland - Marcus Sedgewick, Wonderscape - Jennifer Bell, Creative writing opportunities: Flood - Alvaro F. Villa, The Dam - David Almond, Greenling - Levi Pinfold

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
English Writing	Literacy: Writing How do you spell? What do you need to remember when writing sentences? Physical Development: Fine motor - Which letters are small letters and which letters are tall letters?	Genres Covered: Poetry - CL for names of places e.g. town, county, country. - Know that the personal pronoun 'I' has a CL, and use in own writing. - Understand the terms question and exclamation, how they are punctuated in sentences, and apply. - Introduce the term conjunction, understand its meaning and apply. Associate previous learning to expand sentences and to include or, when and but (previously learned and and because).	Genres Covered: Non-Chronological Reports, Poetry, Narrative -Revise the term verb. Identify verbs, both 'doing' and 'being' words, and apply. - Identify statements which give facts or information; make choices about whether sentences are statements or not. - Respond to incorrect subject/verb agreement, with a focus on oral correction e.g. 'We was' - 'Were you?' or 'I done' – 'You did, did you?' -Use a comma to separate items in a list. - Apply contractions in writing e.g. can't, didn't.	Genres Covered: Explanation, Newspaper, Recount - identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences - write a range of sentence types, punctuating appropriately; comment on sentence types when evaluating; compose a question for a given statement - express time, place and cause using a range of conjunctions e.g. when, before, after, while, so, because; become more confident to identify the main clause and subordinate clause during shared reading, shared writing and independent activities; play games to select conjunctions in given contexts e.g. using cards - identify the tense of a given extract; convert sentences from one tense to another; continue to build irregular verb bank - learn to use the apostrophe for regular plural nouns; edit deliberate punctuation errors; add punctuation to simple dictated sentences - learn to read and spell some words with a prefix, discussing what that prefix means e.g. super- , anti-, dis-, mis-, in-; collect banks of effective noun phrases and strong verbs in a writing journal; apply to own writing - identify the subject of a sentence; make sure verb matches the subject e.g. We were going; Where were you? They did their homework.	Genres Covered: Newspaper, Playscripts, Recount - ensure correct use of determiners 'these' and 'those'; find determiners which are quantifiers e.g. some, every; identify prepositions in sentences; vary sentence openers, changing the pronoun e.g. They / The villagers - play games to secure understanding of different sentence functions; vary sentence types to interest the reader; experiment with short statements or exclamations, rhetorical questions, and dialogue including commands - during shared reading and shared writing, discuss and evaluate how the author uses a range of cohesive devices, and then experiment in own writing e.g. however, secondly, when, before, after, while, because of, due to, as a result of, or the use of fronted adverbials; play games to select conjunctions in given contexts - identify the tense of a challenging extract; convert from one tense to another; identify 1st or 3rd person in shared or guided reading - revise use of apostrophe for omission, and ensure pupils know term 'contracted form'; edit deliberate punctuation errors; add punctuation to dictated sentences - define meaning of a range of homophones; revise and expand understanding of further words with a prefix e.g. improper, illegal; discuss adverbials in own and others' writing; collect conjunctions in a journal - identify, discuss and correct sentences which contain a double negative e.g. Don't nobody get on the bus; model accurate use of Standard English in dictated sentences	Genres Covered: Explanation, Narrative, Persuasion - find all the determiners in a given sentence; discuss different types of determiners; identify preposition phrases in sentences, including prepositions of place and time e.g. He was in bed / I met them after the party. - identify statements when reading cross curricular texts e. g. in Science or History; raise questions about a topic or for an interview, and punctuate appropriately; choose whether or not a command needs an exclamation mark - identify adverbials both within and at the front of sentences; discuss how these add cohesion to texts; discuss the effect of moving the position of a fronted adverbial; collect sets of time connectives from texts e.g. the day after, eventually, all of a sudden; highlight cohesive devices in non-fiction and fiction texts - identify the verb forms of a challenging extract which may mix forms, to include progressive / perfect tenses; ; identify 1st or 3rd person in shared or guided reading, and discuss tenses used - edit deliberate punctuation errors; add punctuation to dictated sentences; model and practise punctuating parenthesis using pairs of commas, dashes or brackets; - define and spell adjectives with the suffix 'ious' e.g. vicious, cautious; define meaning of a range of further homophones; discuss adverbials in own and others' writing; collect new vocabulary in a journal - identify, discuss and correct sentences which contain a double negative e.g. I'm not doing nothing.	Genres Covered: Narrative, Non-Chronological Report, Letter, Persuasion - find all the determiners in a given sentence; collect a bank of further synonyms using thesaurus, referring to this when writing; identify preposition phrases in sentences, including prepositions of place and time - identify statements when reading cross curricular texts e.g. in Geography; raise questions and punctuate appropriately; choose whether a question is reported or whether it needs a ? e.g. He asked her to sit down. - identify adverbials in texts during shared and guided reading, and discuss how these add cohesion; discuss the effect of moving the position of a fronted adverbial; highlight cohesive devices in non-fiction and fiction texts; collect and display connectives which provide cohesion across texts, particularly when introducing a paragraph - identify the verb forms of a challenging extract which may mix forms; identify 1st or 3rd person in shared or guided reading; discuss the effect of the tense used; dictate sentences which model different verb forms - identify and model use of hyphen e.g. man-eating shark; revise use of possessive apostrophe for singular plural nouns e.g. e.g. Tom's pen, factories' chimneys, children's pet - define and spell adjectives made from verbs e.g. noticeable (notice), reliable (rely); define and spell further homophones; in shared or guided reading, discuss precise meaning of vocabulary, sometimes using a dictionary - identify, discuss and correct sentences which contain a double negative e.g. You can't have no sweets.

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
English Reading	Finding Wild - Megan Wagner Lloyd Run Wild - David Covell This Moose Belongs to Me - Oliver Jeffers	The Storm Whale - Benji Davies	Tree: Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentrup	Escape from Pompeii - Sophie Williams and Robin Jacobs	Children of the Mine - Jacqueline Bellew	The Wild Robot - John Rocco	Wonderscape - Jennifer Bell
English Speaking & Listening	Communication and Language: Listening, Attention and Understanding/ Speaking: Explain what happens in the story? What questions would you like to ask about the story? What would you like to find out/ know?						
Maths	White Rose Alive in 5! Introducing zero, Comparing numbers to 5, Composition of 4 and 5, comparing mass. Growing 6,7,8 combining 2 amounts, making pairs, length & height.	White Rose Number: Addition and Subtraction Number: Place Value Measurement: Length & Height	White Rose Number: Multiplication & Division Statistics Geometry	White Rose Number: Multiplication & Division Measurement: Money Statistics Mesurement: Length & Perimeter	White Rose Number: Multiplication & Division Measurement: Area Number: Fractions	White Rose Number: Multiplication & Division Number: Fractions	White Rose Number: Decimals Number: percentages Number: Algebra Measurement: Converting units

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science	Understanding the world: What can you see in our school environment? How might that differ in a busy town or city? What can you feel hear?	Seasonal Changes Can they observe changes across the four seasons? Can they name the four seasons in order? Can they observe and describe weather associated with the seasons? Can they observe and describe how day length varies?	Plants: Can they observe and describe how seeds and bulbs grow into mature plants? Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Can they describe what plants need to survive? Animals Including Humans Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Living Things and their Habitats Can they explain the differences between living and non-living things? Can they describe some of the life processes common to plants and animals, including humans?	Rocks Can they compare and group together different rocks on the basis of their appearance and simple physical properties? Can they describe and explain how different rocks can be useful to us? Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock? Can they recognise that soils are made from rocks and organic matter?	Animals Including Humans: Can they compare the teeth of herbivores and carnivores? Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey? Living Things and Their Habitats: Can they recognise that living things can be grouped in a variety of ways? Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates) Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Do they recognise that environments can change and this can sometimes pose a danger to living things?	Earth and Space Can they identify and explain the movement of the Earth and other planets relative to the sun in the solar system? Can they explain how seasons and the associated weather is created? Can they describe and explain the movement of the Moon relative to the Earth? Can they describe the sun, earth and moon as approximately spherical bodies? Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?	Electricity: Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? Can they use recognised symbols when representing a simple circuit in a diagram?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
History	Understanding the world: Past and present - Tell me about a different environemnt you have visited? What do you remember seeing?	Knowledge and Interpretation: Do they appreciate that some famous people have helped our lives be better today?	Historical Enquiry: Can they answer questions by using a specific source, such as an information book? Knowledge and Interpretation Can they explain how their local area was different in the past?	Chronological Understanding Can they describe events from the past using dates when things happened? Historical Enquiry Can they research a specific event from the past? Can they use their 'information finding' skills in writing to help them write about historical information?	Knowledge and Interpretation: Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?	Chronological Understanding Can they draw a timeline with different time periods outlined which show different information, such as periods of history, when famous people lived, etc.? Knowledge and Interpretation Can they describe historical events from the different period/s they are studying/have studied? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?	Knowledge and Interpretation: Can they summarise how Britain has had a major influence on world history?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Geography	Understanding the World: The Natural World - What can you see? What can you feel? What can you hear? Can you describe how some environments are different around the world? What is the same? What is different? As the seasons change, what is different? What animals have you seen while outside? What are the names of the flowers/trees/ plants we can see?	Geographical Enquiry: Can they answer questions about the weather? Can they keep a weather chart? Physical Geography: Can they explain the main features of a hot and cold place? Can they explain how the weather changes with each season? Human Geography: Can they begin to explain why they would wear different clothes at different times of the year? Can they tell something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? Geographical Knowledge: Can they point out where the equator, north pole and south pole are on a globe or atlas?	Geographical Enquiry: Can they label a diagram or photograph using some geographical words? Physical Geography: Can they describe the key features of a place, using words like beach, coast, forest, hill, mountain, ocean, valley?	Physical Geography Can they use maps and atlases appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Human Geography Can they describe how volcanoes have an impact on people's lives? Can they confidently describe human features in a locality? Geographical Knowledge Can they locate and name some of the world's most famous volcanoes?	Physical Geography: Can they describe the main features of a well known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? Geographical Enquiry: Can they find the same place on a globe and in an atlas?	Human Geography: Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features?	Geographical Enquiry: Can they use OS maps to answer questions? Physical Geography: Can they accurately use a 4 figure grid reference? Human Geography: Can they map land use with their own criteria? Geographical Knowledge: Can they recognise key symbols used on ordnance survey maps?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Art	Expressive Arts and Design: Creating with materials - What colours can you see? What colours could we mix to make green/ purple/ orange? What thickness of line will you use? Why? Can we use a pencil and shade light/dark?	Painting: Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they name the primary and secondary colours?	Printing: Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer?	3D/Textiles Can they work with life size materials? Can they create pop-ups?	Collage: Can they use ceramic mosaic? Can they combine visual and tactile qualities? Use of IT: Can they create a piece of artwork which includes the integration of digital images they have taken? Can they combine graphics and text based on their research?	Printing Can they print using a number of colours? Can they create an accurate print design that meets the given criteria? Can they print onto different materials? Use of IT Can they create a piece of artwork which integrates digital images they have taken? Can they combine graphics and text based on their research? Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can they create digital images with animation, video and sound to communicate their ideas?	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?
DT	Expressive arts and design: Creating with materials - what props have you used while role playing? How have you made them? What have you used/joined?	Cooking and Nutrition: Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, eg, cakes?	Mechanisms: Can they join materials together as part of a moving product?	Stiff and Flexible Sheet Materials Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials?	Stiff and Flexible Sheet Materials: Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong?	Electrical and Mechanical Components Can they incorporate a switch into their product? Can they refine their product after testing it? Can they incorporate hydraulics and pneumatics?	Electical and Mechanical Components: Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
RE	Understanding the world: People, cultures and communities - How might life in the country be different to life in a busy town/city? How are some cildren different and some children the same?	1.5 What makes some places sacred? ☐ Recognise that there are special places where people go to worship, and talk about what people do there (A1). ☐ Identify at least three objects used in worship in two religions (A3). ☐ Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). ☐ Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). ☐ Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). ☐ Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). ☐ Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). ☐ Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).	1.3 Who is Jewish and what do they believe? ☐ Talk about the fact that Jewish people believe in God (A1). ☐ Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). ☐ Talk about how the mezuzah in the home reminds Jewish people about God (A3). ☐ Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). ☐ Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). ☐ Ask some questions about believing in God and offer some ideas of their own (C1). ☐ Make links between some Jewish teachings and how Jewish people live (A2). ☐ Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).	L2.7 What does it mean to be a Christian in Britain today? ☐ Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). ☐ Ask good questions about what Christians do to show their faith (B1). ☐ Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). ☐ Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). ☐ Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). ☐ Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). ☐ Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). ☐ Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).	L2.8 What does it mean to be a Hindu in Britain today? ☐ Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). ☐ Ask good questions about what Hindus do to show their faith (B1). ☐ Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). ☐ Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). ☐ Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). ☐ Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). ☐ Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). ☐ Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) ☐ Make connections between some of Jesus' teachings and the way Christians live today (A1). ☐ Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). ☐ Outline Jesus' teaching on how his followers should live (A2). ☐ Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). ☐ Explain the impact Jesus' example and teachings might have on Christians today (B1). ☐ Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). ☐ Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). ☐ Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).	U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? ☐ Respond with ideas of their own to the title question (B2). ☐ Find out about religious teachings, charities and ways of expressing generosity (C3). ☐ Describe and make connections between examples of religious creativity (buildings and art) (A1). ☐ Show understanding of the value of sacred buildings and art (B3). ☐ Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). ☐ Apply ideas about values and from scriptures to the title question (C2). ☐ Outline how and why some Humanists criticise spending on religious buildings or art (A3). ☐ Examine the title question from different perspectives, including their own (C1).

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Music	Expressive arts and design: Being imaginative and expressive - How can we change the story? What songs do you know that we could sing? Do you know any songs about the world, being outside?	Performing: Can they use instruments to perform? Can they copy sounds? Composing: Can they make different sounds with instruments? Can they identify changes in sounds? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?	Composing: Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds?	Composing Can they use different elements in their composition? Can they create repeated patterns with different instruments?	Composing: Can they use notations to record and interpret sequences of pitches? Can they use notations to record compositions in a small group or on their own? Appraising: Can they explain the place of silence and say what effect it has?	Composing Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Appraising Can they explain why they think their music is successful or unsuccessful?	Composing: Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords) Can they combine groups of beats?
Computing	Understanding the world - Use the iPad to take a photo, how do you edit the the image/ crop it to show the image that you want to share?	Data Retrieving and Organising: Can they enter information into a template to make a graph? Can they talk about the results shown on a graph?	Data Retrieving and Organising: Can they use the shape tools to draw? Can they create a presentation in a small group and record the narration?	Data Retrieving and Organising Can they review images on a camera and delete unwanted images? Have they experienced downloading images from a camera into files on the computer? Can they use photo editing software to crop photos and add effects? Can they manipulate sound when using simple recording storyboarding?	Data Retrieving and Organising: Can they capture images using webcams, screen capture, scanning, visualiser and internet? Can they choose images and download them into a file? Can they download images from the camera into files on the computer? Can they copy graphics from a range of sources and paste into a desktop publishing program?	Algorithms and Programs Can they combine sequences of instructions and procedures to turn devices on or off? Do they understand input and output? Can they use an ICT program to control an external device that is electrical and/or mechanical? Can they use ICT to measure sound or light or temperature using sensors? Can they explore 'What is' questions by playing adventure or quest games? Can they write programs that have sequences and repetitions?	Databases: Can they collect live data using data logging equipment? Can they identify data error, patterns and sequences? Can they use the formulae bar to explore mathematical scenarios? Can they create their own database and present information from it?

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE	Personal, Social and Emotional Development: Managing self. self regulation and buiding relationships - What are you making? How are you going to make it? What goal have you set yourself? Can I engage? What are the rules?	L5: what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	R2: to recognise their behaviour can affect other people. What makes a good friend? R3: the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping secrets that make them feel anxious, uncomfortable or afraid. R10: to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' Consider safety around 'medicines and chemicals'. 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 R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) 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	L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk L9. what being part of a community means, and about the varied institutions that support communities locally and nationally	H18. how their body will, and their emotions may, change as they approach and move through puberty. About menstrual wellbeing including key facts about the menstrual cycle. H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Class	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE	Physical Development: Gross Motor - How can you climb under, over and through the trees in the outside area? Can you move quickly and slowly when negotiating space?	Gymnastics -Identify and use simple gymnastics actions and shapes. -Apply basic strength to a range of gymnastics actions. -Begin to carry basic apparatus such as mats and benches. -To recognise actions and link. -Mastering basic movements and developing agility, balance and co-ordination. -To extend performance in movement patterns and sequences. -To perform a variety of basic gymnastics actions showing control. -To introduce turn, twist, spin, rock and roll and link these into movement patterns. -To perform longer movement phrases and link with confidence. -Mastering basic movements and develop agility, balance and coordination. -Extending performance in movement patterns and sequences.	Striking and Fielding: -To developing hitting skills with a variety of bats. -Practice feeding/bowling skills. -Hit and run to score points in games. -Develop eye to hand coordination for hitting. -Participate in striking and fielding game situations. -Work on a variety of ways to score runs in different hit, catch, run games. -Work in teams to field. -Begin to play the role of wicket keeper or backstop. -Develop hand-to-eye coordination for hitting. -Participate in striking and fielding game situations.	Gymnastics: -Modify actions independently using different pathways, directions and shapes. -Consolidate and improve the quality of movements and gymnastics actions. -Relate strength and flexibility to the actions and movements they are performing. -To use basic compositional ideas to improve sequence work—unison. -Devise simple sequences using compositional ideas. -Master basic movements including leaping, jumping, balancing and stretching. -Work collaboratively to adapt, change and improve individual sequences. -Identify similarities and differences in sequences. -Develop body management over a range of floor exercises. -Attempt to bring explosive moves in to floor work through jumps and leaps. -Show increasing flexibility in shapes and balances. -Perform with control and confidence a range of basic actions. -Develop a broader range of new actions. -Work individually to improve a sequence.	Netball: -Introduce high five netball positions. -Acquire and apply basic shooting techniques. -Demonstrate and implement some basic rules of high five. -Develop netball skill such as marking and footwork. -Play in competitive games developing stamina and endurance. -Practise and use running, sprinting and dynamic balance in games. -Work collaboratively to use basic tactics for defending and attacking.	Football: -To play effectively in a variety of positions and formations on the pitch. -Relate a greater number of attacking and defensive tactics to game play. -Become more skilful when performing movements at speed. -Play in competitive games developing strength and technique. -Able to recognise where improvements could be made in their own work. -Select and combine more complex skills in game situations.	Dance: -Work collaboratively to include more complex compositional ideas. -Develop motifs and incorporate into self composed dances as individuals, pairs & groups. -Talk about different styles of dance with understanding, using appropriate language & terminology. -Work collaboratively with a partner and in small groups to perform more complex dances. -Compare performance with previous performances and demonstrate improvement to achieve personal best. -Develop flexibility, balance, strength and control in a range of dances.
Trips/Visits							
Important Days							
Esafety	- I can identify ways that I can put information on the internet.	• I can recognise that information can stay online and could be copied • I can describe what information I should not put online without asking a trusted adult first.	I can explain how information put online about someone can last for a long time • I can describe how anyone's online information could be seen by others • I know who to talk to if something has been put online without consent or if it is incorrect.	Online Reputation: • I can explain how to search for information about others online • I can give example of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal • I can explain who someone can ask if they are unsure about putting something online.	Online Reputation: • I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others	Online Reputation: • I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. • I can explain the ways in which anyone can develop a positive online reputation	Online Reputation: • I can explain strategies anyone can use to protect the 'digital personality' and online reputation, including degrees of anonymity.
MFL	Spanish: weather (rain, sun, frost, hot, cold)	Languagenut Unit 1.3	Languagenut Unit 2.3	Languagenut Unit 5	Languagenut Unit 11	Languagenut Unit 17	Languagenut Unit 22