

Year Group	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme Descriptor	An inquiry into orientation in place and time; personal histories; homes and journeys ; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into orientation in place and time ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into orientation in place and time; personal histories; homes and journeys ; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
Central Idea	Shelters, for humans and animals, is a basic need.	Learning about history help us to understand the present.	Our lives and history are journeys.	Evidence of past civilizations can be used to make connections to present day societies.	The legacies of Ancient Civilisations may influence modern Britain.	Migrants and explorers both influence, and are influenced by, the world around us.	Exploration leads to discoveries, opportunities and new understandings.
Lines of inquiry							
Line of Inquiry 1 - multi-structural	An inquiry into different types of shelters.	An inquiry into what history is.	An inquiry into our personal history.	An inquiry into what civilizations are.	An inquiry into what an ancient civilisation is.	An inquiry into what migration is.	An inquiry into the reasons for exploration.
Line of Inquiry 2- relational	An inquiry into why shelters are essential for life.	An inquiry into object from the past.	An inquiry into how events in history bring change.	An inquiry into the connections between past and present civilizations.	An inquiry into different civilisations.	An inquiry into the historical impact of settlers on Britain.	An inquiry into how explorations have taken place over time.
Line of Inquiry 3 - extended abstract	An inquiry into how environments can affect shelters.	An inquiry into how objects have changed over time.	An inquiry into how print developed our interpretation of history.	An inquiry into the effects past civilizations have had on our society	An inquiry into how events in the past have shaped our lives.	An inquiry into the significance of migration.	An inquiry into the consequences of exploration.
SDGs	9	4	4	11	8	10	10
Key text	https://www.amazon.co.uk/Home-Carson-Ellis/dp/1406365793/ref=pf_rd_top_28pd_rd_j=1406365793&psc=1 https://www.amazon.co.uk/Three-Little-Pigs/dp/1904550215/ref=sr_1_6?keywords=three+little+pigs&qid=1644307982&srefix=the+three+little+pigs%2C&sr=8-6	https://www.amazon.co.uk/dp/191307403X?ref=ppx_pop_mab_ap_share https://www.amazon.co.uk/Giraffes-Cant-Dance-International-Bestseller/dp/1841215651/ref=ur_1_1?keywords=giraffes+cant+dance+book&qid=1645440056&s=books&srefix=giraffes+%2Cstripbooks%2C116&sr=1-1	Guy Fawkes and the Gunpowder Plot (Why do we remember?) The Great Fire of London (Why do we remember?)	Stone Age Boy Stig of the Dump Antony and Cleopatra (Shakespeare Stories)	Spartacus Osborne Julius Ceasar Osborne Who Let the Gods Out?: the first EPIC laugh-out-loud adventure in Maz Evans's bestselling series: 1 https://www.amazon.co.uk/dp/1910655414/ref=cm_sw_r_cp_api_glt_l_YCXPYM25MH4YQ7GJVV3G	The Viking and Anglo-Saxon Struggle for England (Early British History) Beowulf Osborne or Michael Murporgo? Viking Boy	Around the World in 80 Days Jules Verne Windrush Child - Benjamin Zephaniah
Exit point - involving parents/community							

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English Writing	<p>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? Physical Development: Fine motor skills: How do you write letters fluently and accurately? Are your capital letter and lower case letters accurate?</p>	<p>Genres Covered: Diary, Narrative</p> <ul style="list-style-type: none"> - Understand the term verb to structure talk about actions; identify action/doing words; include doing and being words when composing sentences. - Introduce and model simple sentences using both present, progressive and past tense verb forms e.g. The dog looks; The dog is looking; The dog looked; 	<p>Genres Covered: Narrative, Recount/Diary</p> <ul style="list-style-type: none"> - Identify and apply adverbs ending in 'ly' to describe how verbs are done. - Find and form noun phrases and verbs in written sentences. - Independently use conjunctions to join ideas together within a sentence; play games to reinforce conjunctions. - Expand range of common irregular past tense verbs which can be spoken, read and written. 	<p>Genres Covered: Narrative, Non-Chronological Reports</p> <ul style="list-style-type: none"> - find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective cards - 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 - sometimes use the present /past perfect e.g. He has/had gone out to play, with a focus on spoken accuracy first - know how to use the comma before closing inverted commas, in direct speech; continue to use apostrophes in a range of contexts - 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. 	<p>Genres Covered: Narrative, Recount, Non-Chronological Report</p> <ul style="list-style-type: none"> - vary position of the adverbial in a sentence, ensuring correct use of comma; discuss the effect of making changes; explore sets of words which can be either of two or three word classes, depending on the context - 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 - write a diary extract or journal / log in 1st person, consistently using past tense verb forms as appropriate; secure spelling of verbs in progressive form - model, discuss and use commas to separate clauses effectively; vary use of other punctuation e.g. ! ?; use punctuation fans during class game, to make best choice - 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 	<p>Genres Covered: Narrative, Recount, Play Scripts</p> <ul style="list-style-type: none"> - model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; apply fronted adverbials to own writing; dictate sentences - 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 - experiment with writing from 1st person point of view in the present tense e.g. in the middle of a tense situation; convert short extract from present to past tense; revise verbs in progressive tense - use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash; use punc' fans - 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. 	<p>Genres Covered: Newspaper, Instructions, Discussion, Recount</p> <ul style="list-style-type: none"> - practise use of fronted adverbial, ensuring correct placement of comma; discuss the effect of moving position of adverbial e.g. make human sentences with word cards; identify other adverbials in shared reading and writing - 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 - convert short extract from present to past tense, and vice versa; revise modal verbs and verbs in progressive tense, both present and past e.g. she was considering; edit and improve given examples - use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; use a single dash; use punctuation fans - 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.

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English Speaking & Listening	Communication and Language: Speaking - How would you describe homes in the past? Can you describe what you have listened to? Can you explain what information you have learnt from the non-fiction book?						
Maths	White Rose - Building 9 & 10 counting to 9 and 10, comparing numbers to 10, bonds to 10, 3D shapes and spatial awareness. To 20 and beyond; build numbers beyond 10, counting patterns beyond 10, spatial reasoning, match, rotate and manipulate.	White Rose Measurement: Length & Height Measurement: Weight & Volume	White Rose Geometry: Properties of Shape Number: Fractions	White Rose Measurement: Length & Perimeter Number: Fractions	White Rose Number: Fractions Number: Decimals	White Rose Number: Fractions Number: Decimals and Percentages	White Rose Measurement: Converting units Measurement: Perimeter, Area, Volume Number: Ratio Statistics
Science	Understanding the world - Can they explain what a habitat is? Can they explain why different animals are suited to living in different places?	Everyday Materials: Can they describe things that are similar and different between materials? Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?	Classifying and Grouping Materials: Can they describe the properties of different materials using words like transparent or opaque, flexible, etc.? Can they sort materials into groups and say why they have sorted them in that way? Can they say which materials are natural and which are man-made? Changing Materials: Can they explain how materials are changed by heating and cooling? Can they explain how materials are changed by bending, twisting and stretching? Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted?	Forces and Magnets Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet? Can they predict whether two magnets will attract or repel each other depending on which poles are facing? Can they investigate the strengths of different magnets and find fair ways to compare them?	States of Matter: Can they compare and group materials together, according to whether they are solids, liquids or gases? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they use measurements to explain changes to the state of water? Can they identify the part that evaporation and condensation has in the water cycle? Can they associate the rate of evaporation with temperature?	Properties and Changes to Materials Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? Can they explain how some materials dissolve in liquid to form a solution? Can they use the terms 'reversible' and 'irreversible'? Can they describe how to recover a substance from a solution? Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? Can they describe changes using scientific words? (evaporation, condensation) Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?	Evolution and Inheritance: Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? Can they explain how some living things adapt to survive in extreme conditions? Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? Can they begin to understand what is meant by DNA?

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History	Understanding the world: Past and present - How do different events / achievements / celebrations relate to each other? How have houses changed over the years?	<p>Chronological Understanding: Can they put up to three objects in chronological order (recent history)? Do they know that some objects belonged to the past?</p> <p>Knowledge and Interpretation: Can they begin to identify the main differences between old and new objects?</p> <p>Can they identify objects from the past, such as vinyl records?</p> <p>Historical Enquiry: Can they ask and answer questions about old and new objects?</p> <p>Can they spot old and new things in a picture?</p> <p>Can they answer questions using an artefact/ photograph provided?</p>	<p>Knowledge and Interpretation: Can they recount some interesting facts from a historical event, such as where the 'Fire of London' started?</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can they explain what is meant by a parliament?</p> <p>Can they answer questions by using a specific source such as an information book?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>Can they research a famous event that happens in Britain and why it has been happenign for some time?</p>	<p>Chronological Understanding</p> <p>Can they describe events and periods using the words: BC, AD and decade?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>Knowledge and Interpretation</p> <p>Can they begin to picture what life would have been like for the early settlers?</p> <p>Can they recognise that Britain has been invaded by several different groups over time?</p> <p>Can they suggest why certain people acted as they did in history?</p> <p>Historical Enquiry</p> <p>Can they use various sources of evidence to answer questions?</p> <p>Can they use various sources to piece together information about a period in history?</p> <p>Can they, through research, identify similarities and differences between given periods in history?</p>	<p>Historical Inquiry: Can they research two versions of an event and say how they differ?</p> <p>Can they give more than one reason to support a historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p> <p>Knowledge and Interpretation: Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</p> <p>Chronological Understanding: Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p>Chronological Understanding</p> <p>Can they use their mathematical skills to work out exact time scales and differences as need be?</p> <p>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Historical Enquiry</p> <p>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>	<p>Chronological Understanding: Can they place features of historical events and people from past societies and periods in a chronological framework?</p> <p>Knowledge and Interpretation: Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Historical Enquiry: Can they describe a key event from Britain's past using a range of evidence from different sources?</p>

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Geography	<p>Understanding the world: The natural world - Why are houses built where they are? Water source, transport links etc. What are houses built with now and what were they built with many years ago?</p>	<p>Geographical Enquiry: Can they sort things they like and don't like?</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p> <p>Physical Geography: Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</p>	<p>Geographical Enquiry: Can they find out about a locality by using different sources of evidence?</p> <p>Can they find out about a locality by asking some relevant questions to someone else?</p>	<p>Geographical Enquiry Do they use correct geographical words to describe a place and the events that happen there?</p> <p>Geographical Knowledge Can they name a number of countries in the Northern Hemisphere?</p> <p>Are they aware of different weather in different parts of the world, especially Europe?</p>	<p>Geographical Enquiry: Can they plan a journey to a place in England?</p> <p>Human Geography: Can they explain how a locality has changed over time with reference to human features?</p>	<p>Physical Geography Can they explain why many cities in the world are situated by rivers?</p> <p>Can they explain how the water cycle works?</p> <p>Can they explain why water is such a valuable commodity?</p> <p>Human Geography Can they explain why people are attracted to live by rivers?</p> <p>Geographical Knowledge Can they name and locate many of the world's major rivers on maps?</p> <p>Can they name and locate many of the world's most famous mountain regions on maps?</p>	<p>Physical Geography: Can they describe how some places are similar and others are different in relation to their human features?</p> <p>Can they create sketch maps when carrying out a field study?</p> <p>Human Geography: Can they give an extended description of the human features of different places around the world?</p> <p>Can they describe how some places are similar and others are different in relation to their physical features?</p> <p>Geographical Knowledge: Can they explain how the time zones work?</p>
Art	<p>What tools can we use to make a house? Looking at famous painting from the past, what do you think they have used to create the artwork? What colours will you use? How do you mix them? Explain how to make lighter/darker colours using the resources we have.</p>	<p>Textiles: Can they sort threads and fabrics?</p> <p>Can they group fabrics and threads by colour and texture?</p> <p>Can they weave with fabric and thread?</p>	<p>3D: Can they make a clay pot? Can they join two-finger pots together?</p> <p>Can they add line and shape to their work?</p> <p>Can they join fabric using glue?</p> <p>Can they sew fabrics together?</p> <p>Can they create part of a class patchwork?</p>	<p>Painting Can they predict with accuracy the colours that they mix?</p> <p>Do they know where each of the primary and secondary colours sits on the colour wheel?</p> <p>Can they create a background using a wash?</p> <p>Can they use a range of brushes to create different effects?</p>	<p>Printing: Can they print using at least four colours?</p> <p>Can they create an accurate print design?</p> <p>Can they print onto different materials?</p> <p>3D/Textiles: Can they use early textile and sewing skills as part of a project?</p>	<p>3D/Textiles: Do they experiment with and combine materials and processes to design and make a 3D form?</p> <p>Can they sculpt clay and other moldable materials?</p>	<p>Painting: Can they explain what their own style is?</p> <p>Can they use a wide range of techniques in their work?</p> <p>Can they explain why they have chosen specific painting techniques?</p>
DT	<p>Expressive Arts and Design: Creating with materials: What materials are used to build houses? What materials do we have in our learning environment to build with? What can you use to join two materials together?</p>	<p>Textiles: Can they describe how different textiles feel?</p> <p>Can they make a product from textiles by glueing?</p>	<p>Textiles Can they measure textile?</p> <p>Can they join textiles together to make something?</p> <p>Can they cut textiles?</p> <p>Can they explain why they chose a certain textile?</p>	<p>Electrical and Mechanical Components Do they select the most appropriate tools and techniques to use for a given task?</p>	<p>Textiles: Do they think about what the user would want when choosing textiles?</p> <p>Have they thought about how to make their product strong?</p> <p>Can they devise a template?</p> <p>Can they explain how to join things in a different way?</p>	<p>Mouldable Materials Are they motivated enough to refine and further improve their product using mouldable materials?</p>	<p>Cooking and Nutrition: Can they explain how their product should be stored with reasons?</p> <p>Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods?</p>

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RE	<p>Understanding the world: People, cultures and communities - How do houses and homes look different in different cultures/communities - what different/ special artefacts may they keep? Can they talk about familiar situations from the past?</p>	<p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a special time they celebrate and explain simply what celebration means (A1). <input type="checkbox"/> Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <input type="checkbox"/> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). <input type="checkbox"/> Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). <input type="checkbox"/> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). <input type="checkbox"/> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <input type="checkbox"/> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). <input type="checkbox"/> Identify some similarities and differences between the celebrations studied (B3). 	<p>1.3 Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about the fact that Jewish people believe in God (A1). <input type="checkbox"/> Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <input type="checkbox"/> Talk about how the mezuzah in the home reminds Jewish people about God (A3). <input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> Ask some questions about believing in God and offer some ideas of their own (C1). <input type="checkbox"/> Make links between some Jewish teachings and how Jewish people live (A2). <input type="checkbox"/> 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). 	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). <input type="checkbox"/> Ask good questions about what Christians do to show their faith (B1). <input type="checkbox"/> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). <input type="checkbox"/> Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). <input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). <input type="checkbox"/> Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). 	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). <input type="checkbox"/> Ask good questions about what Hindus do to show their faith (B1). <input type="checkbox"/> 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). <input type="checkbox"/> Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). <input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). <input type="checkbox"/> Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall and name some key features of places of worship studied (A1). <input type="checkbox"/> Find out about what believers say about their places of worship (C2). <input type="checkbox"/> Make connections between how believers feel about places of worship in different traditions (A3). <input type="checkbox"/> Select and describe the most important functions of a place of worship for the community (B3). <input type="checkbox"/> Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). <input type="checkbox"/> Present ideas about the importance of people in a place of worship, rather than the place itself (C1). <input type="checkbox"/> Outline how and why places of worship fulfil special functions in the lives of believers (A3). <input type="checkbox"/> Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). 	<p>U2.7 What matters most to Christians and Humanists?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the values found in stories and texts (A2). <input type="checkbox"/> Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). <input type="checkbox"/> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). <input type="checkbox"/> Describe some Christian and Humanist values simply (B3). <input type="checkbox"/> 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). <input type="checkbox"/> Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <input type="checkbox"/> Give examples of similarities and differences between Christian and Humanist values (B3). <input type="checkbox"/> Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).
Music	<p>Expressive arts and design: Being imaginative and expressive - How will we ensure our voices are heard from a distance when singing popular songs from the past and present songs?</p>	<p>Appraising:</p> <ul style="list-style-type: none"> Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing? 	<p>Composing:</p> <ul style="list-style-type: none"> Can they order sounds to create a beginning, middle and end? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? 	<p>Performing</p> <ul style="list-style-type: none"> Do they sing in tune with expression? Do they control their voice when singing? 	<p>Composing:</p> <ul style="list-style-type: none"> Can they use standard notation? Can they use their notation in a performance? 	<p>Performing</p> <ul style="list-style-type: none"> Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? <p>Composing</p> <ul style="list-style-type: none"> Can they choose the most appropriate tempo for a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> Can they choose the most appropriate tempo for a piece of music? 	<p>Appraising:</p> <ul style="list-style-type: none"> Can they analyse features within different pieces of music?

Year Group	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Computing	Understanding the world: How will you duplicate the images of your family in the past using technology within the school? How can we print using photocopier? How can we capture and print images from an iPad?	<p>Communicating:</p> <p>Can they print out a page from the internet?</p> <p>Can they record pupils' voices as a voiceover?</p> <p>Can they use a teacher prepared photostory to create a slideshow of photos?</p>	<p>Algorithms and Programs:</p> <p>Can they predict the outcomes of a set of instructions?</p> <p>Can they use right-angle turns?</p> <p>Can they use the repeat commands?</p> <p>Can they test and amend a set of instructions?</p> <p>Can they write a simple program and test it?</p> <p>Can they predict what the outcome of a simple program will be?</p>	<p>Communicating:</p> <p>Can they use the email address book?</p> <p>Can they open and send an attachment?</p>	<p>Communicating:</p> <p>Do they appreciate the benefits of ICT to send messages and to communicate?</p> <p>Can they use the automatic spell checker to edit spellings?</p>	<p>Databases</p> <p>Can they create a formula in a spreadsheet and then check for accuracy and plausibility?</p> <p>Can they search databases for information using symbols such as = > or <?</p> <p>Can they create databases planning the fields, rows and columns?</p> <p>Can they create graphs and tables to be copied and pasted into other documents?</p>	<p>Algorithms and Programs:</p> <p>Can they explain how an algorithm works?</p> <p>Can they detect errors in a program and correct them?</p> <p>Can they use an ICT program to control a number of events for an external device?</p> <p>Can they use ICT to measure sound, light or temperature using sensors and interpret the data?</p> <p>Can they explore 'what if' questions by planning different scenarios for controlled devices?</p> <p>Can they use input from sensors to trigger events?</p> <p>Can they check and refine a series of instructions?</p>
PSHE/RSE	Personal, Social and Emotional Development: Managing self, self regulation and building relationships - Have you finished the task? What can I do to help you stay on task? How are you feeling about your learning? What could we do to make it better?	H2: to recognise what they like and dislike. To recognise that choices can have good and not so good consequences.	H3: to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and to set simple, yet challenging goals.	<p>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</p> <p>R7. that their actions affect themselves and others</p> <p>R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p>	<p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L12. to consider the lives of people living in other places, and people with different values and customs</p>	<p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>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</p>

Year Group	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE	Physical Development: Gross Motor - How can you run, hop and jump around the objects and obstacles in the outdoor environment? How can you move carefully over and around small objects? How can you move large loose parts safely when building houses?	<p>Net & Wall</p> <ul style="list-style-type: none"> -Able to send an object with increased confidence using hand or bat. -Move towards a moving ball to return. -Sending and returning a variety of balls. -Extend co-ordination for hitting. -Participate in simple sending and receiving games. -Score points through sending balls using hitting skills to correct areas. -Develop sending skills with a variety of balls. -Track, intercept and stop a variety of objects such as balls and beanbags. -Select and apply skills to beat opposition. -Extend co-ordination to send and return balls. -Participate in simple sending and receiving games. -Score points through sending balls using hitting skills to correct areas. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> -Describe and explain how performers can transition and link gymnastic elements. -Perform with control and consistency basic actions at different speeds and on different levels. -Challenge themselves to develop strength and flexibility. -Create and perform a simple sequence that is judged using simple gymnastic scoring. -Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity. -Develop and perform simple sequences. -Develop body management through a range of floor exercises. -Use core strength to link recognized gymnastics elements, e.g., back support and half twist. -Attempt to use rhythm whilst performing a sequence. -Become increasingly competent and confident in fundamental ABC in relation to gymnastic activity. -Develop and perform simple sequences. 	<p>Netball:</p> <ul style="list-style-type: none"> -To be able to perform basic netball skills such as passing and catching using recognized throws. -To use space effectively to build attacking play. -To implement the basic rules of netball. -Play in competitive games developing simple tactics. -Master basic movements including running, throwing and catching. -Work collaboratively to use basic tactics for attacking play. 	<p>Dance:</p> <ul style="list-style-type: none"> -Work to include freeze frames in routines. -Practise and perform a variety of different formations in dance. -Develop a dance to perform as a group with a set starting position. -Perform routines to audiences. -Perform using a range of movement patterns and set phrases. -Work collaboratively in groups. 	<p>Handball:</p> <ul style="list-style-type: none"> -To confidently use specific handball skills in games for example: dribbling, blocking, shooting and keeping goal. -To begin to play effectively in different positions on the pitch in both attack and defence. -To increase power and strength of passes, moving the ball over longer distances. -Use a wide range of handball rules consistently. -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. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> -Lead group warm up showing understanding of need for strength and flexibility. -Demonstrate accuracy, consistency and clarity of movement. -Work independently and in small groups to make up own sequences. -Arrange own apparatus to enhance work and vary compositional ideas. -Experience flight on and off of high apparatus. -Work collaboratively with a partner and in small groups to perform. -Compare performance with previous performances and demonstrate improvement to achieve personal best. -Develop flexibility, balance, strength and control. -Perform increasingly complex sequences. -Combine own ideas with others to build sequences. -Compose and practise actions and relate to music. -Show a desire to improve competency across a broad range of gymnastics actions. -Enjoy communicating and collaborating during group work. -Perform for sustained periods of time demonstrating strength and stamina. -Recognise their own success by reflecting upon and evaluating performance.
Trips/Visits	Kent life?						
Important Days							

Year Group	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Esafety	<p>-I can describe ways that some people can be unkind online</p> <p>-I can offer examples of how this can make others feel.</p>	<ul style="list-style-type: none"> I can describe how to behave online in ways that do not upset others and can give examples. 	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <ul style="list-style-type: none"> I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiences bullying can get help. 	<p>Online Bullying:</p> <ul style="list-style-type: none"> I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support. 	<p>Online Bullying:</p> <ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation) 	<p>Online Bullying:</p> <ul style="list-style-type: none"> I can recognise that online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including banter) might be experienced by others as bullying I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can identify a range of ways to report concerns and access support both in school and at home about online bullying. I can explain how to block abusive users I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix) 	<p>Online Bullying:</p> <ul style="list-style-type: none"> I can describe how to capture bullying content as evidence (e.g. Screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.
MFL	Spanish: house, garden, flat,	Languagenut Unit 1.4	Languagenut Unit 2.4	Languagenut Unit 4	Languagenut Unit 12	Languagenut Unit 18	Languagenut Unit 23