

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Theme description	Inquiry into the nature of the self ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures ; rights and responsibilities; what it means to be human.	Inquiry into the nature of the self ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures ; rights and responsibilities; what it means to be human.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human .	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human .
Central idea	Our interests and experiences can make us who we are.	Human relationships can create a sense of belonging.	Exploring our identity can develop our sense of belonging.	Our lifestyle is influenced by our choices.	A healthy lifestyle can be impacted by external influences.	People with different beliefs may struggle for rights and freedoms.	Identity and thinking can be influenced through the media.
Lines of inquiry							
Multi structural	What an interest is	What a relationship is	An inquiry into what identity is	What lifestyle is	What physical and mental health is	Rights and freedoms	What media is
Relational	How our interests are shared	The different relationships people have	An inquiry into the different types of identity	Personal choices we have in our lifetime	What impacts our health - both body and mind	The infringements on rights and freedoms	The role and purpose of the media
Extended abstract	How my interests can make new experiences for others	How people can develop relationships	AN inquiry into the factors that create different identities	The choices we make impact our future	Growth mindset and how we view ourselves	The impact of beliefs on rights and freedoms	The impact media can have on people's identity and thinking
SDGs	3	3	3	3	3	10	3
Key text	Can I build another me? by Shinsuke Yoshitake You Choose by Pippa Goodheart	The Lonely Beast by Chris Judge Beegu	The Name Jar by Yangsook Choi A colour of his own: https://www.amazon.co.uk/dp/0679887857?tag=childrenslibr-21&keywords=A%20Color%20of%20His%20Own&geniuslink=true croc and bird	The Lion Inside by Rachael Bright	You Are Awesome by Matthew Syed	The Boy at the Back of the Class by Onjali Q. Rauf	Wonder by RJ Palacio

English Writing

Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Literacy: Writing - When writing the letter where do we start? What sound can you hear in the word.....? Can you write it? Physical Development: Fine Motor - Where should we place our fingers when holding writing tools? What mark making tool would be best for this task?</p>	<p>Genres Covered: Recount, Poetry</p> <ul style="list-style-type: none"> - Sentence structures – CL and FS. - CL for names of people. - Word recognition – things, objects and places. - Regular plural noun suffixes. - read and write verbs in progressive form e.g. I am playing; She was looking. 	<p>Genres Covered: Recount, Non-Chronological Report</p> <ul style="list-style-type: none"> -Recall accurate use of CL, FS, ? and ! in sentences and apply. -Introduce the term noun which refers to things, people and places; know that most nouns do not begin with a capital letter, but that the names of people and places do; make successful choices about when to use a CL. -Introduce term co-ordinating conjunction and apply conjunctions and, or, but. -Be familiar with the idea of present tense and past tense verb forms. 	<p>Genres Covered: Instructions, Explanation, Non-Chronological Report</p> <ul style="list-style-type: none"> - Model and revise the function of statement, question, command and exclamation; play games to reinforce understanding e.g. Sentence bag - review nouns, common and proper; - learn to recognise a vowel and a consonant; - select the determiner 'a' or 'an' appropriately; - revise CL for proper nouns of people and places; - during shared writing, model a range of sentence structures, some which include subordination; play 'Is it a sentence or not?' regularly - revise words in the past tense with regular ed suffix; revise words ending in ing – progressive form - identify and highlight direct speech in written texts; model use of inverted commas to indicate direct speech; play with punctuation fans - revise and expand repertoire of plural nouns, adding suffix correctly s/es/ies; collect a bank of nouns using the suffixes ness, er and tion; discuss effective vocabulary in class text and poems; display cross-curricular vocabulary - revise correct use of adverbs, to conform to Standard English e.g. She ran quickly; they did well; role-play the voice of a king / mayor / duchess, using formal language 	<p>Genres Covered: Instructions, Explanation, Non-Chronological Report</p> <ul style="list-style-type: none"> - review common and proper nouns; revise vowels and consonants, selecting the determiner 'a' or 'an' appropriately; check use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks, museums - compose a range of sentence types, punctuating appropriately; comment on sentence types during shared and guided reading; compose a question for a given statement or a response to a given exclamation - during shared writing, model and identify a range of sentence structures, including some which include subordination; revise role of conjunctions - revise the present perfect / past perfect e.g. He has/had gone to find his puppy, with a focus on spoken accuracy; sort sentence cards between simple / perfect tense - revise use of inverted commas (and commas) to indicate direct speech; clarify the difference when writing a playscript; identify direct and indirect speech when reading texts - collect nouns made from verbs using the suffixes -ation and -sion e.g. admiration, decision; discuss effective vocabulary in class text and poems, including alliteration and simile; define words associated with current topics - revise correct use of subject/verb agreement to conform to Standard English, orally and using multiple choice questions e.g. Where were / was you? 	<p>Genres Covered: Discussion, Explanation, Non-Chronological Report</p> <ul style="list-style-type: none"> - review common, proper and collective nouns; discuss abstract nouns e.g. sadness, love; revise use of CL for more obscure contexts e.g. shops, hotels, companies, landmarks; play games to reinforce four key word classes - play games to secure understanding of four sentence functions; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts - during shared writing, model relative clauses in which the relative pronoun refers back to the noun e.g. That's the boy who lives next door. - identify modal verbs in sentences e.g. could, may, (also adverbs e.g. perhaps, surely); discuss their degree of possibility or certainty; revise spellings of regular and irregular past tense verbs - model, discuss and use commas to separate clauses effectively; insert comma accurately when writing a relative clause; discuss idea of 'ambiguity', when meaning is not clear - discuss and collect set of nouns made from adjectives, with the suffixes ance / ence e.g. tolerance (tolerant); define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus - revise correct use of subject/verb agreement to conform to Standard English e.g. I done/did it carefully. 	<p>Genres Covered: Discussion, Explanation, Non-Chronological Report</p> <ul style="list-style-type: none"> - sort banks of nouns to identify common, proper, collective and abstract e.g. strength, horror; play games to reinforce four key word classes, to include challenging words which can be used in different ways e.g. hollow - play games to secure understanding of four sentence types; evaluate own and each other's writing in order to check for variation of sentence types to interest the reader; identify rhetorical questions in texts - during shared writing, identify relative clauses in which the relative pronoun refers back to the noun e.g. I'm eating pasta, which is my favourite food. - identify modal verbs in sentences e.g. should, may, (also adverbs e.g. possibly); discuss their degree of certainty; revise spellings of a wide set of regular and irregular past tense verbs e.g. bought, brought - use a colon to introduce a list; discuss and use commas, semi-colons and colons to separate clauses effectively; discuss idea of ambiguity, when meaning is not clear - discuss and collect further nouns made from adjectives, with the suffixes ance / ence e.g. innocence (innocent); define and discuss effective vocabulary in class text /poetry, including figurative language; use a thesaurus - confidently identify the subject and object/s of a sentence; revise correct use of subject/verb agreement

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
English Reading	Can I build another me? by Shinsuke Yoshitake Litearcy: Comprehension/ Reading - What was your favourite part of the story? What characters did you see? Tell me about the story? What sounds can you see in this word?	The Lonely Beast by Chris Judge	The Name Jar by Yangsook Choi	The Lion Inside by Rachael Bright	You Are Awesome by Matthew Syed	The Boy at the Back of the Class by Onjali Q. Rauf	Wonder by RJ Palacio
English Speaking & Listening	Listen carefully to your favourite nursery rhyme? What is it about? What do you like/dislike? Tell me about your favourite interests? Why is this interest your favourite?	Reading Rainbow	Reading Rainbow				
Maths	White Rose Getting to know you: key times of day and routines Just like me 1 2 3: match, sort and compare amounts/ ompare size, mass and capacity	White Rose Number: Place Value Number: Addition and Subtraction	White Rose Number: Place Value Number: Addition & Subtraction	White Rose Number: Place Value Number: Addition & Subtraction	White Rose Number: Place Value Number: Addition & Subtraction	White Rose Number: Place Value Number: Addition & Subtraction Statistics	White Rose Number: Place Value Number: Addition, Subtraction, multiplication and Division

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Science	Understanding the world: Do you look different now? How do you look different as you have got older? Will you look different in the future?	<p>Animals Including Humans:</p> <p>Can they name the parts of the human body that they can see?</p> <p>Can they draw & label basic parts of the human body?</p> <p>Can they identify the main parts of the human body and link them to their senses?</p>	<p>Classifying and Grouping Materials</p> <p>Can they describe the simple physical properties of a variety of everyday materials?</p> <p>Can they compare and group together a variety of materials based on their simple physical properties?</p>	<p>Animals Including Humans:</p> <p>Can they explain the importance of a nutritionally balanced diet?</p> <p>Can they describe how nutrients, water and oxygen are transported within animals and humans?</p> <p>Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?</p> <p>Can they describe and explain the skeletal system of a human?</p> <p>Can they describe and explain the muscular system of a human?</p> <p>Can they explain how the muscular and skeletal systems work together to create movement?</p> <p>Can they classify living things and non-living things by a number of characteristics that they have thought of?</p> <p>Can they explain how people, weather and the environment can affect living things?</p> <p>Can they explain how certain living things depend on one another to survive?</p>	<p>Animals Including Humans:</p> <p>Can they identify and name the basic parts of the digestive system in humans?</p> <p>Can they describe the simple functions of the basic parts of the digestive system in humans?</p> <p>Can they identify the simple function of different types of teeth in humans?</p>	<p>Living Things and their Habitats</p> <p>Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</p> <p>Can they describe the life cycles of common plants?</p> <p>Can they explore the work of well known naturalists and animal behaviourists? (David Attenborough and Jane Goodall)</p> <p>Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?</p> <p>Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?</p> <p>Animals including humans - Can they describe the changes as humans develop to old age (Could be covered through RSE or life cycles)</p>	<p>Animals Including Humans:</p> <p>Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?</p> <p>Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Can they describe the ways in which nutrients and water are transported within animals, including humans?</p> <p>Can they explore the work of medical pioneers and recognise how much we have learnt about our bodies? (William Harvey, Galen etc)</p> <p>Can they compare the organ systems of humans to other animals?</p> <p>Can they make a diagram of the human body and explain how different parts work and depend on one another?</p> <p>Can they name and locate the major organs in the human body?</p>

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History	Understanding the world: Past and Present - What were your interests when you were younger? Have your interests changed over time?	<p>Chronological Understanding</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they explain how they have changed since they were born?</p> <p>Historical Enquiry</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p>	<p>Chronological Understanding:</p> <p>Can they use words and phrases like: before I was born, when I was younger?</p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use the words 'past' and 'present' accurately?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p> <p>Knowledge and Interpretation:</p> <p>Can they explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Historical Enquiry:</p> <p>Can they find out something about the past by talking to an older person?</p>	<p>Knowledge and Interpretation</p> <p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p>	<p>Knowledge and Understanding:</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p>	<p>Knowledge and Interpretation</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Do they appreciate that significant events in history have helped shape the country we have today?</p>	<p>Chronological Understanding:</p> <p>Can they say where a period of history fits on a timeline?</p> <p>Knowledge and Interpretation:</p> <p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Historical Enquiry:</p> <p>Can they identify and explain their understanding of propaganda?</p>

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Geography	Understanding the world: The natural world - Where is your favourite place to go with family and friends? What might I see there?	<p>Geographical Enquiry:</p> <p>Can they say what they like about their locality?</p> <p>Can they think of a few relevant questions to ask about a locality?</p> <p>Physical Geography:</p> <p>Can they tell someone their address?</p> <p>Can they describe a locality using words and pictures?</p> <p>Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p>	<p>Physical Geography:</p> <p>Can they describe some physical features of their own locality?</p> <p>Can they explain what makes a locality special?</p> <p>Can they describe some places which are not near the school?</p> <p>Can they name the major cities of England, Wales, Scotland and Ireland?</p> <p>Can they find where they live on a map of the UK?</p> <p>Can they describe a place outside Europe using geographical words?</p> <p>Can they describe some of the features associated with an island?</p> <p>Can they find the longest and shortest route using a map?</p>	<p>Geographical Enquiry</p> <p>Can they identify key features of a locality by using a map?</p> <p>Can they begin to use 4 figure grid references?</p> <p>Can they accurately plot NSEW on a map?</p> <p>Can they use some basic OS map symbols?</p> <p>Can they make an accurate measurement of distances within 100Km?</p> <p>Physical Geography</p> <p>Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</p>	<p>Human Geography:</p> <p>Can they explain why people are attracted to live in cities?</p> <p>Can they explain why people may choose to live in a village rather than a city?</p>	<p>Geographical Enquiry</p> <p>Can they collect information about a place and use it in a report?</p> <p>Can they map land use?</p> <p>Can they make detailed sketches and plans, improving their accuracy later?</p>	<p>Geographical Enquiry:</p> <p>Can they confidently explain the scale and use maps with a range of scales?</p> <p>Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p> <p>Geographical Knowledge:</p> <p>Can they name the largest desert in the world?</p> <p>Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</p>

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Art	Expressive Arts and Design: Creating with materials - What do you like to paint/draw? What colours is...? What colours can you use?	Drawing: Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil?	Drawing: Can they use three different grades of pencil in their drawing (4B, 8B, HB)? Can they use charcoal, pencil and pastels? Can they create different tones using light and dark? Can they show patterns and texture in their drawings? Can they use a viewfinder to focus on a specific part of an artefact before drawing it?	Drawing Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture? Use of IT Can they use the printed images they take with a digital camera and combine them with other media to produce artwork?	Drawing: Can they begin to show facial expressions and body language in their sketches? Painting: Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling?	Painting Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches?	Printing: Can they overprint using different colours? Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods?
DT	Expressive Arts and Design: Creating with materials - Do you like building and making? What have you made? Can you tell me how you have made this?	Construction: Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?	Construction: Can they make sensible choices as to which material to use for their constructions? Can they develop their own ideas from initial starting points? Can they incorporate some type of movement into models? Can they consider how to improve their construction?	Cooking and Nutrition Can they choose the right ingredients for a product? Can they use equipment safely? Can they make sure that their product looks attractive? Can they describe how their combined ingredients come together? Can they set out to grow plants such as cress and herbs from seed with the intention of using them for their food product?	Cooking and Nutrition: Do they know what to do to be hygienic and safe? Have they thought about what they can do to present their product in an interesting way?	Cooking and Nutrition Can they describe what they do to be both hygienic and safe? How have they presented their product well?	Stiff and Flexible Sheet Materials: Can they justify why they selected specific materials?

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RE	Understanding the world: People, Cultures and communities - Who is special to you? Tell me about your family. What makes you family different to others? Why is your family so special to you? What do you like doing with your family?	<p>1.1 Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about the fact that Christians believe in God and follow the example of Jesus (A1). <input type="checkbox"/> Recognise some Christian symbols and images used to express ideas about God (A3). <input type="checkbox"/> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). <input type="checkbox"/> Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). <input type="checkbox"/> Talk about issues of good and bad, right and wrong arising from the stories (C3). <input type="checkbox"/> Ask some questions about believing in God and offer some ideas of their own (C1). <input type="checkbox"/> Make links between what Jesus taught and what Christians believe and do (A2). <input type="checkbox"/> Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p>1.2 Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). <input type="checkbox"/> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <input type="checkbox"/> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). <input type="checkbox"/> Re-tell a story about the life of the Prophet Muhammad (A2). <input type="checkbox"/> Recognise some objects used by Muslims and suggest why they are important (A2). <input type="checkbox"/> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <input type="checkbox"/> Make links between what the Holy Qur'an says and how Muslims behave (A2). <input type="checkbox"/> Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<p>L2.1: What do different people believe about God?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). <input type="checkbox"/> Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <input type="checkbox"/> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). <input type="checkbox"/> Ask questions and suggest some of their own responses to ideas about God (C1). <input type="checkbox"/> Suggest why having a faith or belief in something can be hard (B2). <input type="checkbox"/> Identify how and say why it makes a difference in people's lives to believe in God (B1). <input type="checkbox"/> Identify some similarities and differences between ideas about what God is like in different religions (B3). <input type="checkbox"/> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<p>L2.3: Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). <input type="checkbox"/> Suggest some ideas about good ways to treat others, arising from their learning (C3). <input type="checkbox"/> Make connections between some of Jesus' teachings and the way Christians live today (A1). <input type="checkbox"/> Describe how Christians celebrate Holy Week and Easter Sunday (A1). <input type="checkbox"/> Identify the most important parts of Easter for Christians and say why they are important (B1). <input type="checkbox"/> Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <input type="checkbox"/> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). <input type="checkbox"/> Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2) 	<p>U2.1 Why do some people believe God exists?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). <input type="checkbox"/> Give two reasons why a Christian believes in God and one why an atheist does not (A3). <input type="checkbox"/> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). <input type="checkbox"/> Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). <input type="checkbox"/> Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). <input type="checkbox"/> Present different views on why people believe in God or not, including their own ideas (C1). <input type="checkbox"/> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). <input type="checkbox"/> Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). 	<p>U2.3 What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). <input type="checkbox"/> Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <input type="checkbox"/> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). <input type="checkbox"/> Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). <input type="checkbox"/> Explain some similarities and differences between beliefs about life after death (B2). <input type="checkbox"/> Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <input type="checkbox"/> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). <input type="checkbox"/> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

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Music	Expressive Arts and Design: Being Imaginative - What is your favourite nursery rhyme? Can you teach us your favourite nursery rhyme?	Appraising: Can they respond to different moods in music? Can they say how a piece of music makes them feel? Can they say whether they like or dislike a piece of music?	Appraising: Can they listen out for particular things when listening to music?	Appraising Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike?	Appraising: Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?	Appraising Can they describe, compare and evaluate music using musical vocabulary? Can they contrast the work of famous composers and show preferences?	Appraising: Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

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Computing	Understanding the world: How could we listen to your favourite nursery rhyme? How do we operate this?	<p>Data Retrieving and Organising:</p> <p>Can they capture images with a camera?</p> <p>Can they print out a photograph from a camera with help?</p> <p>Can they record a sound and play it back?</p>	<p>Data Retrieving and Organising:</p> <p>Can they experiment with text, pictures and animation to make a simple slide show?</p> <p>Communicating</p> <p>Can they word-process a piece of text?</p>	<p>Using the Internet: Can they find relevant information by browsing a menu?</p> <p>Can they search for an image, then copy and paste it into a document?</p> <p>Can they use 'Save picture as' to save an image to the computer?</p> <p>Can they copy and paste text into a document?</p> <p>Do they begin to use note-taking skills to decide what text to copy?</p> <p>Do they begin to use note-taking skills to decide what text to copy?</p> <p>Databases</p> <p>Can they input data into a prepared database?</p> <p>Can they sort and search a database to answer simple questions?</p> <p>Can they use a branching database?</p>	<p>Using the Internet:</p> <p>Can they use a search engine to find a specific website?</p> <p>Can they use note-taking skills to decide which text to copy and paste into a document?</p> <p>Can they use tabbed browsing to open two or more web pages at the same time?</p> <p>Can they open a link to a new window?</p> <p>Can they open a document (PDF) and view it?</p>	<p>Using the Internet</p> <p>Can they use a search engine using keyword searches?</p> <p>Can they compare the results of different searches?</p> <p>Can they decide which sections are appropriate to copy and paste from at least two web pages?</p> <p>Can they save stored information following simple lines of enquiry?</p> <p>Can they download a document and save it to the computer?</p>	<p>Using the Internet:</p> <p>Can they contribute to discussions online?</p> <p>Can they use a search engine using keyword searches?</p> <p>Can they use complex searches such as '+' 'OR' "Find the phrase in inverted commas"?</p>

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PSHE/RSE	<p>Personal, Social and Emotional Development: Self Regulation/Managing Self/ Building Relationships - Who do you like playing with? Why are they your friend? What do you like to play? How can we encourage others to play your game? How can we make your friend feel better? This looks interesting, can you explain to me what you are doing?</p>	<p>R1: to communicate their feelings to others, to recognise how others show feelings and how to respond. What makes a good friendship.</p> <p>R2: to recognise their behaviour can affect other people.</p> <p>R4: to recognise what is fair and unfair/right and wrong.</p> <p>R5: to share their opinions on things that matter to them and explain their views through discussions with others or the whole class.</p> <p>R11: that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>L4: that they belong to different groups and communities such as family and school.</p>	<p>H1: what constitutes and how to maintain a healthy lifestyle including the benefits of physical activity and rest on wellbeing. The benefits of rationing time on electronic devices.</p> <p>H2: To recognise what they like and dislike and how to make real, informed choices that improve their physical and emotional health.</p> <p>R9: to identify their special people (family, friends, carers), what makes them special and how special people should care for one another. To understand that others' families may look different to their family.</p> <p>L2: to help construct, and agree to follow group, class and school rules and to understand how these rules help them.</p>	<p>H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. Where and how to seek support.</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety).</p> <p>H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>H1. what positively and negatively affects their physical, mental and emotional health</p> <p>H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p> <p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread- personal hygiene</p> <p>H16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>H17. which, why and how tobacco can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>R16. to recognise and challenge stereotypes</p> <p>L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>R13. that differences and similarities between people arise from a number of factors (see 'protected characteristics' in the Equality Act 2010)</p>	<p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p> <p>L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>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)</p> <p>R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PE	<p>Physical Development: Gross Motor - How can you move carefully inside and outside? How can you move around these obstacles? Can you use the scissors/ paintbrush/ cutlery competently?</p>	<p>Invasion</p> <ul style="list-style-type: none"> -To practice basic movements including running, jumping, throwing and catching. -To begin to engage in competitive activities. -To experience opportunities to improve agility, balance and co-ordination. -Develop fundamental movement skills in a variety of games. -Engage in competitive situations with some attacking and defending skills. -To recognise rules and apply them in competitive and cooperative games. -Use and apply simple strategies for invasion games. -Preparing for, and explaining reasons why we enjoy, exercise. -Become increasingly competent and confident with fundamental movement skills. -Develop simple tactics in game situations. 	<p>Invasion:</p> <ul style="list-style-type: none"> -Can send a ball using feet and can receive a ball using feet. -Refine ways to control bodies and a range of equipment. -Recall and link combinations of skills, e.g. dribbling and passing. -Develop eye to foot co-ordination. -Participate in increasingly challenging games situations. -To select and apply a small range of simple tactics. -Recognise good quality in self and others. -To work with others to build basic attacking play. -Apply agility, balance and co-ordination to a range of ball skills. -Participate in increasingly challenging games situations. -Participate in team games development simple tactics for attacking and defending. 	<p>Football:</p> <ul style="list-style-type: none"> -Able to show basic control skills including sending and receiving the ball. -To send the ball with some accuracy to maintain possession and build attacking play. -To implement the basic rules of football. -Play in competitive games using basic attacking principles. -Master basic movements including: sprinting, change of direction and co-ordination of the feet. -Work collaboratively to use basic tactics to attack. 	<p>Tennis:</p> <ul style="list-style-type: none"> -Explore different shots (forehand, backhand). -Work to return serve. -Positions in game play. -Play competitively against others. -Work hard to challenge self to improve consistency of shots. -Implement basic tactics. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> -Create longer and more complex sequences and adapt performances. -Take the lead in a group when preparing a sequence. -Develop symmetry individually, as a pair and in a small group. -Compare performances and judge strengths and areas for improvement. -Select a component for improvement. For example— timing or flow. -Work collaboratively with a partner to perform. -Compare performance with previous performances. -Develop flexibility, balance, strength and control. -Take responsibility in own warm up including remembering and repeating a variety of stretches. -Perform more complex actions, shapes and balances with consistency. -Use information given by others to improve performance. -Remember and repeat longer sequences with more difficult actions. -Apply a range of complex actions to make sequence. -Make improvements in own performance from feedback. -Demonstrate an understanding of how to improve strength and flexibility in starter activity. 	<p>Tag Rugby:</p> <ul style="list-style-type: none"> -To choose and implement a range of strategies and tactics to attack and defend. -To combine and perform more complex skills at speed. -To observe, analyse and recognise good individual and team performances. -To suggest, plan and lead a warm up as a small group. -Play in competitive games developing fluency in skills and techniques. -Working as a team implementing attacking and defending tactics. -Compare team performances against other team performance.
Trips/Visits Important Days			Residential Care Home				

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Esafety	<p>- I can recognise, online or offline, that anyone can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>- I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location)</p>	<ul style="list-style-type: none"> I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. 	<p>I can explain how other people may look and act differently online and offline.</p> <ul style="list-style-type: none"> I can give examples of issues that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. 	<p>Self-image and Identity:</p> <ul style="list-style-type: none"> I can explain what is meant by the term 'identity' I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos) I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites) 	<p>Self-image and Identity:</p> <ul style="list-style-type: none"> I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. 	<p>Self-image and Identity:</p> <ul style="list-style-type: none"> I can explain how identity online can be copied/modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context. <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> I can describe ways that technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and well-being with regards to technology. I can recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, loot boxes) and explain the importance of seeking permission from a trusted adult before purchasing 	<p>Self-image and Identity:</p> <ul style="list-style-type: none"> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can explain the importance of asking until I get the help needed. <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose I recognise and can discuss the pressures that technology can place on someone and how/when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use) I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise)
MFL	Spanish: Hello, goodbye, my name is	Languagenut Unit 1.1	Languagenut 2.1	Languagenut Unit 3	Languagenut Unit 9	Languagenut Unit 15	Languagenut Unit 20