

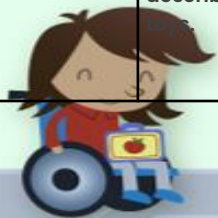
The West Hill Curriculum



KS1 Cycle A



KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All about me	Clever Construction	Moon Zoom	Fire, Fire!	Africa	How does your garden grow?
Enquiry	How are we the same or different?	What is it made of and how does it work?	Can we all reach for the stars?	Why did the Great Fire of London destroy so much of London?	How can we care for the animals?	Is green space important?
Concepts	Change, fun, self, equality, good and bad, wonder	Celebration, community systems kindness form	Movement, dreams responsibility likes/dislikes	Creativity consequence belief transformation passion	Faith pattern happiness belonging trust	Care belonging strength rights growth
English	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to persuade
Maths	Number addition and subtraction	Number multiplication and division	Number money and measure	Number shape fractions	Number time statistics	Consolidation
History Geography	Changes within living memory – toys and games.	Landmarks	Significant individual – Tim Peake/Neil Armstrong	Event beyond living memory - GFOL	Non – European Country Africa and Dartford	Field work
	<p>Know how to order dates from earliest to latest on simple timelines.</p> <p>Know that there are different types of evidence and sources to find out about toys and games in the past.</p> <p>Know how to observe or handle evidence to find answers to simple questions about toys and games.</p> <p>Know how to use historical vocabulary to describe games and</p>	<p>Know how to use simple fieldwork and observational skills to describe the local area.</p> <p>Know how to devise a map.</p> <p>Know how to plan perspectives to recognise landmarks.</p> <p>Know how to use aerial photographs to recognise landmarks and basic human and physical features.</p>	<p>Know that there are different versions of the moon landing.</p> <p>Know significant individuals from the past.</p> <p>Know and recount significant events.</p>	<p>Know how to sequence artefacts and events that are close together in time.</p> <p>Know how to recount episodes from events and stories in history.</p> <p>Know why people acted as they did.</p> <p>Know how to observe and handle evidence to ask simple questions about the past.</p>	<p>Know human and physical features of a place in Africa.</p> <p>Know human and physical features of a place in the UK.</p> <p>Know the similarities and differences between a place in Africa and a place in the UK.</p> <p>Know the vocabulary to describe human and physical features.</p>	<p>Know how to use simple fieldwork and observational skills to study school grounds.</p> <p>Know how to use and construct basic symbols in a key.</p> <p>Know how to observe and record information about the local area.</p> <p>Know how to plan perspectives to recognise basic human and physical features.</p>

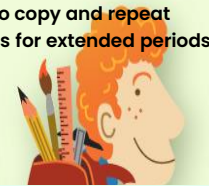
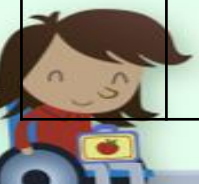


KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
DT Art	Sculpture Texture, shape, line, pattern and form	Structures – Free Standing	Mechanisms – Wheels and axles	Food – preparing food (Bread making)	Printing Colour and pattern	Art project - Collaborative
	<p>Know how to roll, carve, make marks on and knead malleable materials to create line, shape, pattern, texture, shape and form.</p> <p>Know a range of malleable materials and how to manipulate malleable materials.</p> <p>Know different sculptures and their sculptors.</p> <p>Know how to share and develop ideas in a sketchbook.</p> <p>Know how to use experiences and imagination to develop own sculpture.</p> <p>Health and Safety: Read any relevant risk assessments for DT equipment the children are using</p>	<p>Know examples of freestanding structures.</p> <p>Know how to design using information and communication technology.</p> <p>Know how to generate ideas based on design criteria and own experiences, explaining what could be made.</p> <p>Know how to evaluate against design criteria.</p> <p>Know how to select from and use a range of tools and equipment to perform practical tasks.</p> <p>Know how to make structures stronger, stiffer and more stable.</p> <p>Know and use technical vocabulary.</p> <p>Know how to plan and suggest what to do next.</p>	<p>Know how to generate ideas and simple design criteria through talking and own experiences.</p> <p>Know how to design a functional and appealing product for a chosen user.</p> <p>Know how to select and use a range of materials and components.</p> <p>Know how wheels, axles and axle holders work.</p> <p>Know the difference between fixed and free moving axles.</p> <p>Know and use technical vocabulary.</p> <p>Know how to evaluate against design criteria throughout a project.</p> <p>Know a range of products that use wheels and axles.</p>	<p>Know how to communicate ideas through talk and drawings.</p> <p>Know how to generate ideas and design criteria through investigation.</p> <p>Know technical and sensory vocabulary.</p> <p>Know how to use simple utensils.</p> <p>Know how to evaluate ideas and finished products against design criteria.</p>	<p>Know how to create repeating patterns.</p> <p>Know different African patterns and how they have been created.</p> <p>Know how to create printing blocks and print with foam printing blacks.</p> <p>Know how to print using a wide range of objects.</p> <p>Print with a wide range of objects, man made and natural.</p> <p>Know how to over print.</p> <p>Know how to use colour when printing.</p> <p>Know how to share and develop ideas in a sketchbook.</p> <p>Know how to use experiences and imagination to develop own prints.</p>	<p>Know how to share ideas in a sketch book.</p> <p>Know the work of a range of artists, craft makers and designers.</p> <p>Know how to recognise colour, pattern, texture, shape, line and form in own artwork.</p> <p>Know how to use colour, pattern, texture, shape, line and form in own artwork.</p> <p>now how to use experiences and imagination to develop own artwork.</p>

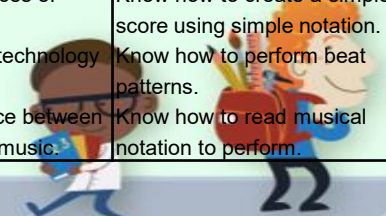
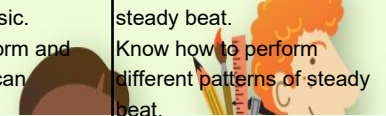
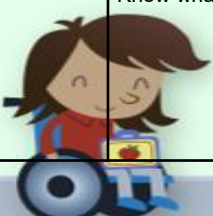
RE	RE – How & why do we celebrate special and sacred times? (T1&2)	RE – What can we learn from sacred books?	RE – Who is a Muslim and what do they believe?	What does it mean to live in a faith community? (C&M)
	<p>Know some ways Christians celebrate Christmas/Harvest and some ways a festival is celebrated in another religion.</p> <p>Know stories connected with Christmas/Harvest and a festival in another religion and say why these are important to believers.</p> <p>Know a story from a festival in another religion.</p> <p>Know examples of what people do, give, sing, remember or think about at the religious celebrations studied, and why they matter to believers.</p>	<p>Know some of the stories that are used in religion and why people still read them.</p> <p>Know meanings of religious stories.</p> <p>Know some ways in which Christians, Muslims and Jewish people treat their sacred books.</p> <p>Know that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>Know how to ask and answer questions arising from stories Jesus told and from another religion</p> <p>Know issues of good and bad, right and wrong arising from the stories.</p>	<p>Know some simple ideas about Muslim beliefs about God.</p> <p>Know some of the 99 Names of Allah.</p> <p>Know a story about the life of the Prophet Muhammad.</p> <p>Know some objects used by Muslims and suggest why they are important.</p> <p>Know some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p>	<p>Know some symbols of belonging from their own experience, for Christians and at least one other religion.</p> <p>Know what the symbols might mean and why they matter to believers.</p> <p>Know what happens at a traditional Christian infant baptism /dedication and what the actions and symbols mean.</p> <p>Know two ways people show they belong to each other when they get married.</p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	Early Skills 1.1 & 2.1 Technology around us	1.3 Moving a robot	2.3 Robot Algorithms	1.2 Digital painting	2.5 Making music	2.6 Programming quizzes
	Know a computer and its main parts. Know how to use a mouse in different ways. Know how to use a keyboard to type on a computer. Know how to use the keyboard to edit text. Know the uses and features of information technology.	Know what a given command will do Know how to combine four direction commands to make sequences Know how to plan a simple program Know more than one solution to a problem	Know that a series of instructions is a sequence and explain what happens when we change the order of instructions Know logical reasoning to predict the outcome of a program Know that programming projects can have code and artwork Know how to design an algorithm Know how to create and debug a program that I have written	Know what different freehand tools do Know how to use the shape tool and the line tools Know which tools to choose. careful Know how to use a computer to paint a picture Know the difference between a picture on a computer and on paper.	Know how to make sound using a computer Know how to create a musical pattern on a computer. Know how to create music for a purpose Know how to review and refine our computer work	Know that a sequence of commands has a start and outcome. Know how to create a program using a given design Know how to change a given design Know how to create a program using my own design Know how a project can be improved
	Internet Safety: Self image and identity	Internet Safety: Online relationships	Internet Safety: Online reputation	Internet Safety: Online bullying	Internet Safety: Privacy and Security	Internet Safety: Copyright and Ownership
PE	Hit, catch and run Just Dance	Send and Return	Gymnastics Dance (Jiggle -Term 3/4)		Attack, defend, shoot Just Dance	Run, jump, throw
	Know how to catch, retrieve, intercept and catch a ball. Know what a run is. Know where to send a ball to maximize the chance of scoring. Know what sportsmanship is and how it can be shown.	Know hitting skills with a variety of bats. Know how to send return a ball coming using a hand, bat or racquet. Know how to use basic serving skills. Know how to track a ball over a line or net. Know how to move towards a ball. Know how to play a game.	Know how to move on and off of equipment. Know how to make the body tense, relaxed, stretched and curled. Know how to perform simple gymnastic actions and shapes. Know how to perform with control, balance and coordination.	Know how to play a game with a variety of equipment to send and receive a ball. Know how to pass and move forwards towards a goal. Know how to pass with harder and lighter kicks to other players. Know how to stop and control a ball. Know how to bounce a ball to other players. Know how to throw and catch.		Know ways to run, throw and jump. Know the correct skills to complete an athletic activity. Know athletic activities. Know how to use agility and coordination skills within activities. Know how to copy and repeat basic moves for extended periods of time.
	Know how to dance to theme and story.		Know how to perform basic body actions along with music. Know different body shapes that can be used in dance. Know how to move with control and spatial awareness. Know how to work as part of a group.			



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE (TGTA Scheme of Work from PSHE Association)	Relationships: What is the same and different about us?	Relationships: Who is special to us?	Health and wellbeing: What helps us stay healthy?	Living in the wider world: What can we do with money?	Health and wellbeing: Who helps to keep us safe?	Living in the wider world: How can we look after each other and the world?
	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H25. to name the main parts of the body including external genitalia R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R23. to recognise the ways in which they are the same and different to others L6. to recognise the ways they are the same as, and different to, other people L14. that everyone has different strengths	L4. about the different groups they belong to R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this	H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L5. about the different roles and responsibilities people have in their community	H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment
Music	Music Express: Toys Year 2: Beat and Tempo	Christmas Play	Listen to music: Stuarts/ 1960s		African Drumming	Music express: Pattern Year 2: Beat
	Know how to sing and use voice to perform. Know how to keep a steady beat. Know how to mark beats with a four-beat metre. Know how to keep a steady beat through chants, instruments and actions. Know what tempo is and how to change it.		Know how to listen to and respond to music. Know how to review and evaluate music. Know some music from different times. Know some composers and musicians. Know the interrelated dimensions within a piece of music.		Know how to listen and review African music. Know how to perform and evaluate own African drumming. Know different pieces of African music. Know how to use technology to create music. Know the difference between live and recorded music.	Know how to perform a steady beat. Know how to perform different patterns of steady beat. Know how to create a simple score using simple notation. Know how to perform beat patterns. Know how to read musical notation to perform.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science		Chemistry	Physics		Biology	Biology
		Materials	Introduction to forces		Animals	Plants
		<p>Know the name of the materials an object is made from.</p> <p>Know about the properties of everyday materials.</p> <p>Know how materials can be changed by squashing bending, twisting and stretching.</p> <p>Know why a material might or might not be used for a specific job.</p>			<p>Know how a specific habitat provides for basic needs of things living there.</p> <p>Match living things to their habitat</p> <p>Name some different animal sources of food for animals.</p> <p>Know about and explain a simple food chain.</p>	<p>Know and explain how seeds and bulbs grow into plants.</p> <p>Know what plants need in order to grow and stay healthy.</p>
	<p>Working scientifically</p> <p><u>Observations over time</u></p> <p>Know how to observe closely, using simple equipment.</p> <p><u>Pattern seeking</u></p> <p>Know how to use observations and ideas to suggest answers to questions.</p>	<p>Working scientifically</p> <p><u>Research using secondary sources</u></p> <p>Know how to ask simple questions and recognize that they can be answered in different ways.</p> <p><u>Grouping and classifying</u></p> <p>Know how to identify and classify.</p>	<p>Working scientifically</p> <p><u>Comparative and fair testing</u></p> <p>Know how to perform a simple test</p> <p><u>Grouping and classifying</u></p> <p>Know how to identify and classify.</p>	<p>Working scientifically</p> <p><u>Research using secondary sources</u></p> <p>Know how to ask simple questions and recognize that they can be answered in different ways.</p> <p><u>Pattern seeking</u></p> <p>Know how to use observations and ideas to suggest answers to questions.</p>	<p>Working scientifically</p> <p><u>Comparative and fair testing</u></p> <p>Know how to perform a simple test</p> <p><u>Grouping and classifying</u></p> <p>Know how to identify and classify.</p>	<p>Working scientifically</p> <p><u>Comparative and fair testing</u></p> <p>Know how to perform a simple test</p> <p><u>Observations over time</u></p> <p>Know how to observe closely, using simple equipment.</p> <p><u>Grouping and classifying</u></p> <p>Know how to identify and classify.</p>
Engage	Buddying up	Building challenges	Astrodome Visit	History off the Page		Plant Hunt
Innovate	Finding out about our friends	Plan ning and creating a town	Discovering the stories of others and creating their own	Making bread	Wingham Wildlife park and how to share learning	Ways to improve our outdoor space.
Express	Sculpture gallery to parents	Share with 3/4	Storytelling to others		Share with parents	Create an allotment
Visits/ Enrichment	Bring a photo of someone who is important to me	Reach out to the community about he local area	Astrodome	History off the page Baking in the canteen	Wingham Wildlife park	Use the courtyard to grow and observe plants.

LKS2

Cycle A



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Our Local Area	Lights Camera Action		Disaster		The Human Body
Enquiry	Do you like where you live?	What makes something entertaining?		How can you prevent disaster?		How can we keep healthy?
Concepts	Community, belonging, health, friendship	Entertainment, health, family				Wellbeing, health, care
English	Magnolia's magnificent map by Lauren Bradshaw Writing to entertain	The dark Sam Wu is not afraid of the dark Leo and the gorgon's curse The animals of Madame Malone's music hall The Corinthian girl The orchard book of Greek myths Term 2: Writing to entertain/ inform Term 3: Writing to inform/ persuade		Escape from Pompeii The pebble in my pocket Flooded Bear Grylls Adventures: The Blizzard Challenge Term 4: Entertain Term 5: Inform/persuade		George's marvellous medicine Alice Dent and the incredible germs Amy gets eaten Marcy and the riddle of the sphinx The boy who stole the Pharaoh's lunch The Ancient Egypt sleepover The great chocoplot The Egyptian Cinderella Term 6: Entertain/inform
Maths	Number Addition and Subtraction	Addition and subtraction Multiplication and Division	Multiplication and Division Measures and money	Data handling Time Fractions	Fractions and Decimals Shape and Position	Consolidation
Geography/History	Local area	Entertainment – The Ancient Greeks		Volcanoes, earthquakes and mountains		Egyptians - Health Care
	Know how to use the eight points of a compass. Know how to use Ordnance survey maps. Know the types of settlement and land use in the local area.	Know key aspects of entertainment during the Ancient Greeks. Know connections and contrasts of entertainment between ancient Greece and other periods. Know how to construct informed responses about entertainment through careful selection and organisation of relevant historical information. Know devise own questions to find answers about entertainment in the past. Know how to find out about the everyday lives of Ancient Greeks compared with our life today.		Know the physical geography of mountains. Know the physical geography of volcanoes. Know the physical geography of earthquakes. Know how to use digital/computer mapping to locate countries and describe features		Know how to find out about the everyday lives of people in time studied compared with our life today; Know how to present ideas based on their own research. Know about the everyday lives of people in Ancient Egypt. Know connections and contrasts between aspects of medicine. Know how to sequence medical artefacts on a timeline using

Health and Safety: Read any relevant risk assessments for equipment the children are using

Art/DT	Coverage: Collage	Coverage: Textiles	Coverage: electrical systems	Coverage: Drawing	Coverage: Painting	Coverage: Food
	<p>Know how to use overlapping, tessellation, mosaic and montage</p> <p>Know how to use a range of colours to create effect</p>	<p>Know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>Know how to securely join two pieces of fabric.</p> <p>Know why we need patterns and seam allowances.</p> <p>Know technical vocabulary.</p> <p>Know how to produce sketches and pattern pieces.</p> <p>Know how to select fabrics and fastenings according to their functional characteristics.</p> <p>Know how to investigate a range of 3D textiles</p> <p>Know how key events or individuals have influenced costumes.</p>	<p>Know how to create a circuit.</p> <p>Know how to control; a product.</p> <p>Know technical vocabulary.</p> <p>Know some battery powered products.</p> <p>Know how to gather needs and wants for a design criteria.</p> <p>Know how to how to create exploded diagrams.</p> <p>Know how to use electrical components and construction materials to make a product.</p> <p>Health and Safety: Check the electricity equipment</p>	<p>Know different grades of pencil and how to create tone.</p> <p>Know how to use different drawing tools.</p> <p>Know how to create textures with different drawing implements.</p> <p>Know how to draw different form and shape</p> <p>Know how to use simple pattern and texture to a drawing s</p> <p>Know how to create third dimension.</p>	<p>Know great artists in history and the techniques and materials that they used.</p> <p>Know colour language – primary colour, secondary colour, tertiary colours, hue, shades (black added), tints(white added).</p> <p>Know how to mix to match tints, tones and shades in existing works.</p> <p>Know the difference between watercolour and acrylic tints, tones and shades.</p>	<p>Know how to use appropriate equipment and utensils to prepare food.</p> <p>Know a range of fresh and processed ingredients appropriate for a product.</p> <p>Know whether a product is grown, reared or caught.</p> <p>Know relevant technical vocabulary,</p> <p>Know how to carry out sensory evaluations of ingredients and products.</p> <p>Know how to record findings.</p> <p>Know how to use other people's views to evaluate a product</p> <p>Know how to find information online to develop ideas (online recipes)</p> <p>Know how to plan the main stages of a recipe, listing ingredients and equipment.</p>

Music	Music Express—Food and Drink	Singing—Christmas	Music Express— Poetry Year 3/4:Performance	Recorders Tuned instrument	Year 3&4: composition	Music Express—Human Body Year 3: Structure
	<p>Know how to play a simple accompaniment</p> <p>Know how to combine sounds to create different musical textures</p> <p>Know different types of accompaniment</p>		<p>Know how to enhance and extend the performance of a poem.</p> <p>Know how to improvise descriptive music.</p> <p>Know how to identify a sequence of sounds in a piece of music.</p> <p>Know how to respond to music through movement.</p>	<p>Know how the recorder produces sound</p> <p>Know how to play different notes on a recorder</p> <p>Know how to read music notation</p>	<p>Know how to sing in a pentatonic scale</p> <p>Know what the pentatonic scale is</p> <p>Know how to interpret a graphic score and graphic notation</p> <p>Know how to combine sounds to produce a descriptive piece of music</p>	<p>Know what a call and response structure is,</p> <p>Know how to perform rhythms.</p> <p>Know how to sing in two parts.</p> <p>Know what binary form is.</p>

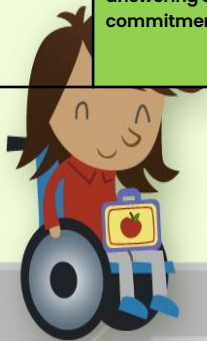
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	Term 1	Term 2	Term 3	Term 4 & 5	Term 6
Science	Aspect: Biology	Aspect: Physics		Aspect: Physics	Aspect Biology
	Theme: Animals and humans	Electricity		Rocks and Magnets	Animals and humans:
	Coverage: skeleton, muscles, exercise and health	Coverage: Simple circuits and switches Conductors and insulators		Fossil formation Compare and group rocks Soil Different forces Magnets	Digestive system and teeth
	<p>Know the importance of a balanced diet.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans</p> <p>Know about the skeletal and muscular system of a human.</p>	<p>Know appliances that require electricity to function.</p> <p>Know how to construct a series circuit.</p> <p>Know components in a series circuit.</p> <p>Know how to predict and test whether a lamp will light.</p> <p>Know the function of a switch.</p> <p>Know the difference between a conductor and insulator.</p> <p>Know examples of conductors and insulators.</p>		<p>Know groups of rocks based on their appearance and physical properties.</p> <p>Know how soil is made and fossils are formed.</p> <p>Know about sedimentary, metamorphic and igneous rocks.</p> <p>Know about how objects move on different surfaces.</p> <p>Know how a simple pulley works and how to lift an object.</p> <p>Know how some forces require contact and some do not.</p> <p>Know about how magnets repel and attract.</p> <p>Know how to predict whether magnets will repel or attract.</p>	<p>Know the parts of the human digestive system.</p> <p>Know the functions of the organs in the human digestive system.</p> <p>Know the functions of different teeth.</p> <p>Know how use and make food chains to identify producers, predators and prey.</p>
	<p>Working scientifically</p> <p><u>Observations over time</u></p> <p>Know how to observe the effect of excess sugar over time.</p> <p>Know how to record findings from enquiries using simple scientific language, drawings, keys, bar charts and tables.</p> <p><u>Research using secondary sources</u></p> <p>Know how to research animals and link them to their animal group and habitat.</p> <p>Know how to ask relevant questions and use different types of scientific enquiries to answer them.</p> <p><u>Grouping and classifying.</u></p> <p>Know how to group animals based in their group and species.</p> <p>Know how to gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Working scientifically</p> <p><u>Comparative and fair testing</u></p> <p>Know how to determine which materials are electrical conductors or insulators.</p> <p>now how to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p><u>Grouping and classifying</u></p> <p>Know how to classify and group materials into conductors and insulators.</p> <p>Pattern seeking</p> <p>Know how to use results to draw simple conclusions, make predictions.</p> <p>Know how to suggest improvements and raise further questions.</p> <p>Know how to identify differences, similarities or changes related to simple scientific ideas and processes.</p>		<p>Working scientifically</p> <p><u>Comparative and fair testing.</u></p> <p>Know how to compare materials based on the amount of friction they generate.</p> <p>Know how to set up simple practical enquiries, comparative and fair tests.</p> <p>Know how to use straight forward scientific evidence to answer question to support findings.</p> <p><u>Research using secondary sources</u></p> <p>Know how to research how fossils and different types of rocks are formed.</p> <p>know how to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><u>Grouping and classifying.</u></p> <p>Know different rocks and the group they belong to.</p> <p>Know how to group magnetic and non-magnetic materials.</p> <p>Know how to gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Working scientifically</p> <p><u>Research using secondary sources</u></p> <p>Know how to research the different body types involved in digestion/</p> <p><u>Grouping and classifying</u></p> <p>Know how to classify plants/animals into either producer, consumer or predator/.</p>



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE (TGTA Schem e of Work from PSHE Associ ation)	Relationships: How can we be a good friend?	Health and wellbeing: What keeps us safe?	Relationships: What are families like?	Living in the wider world: What makes a community?	Health and wellbeing: Why should we eat well and look after our teeth?	Health and wellbeing: Why should we keep active and sleep well?
	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H26. that for some people gender identity does not correspond with their biological sex H39. about hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's</p>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H11. how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H7. how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
Spanish	Greetings and meetings, Numbers to 20 (Term 2)		Grammatical gender, Objects, Colours		Family and pets	
	<p>Know Spanish numbers.</p> <p>Know how to greet someone and introduce myself.</p> <p>Know how to ask questions about someone.</p> <p>Know how to read, write, speak and listen.</p>		<p>Know names of objects.</p> <p>Know the genders of different objects.</p> <p>Know colours.</p> <p>Know how to describe objects.</p> <p>Know how to read, write, speak and listen.</p>		<p>Know names of pets.</p> <p>Know names of family.</p> <p>Know how to tell others about my family and pets.</p> <p>Know how to read, write, speak and listen.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Computing	3.5 Branching databases	3.2 Stop-frame Motion	4.2 Audio Production	3.6 Events and actions in programs	4.6 Repetition in games	4.4 Data Logging	
	Know how to create questions with yes/no answers Know the attributes needed to collect data about an object Know how to create a branching database Know why it is helpful for a database to be well structured Know how to plan the structure of a branching database Know how create an identification tool	Know that animation is a sequence of drawings or photographs Know animated movement is a sequence of images Know how to plan an animation Know the need to work consistently and carefully Know how to review and improve an animation Know the impact of adding other media to an animation	Know that sound can be recorded Know that audio recordings can be edited Know the different parts of creating a podcast project Know audio editing skills Know how to combine audio to enhance my podcast project Know the effective use of audio	Know how a sprite moves in an existing project Know how to move a sprite in four directions Know how to adapt a program to a new context Know how to develop a program by adding features Know how to identify and fix bugs in a program Know how to design and create a maze-based challenge	Know the use of count-controlled loops in a different programming environment Know that in programming there are infinite loops and count controlled loops Know how to develop a design that includes two or more loops which run at the same time Know how to modify an infinite loop in a given program Know how to design a project that includes repetition Know how to create a project that includes repetition	Know that data gathered over time can be used to answer questions Know a digital device to collect data automatically Know that a data logger collects 'data points' from sensors over time Know how a computer can help us analyse data Know the data needed to answer questions Know how to use data from sensors to answer questions	
	Internet Safety: Self image and identity	Internet Safety: Online relationships	Internet Safety: Online reputation	Internet Safety: Online bullying	Internet Safety: Privacy and Security	Internet Safety: Copyright and	
RE	Why do some people think that life is a journey and what significant experiences mark this?	How do people from religious and non-religious communities celebrate key festivals? Christmas, Hannukah, Divali	Why do people pray?	Why is Jesus inspiring to some? (Easter)	What does it mean to be a Hindu in Britain today?	How do family life and festivals show what matters to Jewish people? (Shauvot)	
	Know why some people see life as a journey and know some key milestones. Know what happens in Christian, Jewish and Hindu ceremonies of commitments. Know what rituals mean. Know why marking milestones is important to Christians, Hindus and Jewish people. Know how to link own ideas about community, belonging and belief when asking and answering questions about commitment to a belief.	Know how the way some people celebrate festivals might show something about their beliefs Know some differences in the way festivals are celebrated within and between different religious and non-religious worldviews Know why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons Know how to raise important questions and suggest answers about how the celebrations might make a difference to how we live and think.	Know the practice of prayer in the religions studied Know connections between what people believe about prayer and what they do when they pray Know ways in which prayer can comfort and challenge believers Know similarities and differences between how Christians, Muslims and Hindus pray	Know connections between some of Jesus' teachings and the way Christians live today Know how Christians celebrate Holy Week and Easter Sunday Know the most important parts of Easter for Christians and say why they are important Know simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter	Know 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. Know some ways in which Hindus express their faith through puja, aarti and bhajans. Know at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Know links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	Know links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. Know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities Know ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives	



LKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	Net and wall— Volleyball	Invasion -Football	OAA	Gymnastics	Athletics	Striking—Rounders
	Dance —Jiggle		Swimming (T3/4)			Just Dance
	<p>Know how to play a continuous game.</p> <p>Know the rules of volleyball.</p> <p>Know how to play within boundaries.</p> <p>Know how to send a ball to make it difficult for the opponent to return.</p> <p>Know how to move towards a ball.</p> <p>Know how to play against others.</p> <p>Know how tennis can help me play volleyball.</p>	<p>Know how netball rules will help me with football.</p> <p>Know how to move into a space to help others pass the ball over longer distances.</p> <p>Know how to send and receive a ball with accuracy.</p> <p>Know how to score goals.</p> <p>Know how to shoot at a goal.</p> <p>Know how to vary speed and endurance in game situations.</p>	<p>Know how to identify factors needed to complete a task.</p> <p>Know how to use maps, symbols and compasses to navigate.</p> <p>Know what I have done well and what I can improve on.</p> <p>Know what I learned in OAA in previous years.</p>	<p>Know skills that I have already learnt in gymnastics.</p> <p>Know how to perform actions such as balance, body shape, flight .</p> <p>Know how to perform sequences with contrasting actions.</p> <p>Know what to comment on when describing what has gone well in a performance.</p> <p>Know how to improve on a performance.</p> <p>Know how to develop strength and flexibility.</p>	<p>Know skills already learnt in athletics.</p> <p>Know a range of jumps for height or distance.</p> <p>Know how to run as part of a relay team.</p> <p>Know how to baton exchange.</p> <p>Know how to complete in running, jumping and throwing activities.</p> <p>Know how to compare performance with previous performances.</p> <p>Know what personal best means.</p>	<p>Know the position to be ready to catch the ball.</p> <p>Know where to direct a hit from a bowled ball.</p> <p>Know how to apply speed and decision marking to run safely between markers.</p> <p>Know the rules of rounders.</p> <p>Know how cricket skills can help me in rounders.</p>
Know how to perform dances and movements consistently.		<p>Know how to swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Know a range of strokes</p> <p>Know how to perform safe self-rescue in different water-based situations</p>		<p>Know to create short dance phrases with a partner and in small groups.</p> <p>Know appropriate language and features of dances performed by others.</p> <p>Know how to express moods, feelings and themes in dance.</p> <p>Know which floor patterns and pathways to follow.</p> <p>Know how to respond to professional work.</p>		

Engage	Local walk	Go to the theatre		Mummification
Innovate	Town planners	Make own theatre	Disaster Prevention	Staying healthy information
Express	Share for consultation	Put on a show	Share findings	Share staying healthy information
Visits Enrichment	Local walk	Theatre/ Horton Kirby Environmental Centre Electricity Day	Horton Kirby environmental centre Rocks Day	



UKS2 Cycle A



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Hola Mexico		Frozen Planet	Revolution	A Child's War Rebel Girls – fighting for equality/fairness	
Concepts						
Enquiry						
Maths	WRM– number and calculation methods	WRM–Fractions, decimals and percentages	WRM–Fractions and Geometry and measures	WRM–Geometry and statistics	Year 6–SATs revision Year 5–Geometry and measures	Consolidation and application of our maths knowledge
English	The Viewer – writing to entertain		Shackleton's Journey Writing to inform	Street Child – Writing to persuade	Rose Blanche–writing to inform	The Hunger Games – Writing to discuss
Geography/History	North America	A non-European society	The Arctic	Beyond 1066- The Victorians	Beyond 1066 – WW2	
	Locate and know environmental regions, countries and major cities in North America. Know the key human and physical characteristics of North America. Know similarities and differences between the human and physical geography of North America and UK. Know how to use digital technologies to present findings.	Know the key features of the past, including attitudes, beliefs and the everyday lives of Mayans Know how to find and analyse a wide range of evidence about the past. Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.	Know the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic circle. Know methods to present findings about human and physical features. Know how to use basic data analysis skills to present findings. Know how to use graphs to present findings.	I can give own reasons why changes may have occurred, backed up by evidence Know, identify and note connections, contrasts and trends over time. Know how to use a wide range of evidence about the past.	Know how to order significant events, on a timeline using dates accurately. Know the concept of propaganda; Know that people in the past represent events or ideas in a way that may be to persuade others; Know how to investigate own lines of enquiry by posing historically valid questions to answer. Know how to plan and present a self-directed project or research about the studied period.	



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UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Aspect: Biology		Aspect: Biology	Aspect: Physics	Aspect: Physics	Aspect: chemistry
	Theme: Animals including human		Theme: Evolution and Inheritance	Theme: Electricity	Theme: Light	Theme:
	Coverage: The circulatory system, water transportation, impact of exercise on the body.		Coverage: Identical and non identical offspring Fossil evidence, adaption and evolution	Coverage: Electrical components, simple circuits, fuses and voltage	Coverage: How light travels, reflection, ray models of light	Coverage:
	Know the name parts of the human circulatory system. Know the function of the heart, blood vessels and blood. Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are transported in animals, including humans.		Know how the Earth and living things have changed over time. Know how fossils can be used to find out about the past. Know about the reproduction and offspring. Know how animals and plants are adapted to suit their environment. Know how to link adaption over time to evolution. Know about evolution and can explain what it is.	Know why components work and do not work in a circuit. Know how to draw circuit diagrams using correct symbols. Know how the number and voltage of cells in a circuit links to the brightness of a lamp or volume of a buzzer.	Know how light travels. Know and demonstrate how we see objects Know why shadows have the same shape as the object that casts them. Know how simple optical instruments work.	
	<u>Working scientifically</u> Comparative and fair testing Know the impact of exercise on the heart rate. Know how to plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary. Research using secondary sources Know how drugs affect the body Pattern seeking Know how to compare the heart rate of different people. Observations over time Know how to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.		<u>Working scientifically</u> Research using secondary sources Research Charles Darwin and his work. Know how to identify scientific evidence that has been used to support or refute ideas or arguments. Pattern seeking Compare skulls/body parts of animals as they have evolved. Know how to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	<u>Working scientifically</u> Comparative and fair testing Know the effect of increasing voltage on the brightness of a bulb. Know how to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Pattern seeking Know how to compare brightness of bulb in series and parallel circuits. Know how to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	<u>Working scientifically</u> Grouping and classifying Know how to group materials based on transparency. Know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Pattern seeking Know how to compare distance from light source and shadow. Know how to use test results to make predictions to set up further comparative and fair tests.	<u>Working scientifically</u> Comparative and fair testing Know how to plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary. <u>Observations over time</u> Know how to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. <u>Grouping and classifying</u> Know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Computing	6.1 Internet communication	6.3 Variables in games	5.2 Video Production	6.5 3D Modelling	6.4 Introduction to spreadsheets		
	Know the importance of internet addresses Know how data is transferred across the internet Know how sharing information online can help people to work together Know different ways of working together online Know how we communicate using technology Know different methods of online communication	Know that a 'variable' as something that is changeable Know why a variable is used in a program Know how to improve a game by using variables Know how to design a project that builds on a given example Know how to use design to create a project Know how to evaluate a project	Know what makes a video effective Know digital devices that can record video Know how to capture video using a range of techniques Know how to create a storyboard Know that video can be improved through reshooting and editing Know the impact of the choices made when making and sharing a video	Know that you can work in three dimensions on a computer Know how to identify that digital 3D objects can be modified # Know that objects can be combined in a 3D model Know how to plan and create a 3D model for a given purpose	Know how to create a data set in a spreadsheet Know how to build a data set in a spreadsheet Know how to explain that formulas can be used to produce calculated data Know how to apply formulas to data Know how to create a spreadsheet to plan an event Know how to choose suitable ways to present data		
	Internet Safety: Self image and identity	Internet Safety: Online relationships	Internet Safety: Online reputation	Internet Safety: Online bullying	Internet Safety: Privacy and Security	Internet Safety: Copyright and Ownership	

Music	Music express—Stronger Together	Music Express—Our Community	Music Express—Journeys
	Know how to discuss music with reference to the musical elements Know how to sing and play music with different rhythms Know how to create descriptive music Know how to create a melody to suit a purpose Know how to identify the mood of feeling of a piece of music Know how to sing in two and three part canon Know how to refine and develop my own compositions Know how to effectively communicate mood through music	Know a song. Know what a metre is. Know how to conduct metres of 2, 3 and 4. Know how to write lyrics. Know how to use ostinato to invent or improvise rhythms. Know importance of rehearsing.	Know how to sing in three part harmony Know how to sing expressively Know the importance of being aware of the audience Know how to sing major and minor note patterns Know how to describe a song's structure



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Art DT	Drawing	Sculpture	Frame Structures	Other Art Forms, Printing William Morris Electrical Systems		Food- celebrating culture and seasonality	Art
	<p>Know how to create patterns for different purposes or context.</p> <p>Know how to create different textures within a piece of art.</p> <p>Know how to use line to depict movement and dynamics.</p> <p>Know how to draw from different angles.</p> <p>Know how to draw abstract shapes.</p> <p>Know how to show focal and horizon.</p> <p>Know how to use perspective and scale in drawings.</p> <p>Know how to select colours to reflect objects.</p> <p>Know what tonal contrast</p>	<p>Know how to use tools and materials to add pattern.</p> <p>Know how to use tools and materials to add textures.</p> <p>Know how to use line to depict movement and dynamics.</p> <p>Know how to use tools and materials to add shape.</p> <p>Know how to cut and join sculpting materials.</p>	<p>Know how to generate , develop and model ideas, through discussion, prototypes and sketches.</p> <p>Know how to create a clear step by step list of what to do and what is needed.</p> <p>Know how to accurately measure, make out, cut, shape and join construction materials.</p> <p>Know how to use finishing and decorative techniques.</p> <p>Know how to strengthen, stiffen and reinforce 3D frameworks.</p> <p>Know technical vocabulary.</p> <p>Know existing frame structures.</p> <p>Know key events and individuals relevant to frame structures.</p> <p>Know how to evaluate product against</p>	<p>Know how to create patterned prints.</p> <p>Know how to build up images of whole or parts of items.</p> <p>Know how to use printing techniques</p> <p>Know how to make prints for wallpaper, fabrics or book covers.</p>	<p>Know how to use electrical systems in products.</p> <p>Know the use of computer control systems in products,</p> <p>Know technical vocabulary.</p> <p>Know how to use computers to program, monitor and control products.</p> <p>Know how to create and modify computer</p>	<p>Know how to explore ideas and make design decisions to develop a design brief and criteria.</p> <p>Know how to make, decorate and present a food product.</p> <p>Know which utensils and equipment is needed.</p> <p>Know how to use utensils and equipment to prepare and cook food.</p> <p>Know seasonality of food and the source of different food types.</p> <p>Know relevant vocabulary.</p> <p>Know how to record evaluations of products and ingredients.</p>	
PE	Net and wall—volleyball Cross-country running	Invasion – Football	OAA Just Dance	Gymnastics		Athletics Swimming (T5/6)	Striking – Rounders Dance (Jiggle T5/6)
	<p>Know how to play in a position and like why</p> <p>Know how to play with others.</p> <p>Know how to keep a ball to a game.</p> <p>Know tactics to win points.</p> <p>Know a variety of shots.</p> <p>Know where to stand in a court.</p> <p>Know how to return a ball</p>	<p>Know how to build upon set plays.</p> <p>Know how to plan and lead a warm up or drill.</p> <p>Know rules of football, such as dribbling and running with the ball.</p> <p>Know how to move the ball over longer distances.</p> <p>Know how to keep possession of a ball.</p> <p>Know how to work together to keep possession of the ball.</p> <p>Know how netball skills from last year can help with football</p>	<p>Know how to recall and remember symbols, items and objects.</p> <p>Know how to follow instructions.</p> <p>Know how to work at high intensity for a sustained period.</p> <p>Know how to complete against others and perform under pressure.</p> <p>Know how to communicate to best complete a set task.</p>	<p>Know how to communicate the artistic intention of a dance.</p> <p>Know how to use facial expressions to communicate emotion and enhance a narrative.</p> <p>Know ways to improve a dance.</p> <p>Know how to create simple dances.</p>	<p>Know how to compose a sequence which will achieve the highest score.</p> <p>Know strengths and weaknesses.</p> <p>Know how to lead a warmup.</p> <p>Know the importance of strength and flexibility.</p> <p>Know how to follow, copy and repeat actions.</p> <p>Know complex skills such as round-off, cartwheels, shoulder rolls.</p> <p>Know how to select a component to improve, using guidance from others.</p> <p>Know skills from previous years.</p>	<p>Know how to record scores in a variety of events.</p> <p>Know a variety of events.</p> <p>Know the appropriate pace for different running distances.</p> <p>Know how to perform a range of jumps in different activities.</p> <p>Know a good technique and control for jumping.</p>	<p>Know how to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Know a range of strokes.</p> <p>Know how to perform safe self-rescue in different water-based situations.</p>

Health and Safety: Read any relevant risk assessments for DT equipment the children are using



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	What do religions say to us when life gets hard?	What matters most to Christians and Humanists	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What difference does it make to believe in Ahimsa, grace and Ummah?	What can be done to reduce racism? Can religion help?	
	<p>Know how and why religion can help believers when times are hard, giving examples</p> <p>Know Christian, Hindu and/or nonreligious beliefs about life after death</p> <p>Know some similarities and differences between beliefs about life after death</p> <p>Know some reasons why Christians and Humanists have different ideas about an afterlife</p>	<p>Know what Christians mean about humans being made in the image of God and being 'fallen', giving examples .</p> <p>Know some Christian and Humanist values simply (B3).</p> <p>Know ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied</p> <p>Know reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>	<p>Know connections between examples of religious creativity (buildings and art)</p> <p>Know the value of sacred buildings and art</p> <p>Know reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Know ideas about values from scriptures to the title question</p>	<p>Know connections between beliefs and behaviour in different religions</p> <p>Know the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>Know connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions</p> <p>Know similarities and differences between beliefs and behaviour in different faiths</p>	<p>Know connections between antiracism and religion</p> <p>Know the challenges racism presents to human communities and consider different religious responses</p> <p>Know ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</p>	

Spanish	Greetings and meetings, Numbers 20-100, Days, Months and Dates	Likes and Dislikes, Food and Sport		Town and Transport	
	<p>Know Spanish numbers.</p> <p>Know how to greet someone and introduce myself.</p> <p>Know how to ask questions about someone and give suitable responses</p> <p>Know how to read, write, speak and listen.</p>	<p>Know names of food.</p> <p>Know how to express a like/dislike for something.</p> <p>Know names of sport.</p> <p>Know how to read, write, speak and listen.</p>		<p>Know names of places around a town.</p> <p>Know words describing transport.</p> <p>Know how to tell others about town</p> <p>Know how to give simple directions</p> <p>Know how to read, write, speak and listen.</p>	

Engage		Survival adventure	Victorian day	Evacuation	HoP trip
Innovate	Plan a celebration	Documentary making	Interior design	Planning for a party	Election
Express	Day of the dead celebration	Document viewing for the wider community	Model village	VE Day	Protest rally
Visits Enrichment			Local Walk	IWM	Yr 6 trip to HoP Year 5 in school democracy day Beach



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE (TGTA Scheme of Work from PSHE Association)	Health and wellbeing: What makes up a person's identity?	Health and wellbeing: How can we help in an accident or emergency?	Living in the wider world: How can the media influence people?	Health and wellbeing: How can drugs common to everyday life affect health?	Relationships: What will change as we become more independent? How do friendships change as we grow? (All) How are babies conceived and born? (Year 6 only)	
	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H46. about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	All:H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship, living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R16. how friendships can change over time, about making new friends and the benefits of having different types of friends Year 6 only Sex Education: Lesson 1- Conception through sexual intercourse Lesson 2- Birth, IVF & twins	

