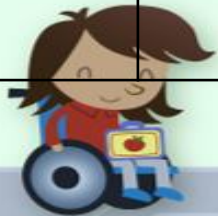


KS1 Cycle B



KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Seasons come seasons go	I am a superhero	Our planet	We are explorers	Land Ahoy	Kingdom
Enquiry	What changes can happen in your life?	What makes a person brave?	Why is it important to care for the world?	Why am I important to the world?	How can we look after our body and mind?	Is it all up to one person?
Concepts	Meteorology and climate, change, relationships	Being selfless, bravery, relationships, keeping healthy, celebrations	Sustainability and recycling, care, health, nature	Understanding my part of the world, sharing	My body and me, holidays, movement	The monarchy and botany, sharing responsibility, buildings, data
English	Writing to entertain	Writing to entertain	Writing to persuade	Writing to inform	Writing to inform	Writing to entertain
Maths	Number addition and subtraction	Number multiplication and division	Number money and measure	Number shape fractions	Consolidation	Number time statistics
History Geography	Weather and Climate	Significant individuals – Real superheroes. Florence Nightingale/ Mary Seacole	Our Planet/Our country	Geographical skills and field work	Changes within living memory – seaside holidays	Significant historical events, people and places in the local area – Kings and Queens
	Know seasonal and daily weather patterns in the United Kingdom. Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Know real life superheroes. Know reasons people acted like they did. Know memories and changes in own and others lives.	Know how to locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know how to use world maps, atlases and globes to find the UK and its countries. I know the world's seven continents and five oceans	Know how to make a plan with features and routes. Know how to observe and record information about the local area.- Know simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right. Know and describe the location of features and routes on a map.	Know how seaside holidays have changed over time. Know features of a seaside holiday now, when my parents were little and when my grandparents were little. Know there are different types of evidence and sources. Know how to sort objects and artefacts. Know how to use evidence to ask questions about the past. Know how to use historical vocabulary	Know the names of Kings and Queens. Know and recount some achievements and events of Kings and Queens. Know how to use evidence to find out events in the local area involving a King or Queen. Know how to write and draw about things in the past,





KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
DT Art	Textiles – templates and joining materials	Painting - Roy Lichtenstein Colour, pattern, shape	Food – preparing fruit and veg	Collage Colour, texture, shape	Mechanisms – sliders and levers	Drawing – Portraits Line, form, space, colour
	<p>Know how to generate, model and communicate ideas through templates.</p> <p>Know how to select from and use textiles according to characteristics.</p> <p>Know how to select from and use a range of tools and equipment to perform practical tasks.</p> <p>Know how simple 3D textile products are made.</p> <p>Know how to join fabrics using different techniques.</p> <p>Know different finishing techniques.</p> <p>Know and use relevant technical vocabulary.</p> <p>Know examples of textile products.</p> <p>Know how to evaluate against design criteria.</p>	<p>Know primary and secondary colours.</p> <p>Know how primary and secondary colours are presented in a color wheels.</p> <p>Know warm and cold colours.</p> <p>Know and discuss the work of Roy Lichtenstein.</p> <p>Know how to use patterns and shapes to make pictures.</p>	<p>Know the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Know where a range of fruit and vegetables come from.</p> <p>Know basic principles of a healthy and varied diet to prepare dishes.</p> <p>Know technical vocabulary.</p> <p>Know how to use simple utensils</p> <p>Know how to select a range of fruit and vegetables according to their characteristics.</p> <p>Know how to taste and evaluate to determine user's preference.</p>	<p>Know which materials can create colours and textures.</p> <p>Know how to fold, crumple, tear and overlap materials.</p> <p>Know how to arrange and glue materials on to a background.</p> <p>Know how to use a combination of materials.</p> <p>Know collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Know how cut and tear organic and geometric shapes.</p>	<p>Know how to develop ideas through drawings and mock ups.</p> <p>Know how to use mock ups to share ideas.</p> <p>Know which materials and components can be selected to make a mechanism.</p> <p>Know how to use sliders and levers.</p> <p>Know that different mechanisms produce different movement types.</p> <p>Know technical vocabulary.</p> <p>Know and evaluate products that use simple levers and sliders.</p> <p>Know how to evaluate against design criteria throughout a project.</p>	<p>Know a wide range of drawing media.</p> <p>Know types of line that can be used.</p> <p>Know some artists that you shape and lines.</p> <p>Know what landscape and portrait is.</p> <p>Know how to draw geometric and irregular shapes.</p> <p>Know what tone is.</p> <p>Know how to draw a background, middle ground and foreground.</p>

RE	Who is a Christian and what do they believe in?	How should we care for others and why does it matter? (C&J)	What makes some places sacred? (C&M)	RE – Who is Jewish and what do they believe?
	<p>Know some simple ideas about Christian beliefs about God and Jesus.</p> <p>Know a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Know about issues of good and bad, right and wrong arising from the stories.</p>	<p>Know Bible stories and stories from another faith about caring for others and the world.</p> <p>Know ways that some people make a response to God by caring for others and the world.</p> <p>Know about issues of good and bad, right and wrong arising from the stories.</p> <p>Know some texts from different religions that promote the 'Golden Rule'.</p> <p>Know the creation story and what it says about what God is like.</p>	<p>Know special objects and symbols found in a place where people worship know what they mean and how they are used.</p> <p>Know which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Know some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.</p> <p>Know what happens in a church, synagogue or mosque.</p>	<p>Know about how the mezuzah in the home reminds Jewish people about God</p> <p>Know how Shabbat is a special day of the week for Jewish people and give examples of what they might do.</p> <p>Know a story that shows what Jewish people might think about God and suggest what it means.</p>

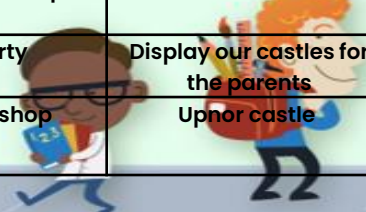


	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Computing	Early Skills 1.1 & 2.1 Technology around us	Superhero animations 1.6 Programming animations	Taking photographs of the world around us 2.2 Digital Photography	1.5 Non-fiction writing & text editing Digital Writing	Creating pictograms linking to fieldwork 2.4 Pictograms	Maths Link 1.4 Grouping Data	
	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 different commands. Know that commands can be joined together. Know the effect of changing a value. Know that each sprite has its own instructions. Know algorithms can create a program.	Know how to use a digital device to take a photograph. Know what makes a good photograph. Know how photographs can be improved. Know tools to change an image. Know that photos can be changed.	Know how to use a computer to write. Know how to add and remove text on a computer. Know that the look of text can be changed on a computer. Know how to make careful choices when changing text. Know why I used the tools that I chose. Know how typing on a computer is different to writing on paper.	Know that we can count and compare objects using tally charts. Know that objects can be represented as pictures. Know how to create a pictogram. Know objects by attribute and make comparisons. Know that people can be described by attributes. Know that we can present information using a computer.	Know how to label objects. Know that objects can be counted. Know objects can come in different ways. Know how to count objects with the same properties. Know how to compare groups of objects. Know how to use data to answer questions.	
	Internet Safety: Self image and identity	Internet Safety: Online relationships	Internet Safety: Online reputation	Internet Safety: Online bullying	Internet Safety: Health, wellbeing and life style	Internet Safety: Managing online information	
PE	Hit, catch and run	Send and Return	Gymnastics Dance		Run, jump, throw	Attack, defend, shoot	
	Know how to score a point and keep count of a score. Know how to position self on a field. Know how to hit using a variety of bats. Know how to run in a game to score points.	Know how to send and receive. Know what a dominant hand is. Know how to use a basic serve. Know how to outwit your opponent so they cannot return the ball. Know how to score point. Know how to chase, stop and control balls and other objects such as beanbags and hoops.	Know that gymnastics includes sequences of rolling, travelling, climbing, balancing, jumping. Know that gymnastics can include sequences at different levels and speed. Know that gymnastics can tell a story. Know what flexibility and strength is and how to develop these. Know how to use core strength. Know how to perform for an audience.		Know how to handle and throw a variety of different objects. Know how to complete running, jumping and throwing tasks as part of a team or individually. Know how to start and stop at speed, run in straight lines using a variety of speeds. Know a variety of jumps taking off and landing on different foot combinations. Know how to be aware of strengths and weakness and suggest ways of improving.	Know how to keep possession of a ball. Know how to pass and receive different pieces of equipment. Know how to shoot a target. Know how to move into a space after passing a ball. Know what incept means and how to intercept. Know where a goalkeeper is and how to save. Know how to play as part of a team.	
			Know what choreography is. Know that dance is created through travel, level, speed and shape. Know how to dance in union and cannon. Know how to comment on and evaluate a performance. Know that dynamics, expression and rhythm can be used in dance sequences. Know that dance can have a theme or story.				



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE (TGTA Scheme of Work from PSHE Association)	Relationships: What makes a good friend?	Relationships: What is bullying?	Living in the wider world: What jobs do people do?	Health and wellbeing: What helps us to stay safe?	Health and wellbeing: How do we recognize our feelings?	Health and wellbeing: What helps us grow and stay healthy?
	R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R25. how to talk about and share their opinions on things that matter to them	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought 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	L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home and fire safety H31. that household products can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments and how to cross the road safely H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R18. about the importance of not keeping adults' secrets R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe 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 L1. about what rules are, why they are needed, and why different rules are needed for different situations L9. that not all information seen online is true	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss, to identify feelings associated with this; to recognise what helps people to feel better H24. how to manage when finding things difficult H27. about preparing to move to a new class/year group	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
Music	Music Express: Seasons Year 1 & 2: Pitch	Christmas Play	Music Express: Weather Year 1 & 2: Exploring sounds		Music express: Our land Year 2: Exploring sounds	Playing a musical instrument.
	 <p> Know what pitch is and that it can rise and fall. Know the difference between pitch and dynamics (volume). Know how to read pitch through graphic symbols. Know pitched and unpitched percussion sounds. Know a piece of orchestral music. Know what an ostinato is and how it can accompany a song. Know how to sing with expression. Know how to perform a rising pitch sequence. </p>		<p> Know what dynamics, duration and timbre is and how to create it with voices, body percussion and instruments. Know how to improvise a piece of music. Know what a sequence of sounds (structure) is, in a piece of music. Know a chant. Know what a rhythm pattern is. Know how to accompany a song. Know how to compose music. Know how to perform a rhyme. </p>			 <p> Know what timbre and texture are. Know ways of producing sound. Know how to evaluate composition. Know how to rehearse and refine for a performance. </p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Physics	Biology	Biology			Biology
	Seasonal Change (taught through Forest School)	Humans	Animals			Plants (taught through Forest School)
	Key knowledge Know the seasons and know about the type of weather in each season.	Key knowledge Know why exercise and a balanced diet are important for humans. Know the basic stages in a life cycle for humans.	Key knowledge Know how to classify a range of animals by amphibian, reptile, fish, birds. Know and classify animals by what they eat (carnivore, herbivore, omnivore) Know how to sort by living and non living.			Key knowledge Know and name a variety of common wild and garden plants. Know and name petal, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree.
Working scientifically <u>Observations over time</u> Know how to observe closely, using simple equipment. <u>Pattern seeking</u> Know how to use observations and ideas to suggest answers to questions.	Working scientifically <u>Research using secondary sources</u> Know how to ask simple questions and recognize that they can be answered in different ways. <u>Grouping and classifying</u> Know how to identify and classify.	Working scientifically <u>Grouping and classifying</u> Know how to identify and classify. <u>Pattern seeking</u> Know how to gather and record data to help in answering questions.	Working scientifically <u>Observations over time</u> Know how to observe closely, using simple equipment. Know how to use observations and ideas to suggest answers to questions. <u>Comparative and fair testing</u> Know how to perform simple tests.	Working scientifically <u>Research using secondary sources</u> Know how to ask simple questions and recognize that they can be answered in different ways. <u>Pattern seeking</u> Know how to gather and record data to help in answering questions. Know how to perform simple tests. <u>Comparative and fair testing</u> Know how to perform simple tests.	Working scientifically <u>Observations over time</u> Know how to perform simple tests. <u>Grouping and classifying</u> Know how to identify and classify.	
Engage	Season investigation	Real life heros-dress as your real life hero-talks from parents?	Zoolab	Local walk	Pirate workshop	Upnor castle
Innovate	Make a puppet	Make my own superhero comic	Produce a placard on the environment	Photographic display	Make treasure maps	Build a castle
Express	Put on a puppet show	Publish my comic	Stage an information march in the playground	Invite year 3/4 to see our photos	Pirate party	Display our castles for the parents
Visits/ Enrichment			Zoolab	Local walk	Pirate workshop	Upnor castle



LKS2

Cycle B



LKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Leaf it to Nature	Secrets of the Stone Age Forest School	Hola!	Tudor Town Takeover	Rolling on the River	
Enquiry		Is home where the heart is?	Do you have to travel far to experience culture?	Can money and power make you a better person?	Is change always a good thing?	
Concepts		Community, home, design, form, belonging	Culture, time, space and place, pattern, wellbeing	Class, power, morals, identity, wealth	Force, environment, movement, connections, change	
English	Varmints Writing to entertain	The Stolen Spear How Santa really works Writing to entertain Writing to inform	The Comet Writing to entertain Writing to Persuade	The King who banned the Dark Writing to entertain Writing to persuade Poetry	A River Writing to entertain Poetry	Once upon a raindrop Writing to entertain Writing to inform
Maths	Addition and subtraction Multiplication and Division	Number Addition and Subtraction	Multiplication and Division Measures and money	Data handling Time Fractions	Fractions and Decimals Shape and Position	Consolidation

History Geography		Coverage: Stone Age to Saxons	Coverage: Europe	Coverage: Tudors	Coverage: Rivers
		<p>Know where stone age, Bronze age, iron age, Saxons and Romans fit into a timeline of British history. Know that a timeline can be divided into BC and AD. Know the key features of settlements over different time periods. Know Saxon place names. Know that the Saxons created regions within Britain. Know how Iron age, Stone Age, Roman and Saxon communities have influenced the local area and how it has changed. Know what the Roman technologies were brought to British settlements.</p>	<p>Know the human and physical features of a place in Europe and where I live. Know how to use maps and atlases to locate places. Know how to use atlases and maps to locate human and physical features. Know about the Spanish culture and perspectives. Know how the environment affects tourism, and vice versa. Know about the significance of time zones and the Greenwich meridian.</p>	<p>Know events that happened during the Tudor period. Know where the Tudors fit into a timeline of British history. Know how the Tudors changed Britain through war, religion and public services. Know how to sequence Tudor figures on a timeline using dates. Know the Tudor monarchs and their significance to British history</p>	<p>Know the physical geography of rivers and how they are formed. Know the water cycle consists of evaporation, condensation, precipitation, groundwater and run off. Know how to use maps to find out about the physical and human features and activities around rivers. Know how to use symbols, colours and keys to read maps. Know how to take notes and sketches of geographical observations. Know the impact of human activities on rivers. Know how rivers impact people's way of life. Know the names and be able to locate counties, cities and geographical regions of the United Kingdom. Know how to identify key topographical features. Know how to identify land-use patterns over time.</p>

LKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Aspect: Biology		Aspect: Physics	Aspect: Physics	Aspect: Chemistry	
	Theme: Plants and animals		Theme: sound	Theme: Light and dark	Theme: States of matter	
	Coverage: Basic Structures and functions, Life cycle and transportation of water, Classification of plants and animals		Coverage: Sound Vibrations, Pitch and volume	Coverage: Reflections/ Shadows	Coverage: Solids, liquids and gases	
	Know the function of different parts of flowering plants and trees. Know how water is transported within plants. Know the plant life cycle, especially the importance of flowers. Know that classification keys group, identify and name living things. Know how changes to an environment could endanger living things.		Know how sound is made associating them with vibrating. Know how sound travels from a source to our ears Know the correlation between pitch and the object producing the sound. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source.	Know that dark is the absence of light. Know that light is needed in order to see and is reflected from a surface. Know and demonstrate how a shadow changes shapes. Know about the danger of direct sunlight and describe how to keep protected.	Know the temperature at which materials change state. Know the part played by evaporation and condensation in the water cycle. Know about and explore how some materials can change state. Group materials based on their state of matter.	
	Working scientifically <u>Observations over time</u> Know 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. <u>Research using secondary sources</u> Know how to ask relevant questions and use different types of scientific enquiries to answer them. <u>Grouping and classifying</u> Know how to gather, record, classify and present data in a variety of ways to help in answering questions.		Working scientifically <u>Pattern seeking</u> Know how to identify differences, similarities or changes related to simple scientific ideas and processes. <u>Comparative and fair testing</u> Know how to set up simple practical enquiries, comparative and fair tests.	Working scientifically <u>Comparative and fair testing</u> Know how to set up simple practical enquiries, comparative and fair tests. <u>Observations over time</u> Know 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. <u>Pattern seeking</u> Know how to identify differences, similarities or changes related to simple scientific ideas and processes.	Working scientifically <u>Observations over time</u> Know 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. <u>Research using secondary sources</u> know how to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <u>Grouping and classifying</u> Know how to gather, record, classify and present data in a variety of ways to help in answering questions.	

LKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art/DT	Coverage: Drawing (Texture, line, shape, space)	Coverage: Shell structures	Coverage: Other art form (Colour, pattern)	Coverage: Sculpture Patterns, textures, shape, form	Coverage: Mechanics – pneumatics, Levers and linkages	
	<p>Know that ideas can be explored by sketching.</p> <p>Know that charcoal, pastels, pencils and pens can be used to draw.</p> <p>Know how to use hatching and cross hatching to show tone and <i>textures on drawing</i>.</p> <p>Know how to identify areas of shadow and light and blend tones accurately.</p> <p>Know how architects draw.</p> <p>Know different pencil grades and select these for purpose.</p>	<p>Know how to construct strong, stiff shell structures.</p> <p>Know how to use nets of cubes and cuboids, and more complex shapes.</p> <p>Know and use technical vocabulary.</p> <p>Know what a design criteria is and use to generate ideas.</p> <p>Know how to evaluate shell structures created by famous architects.</p> <p>Know how to use annotated sketches and prototypes to design.</p> <p>Know how to use the tools to measure, mark out, cut, score, shape and assemble.</p>	<p>Know about the work of <i>Okuda and use their practices and disciplines for own work</i>.</p> <p>Know how to create pattern.</p> <p>Know how to use colour to create pattern.</p>	<p>Know about famous sculptors and their practices and techniques.</p> <p>Know that own ideas can be explored through sketching.</p> <p>Know sculptures can be made with clay, plasticine, Modroc, wire, stone and wood.</p> <p>Know how to <i>shape, form, model and construct using both malleable and rigid materials</i>.</p> <p>Know joining techniques.</p> <p>Know how to create surface <i>patterns and textures in a malleable material by using tools</i>.</p>	<p>Know how lever and linkage mechanisms work.</p> <p>Know what fixed and loose pivots are.</p> <p>Know and use technical vocabulary.</p> <p>Know how to use annotated sketches and prototypes of develop, model and communicate ideas.</p> <p>Know how to create and use design criteria, focusing on the needs of the user.</p> <p>Know famous engineers used mechanisms to shape the world.</p> <p>Know how to investigate and analyze products that use mechanisms.</p> <p>Know how to evaluate product against design criteria.</p> <p>Know how to how to use tools to cut, shape and join materials and components.</p> <p>Know how to use finishing techniques</p> <p>Know how to order main stages of making.</p> <p>Know how pneumatic mechanisms work.</p>	

Music	Music Express— Singing Spanish Year 4: pitch	Singing—Christmas	Music Express— Buildings Year 3:Beat	Recorders Tuned instrument	Music Express—Environment Year 3&4: composition
	<p>Know how to singing in groups.</p> <p>Know how to repeat rhythms.</p> <p>Know how to create descriptive music.</p> <p>Know how to sing in a minor key.</p> <p>Know how to sing in two parts with accompaniment.</p> <p>Know how to combine tuned percussion, untuned percussion, and singing.</p>		<p>Know that music can be organised in sequences and layers .</p> <p>Know simple rhythms within a steady beat.</p> <p>Know how to combine rhythms in layers</p> <p>Know how to create musical structure.</p>	<p>Know what pentatonic melodies are.</p> <p>Know what a pentatonic scale is.</p> <p>Know how to compose and notate a pentatonic melody.</p> <p>Know examples of Tudor music,</p> <p>Know and recall sounds from Tudor music.</p>	<p>Know how to sing in two-part harmony.</p> <p>Know how to accompany a song with a melodic ostinato.</p> <p>Know what timbre is.</p> <p>Know what ternary form is.</p> <p>Know what a rondo structure is.</p> <p>Know how to accompany a song with drone and ostinato on tuned percussion.</p> <p>Know the descriptive music of two major composers.</p> <p>Know how to compose a piece of music.</p> <p>Know what timbre is and how it can be combined to accompany a song.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE (TGTA Scheme of Work from PSHE Association)	Health and wellbeing: What strengths, skills and interests do we have?	Relationships: How do we treat each other with respect?	Health and wellbeing: How can we manage our feelings?	Living in the wider world: How can our choices make a difference to others and the environment?	Health and wellbeing: How can we manage risk in different places?	
	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships;</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R27. about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>H45. that female genital mutilation is against British law, what to do and whom to tell if they think they or someone they know might be at risk²</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H37. reasons for following and complying with regulations and restrictions; how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places and firework safety; safe use of digital devices when out and about</p> <p>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</p> <p>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</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter whom they do not know</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 personal safety</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	
Spanish	Greetings and meetings, Numbers to 20		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	Networks and digital devices 3.1 Connecting computers	Creating media Desktop Publishing 3.5	Networks and computing systems 4.1 The internet	Creating media Photo editing 4.5	Soundscape for a river 3.3 Sequencing sounds	Programming A 4.3 Repetition in shapes
	Know how digital devices function. Know what input and output devices are. Know how digital devices can change the way that we work. Know that computer network can be used to share information. Know how digital devices can be connected. Know the physical components of a network.	Know how different layouts can suit different purposes. Know that text and images convey information. Know that how to edit text and layout. Know how to change page settings. Know how to add content to a desktop publishing publication. Know the benefits of desktop publishing.	Know that networks physically connect to other networks. Know that networked devices make up the internet. Know websites can be shared via the World Wide Web (WWW). Know how content can be added and accessed on the World Wide Web (WWW). Know how the content of the WWW is created by people. Know consequences of unreliable content.	Know that the composition of digital images can be changed. Know that colours can be changed in digital images. Know what cloning is. Know that images can be combined and how to combine them. Know changes that can improve an image.	I know what Scratch is. Know that that commands have an outcome. Know that a program has a start. Know that a sequence of commands can have an order. Know that a project's appearance can be changed. Know how to create a project from a task description.	Know that accuracy in programming is important. Know how to create a program in a text-based language. Know what 'repeat' means. Know how to modify a count-controlled loop to produce a given outcome. Know how to decompose a task into small steps. Know how to create a program that uses count-controlled loops to produce a given outcome.
	Internet Safety: Self image and identity	Internet Safety: Online relationships	Internet Safety: Online reputation	Internet Safety: Online bullying	Internet Safety: Health, wellbeing and life style	Internet Safety: Managing online information

RE	Why is the bible important for Christians today? Believing	What does it mean to be a Christian in Britain today?	Why are festivals important to religious communities?	What do different people believe about God?	What can we learn from religions about deciding what is right and wrong?
	Know some Bible stories that inspire Christians. Know at least two ways Christians use the Bible in everyday life. Know what Christians believe. Know why Christians use the Bible today. Know some ways Christians say what God is like, with examples from the Bible. Know why humans do bad things and how people try to put things right.	Know what Christians have and do in their families and at church to show their faith. Know what Christians do to show their faith linked to Christian beliefs and teachings. Know some ways in which Christians express their faith through hymns and modern worship songs. Know why being a Christian is a good thing in Britain today, and why it might be hard sometimes. Know how Christians and people of other faiths help others.	Know Christian, Hindu and Muslim festivals. Know the stories behind festivals. Know what happens in at least two festivals. Know what matters most to believers in festivals.	Know the beliefs about God that are held by Christians, Hindus and/or Muslims. Know stories from sacred texts about people who encountered God Know ways in which Christians Hindus and/or Muslims describe God. Know why having a faith or belief in something can be hard. Know how it makes a difference in people's lives to believe in God.	Know some rules for living in religious traditions Know at least two teachings from religions about how to live a good life. Know examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Know stories of temptation and why people can find it difficult to be good. Know ways in which some inspirational people have been guided by their religion. Know their own and others' ideas about how people decide about right and wrong.



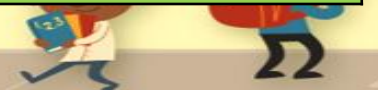
LKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	Invasion - Netball	Gymnastics Swimming	OAA Swimming	Net and wall—Tennis Dance	Athletics	Striking—Cricket Field??
	Know tactics in defence or attack to make it difficult for the opposition. Know the demands of different positions to support both attack and defence. Know recognised passes in isolation. Know the basic rules of recognised games e.g. hockey or football. Know how to work as a team to attack and score in defined areas.	Know how to use different pathways, directions and shapes. Know how to create smooth transitions and flow in sequence. Know how to build strength and flexibility to shapes and actions. Know how to adapt sequences. Know a range of floor exercises.	Know how to plan and revise strategies to solve problems. Know the acquired skills to create maps and directions. Know how to lead others and be led. I can work with others to solve problems.	Know how to score a game. Know different types of shots on both sides of the body. Know how to serve. Know how to use a racquet. Know the rules of tennis. Know how to return a ball over a net. Know basic defensive tactics.	Know how to link running and jumping activities. Know how to throw a variety of objects with some accuracy using different recognised throws. Know the differences between sprinting and running speeds over a variety of distances. Know how to recognise improvements needed when running, jumping and throwing.	Know the basic rules of games such as rounders and cricket. Know that a fielder returns the ball to the bowler/base effectively. Know the ready position to catch the ball. Know how to bowl. Know how to identify what is going well and what needs improving.
		Know how to swim competently, confidently and proficiently over a distance of at least 25 metres Know a range of strokes Know how to perform safe self-rescue in different water-based situations	Know how to swim competently, confidently and proficiently over a distance of at least 25 metres Know a range of strokes Know how to perform safe self-rescue in different water-based situations	Know how to create a structure of a dance. Know how to use dynamics. Know how to show rhythm and style Know how to use props. Know how to improvise dances, Know how to use a theme to improvise a dance. Know how to express moods, feelings and themes in a dance.		

Engage	Plant Party (give chn plant to decorate, they plant seed, take home to look after and then competition who can look after their plant the best)	Dartford Museum/ Local Walk	Scrap Book (create scrapbook page about themselves)	History off the Page – Tudors / Tudor Day X1 day History off the Page (book New Hall) X1 day Tudor Day we plan (look at previous years plan)	River Trip ?? Not sure where	
Innovate	Competition of plant growing	Create own shell structure home	Find out about Spanish culture	Make their own Horrible Histories sketch	Make a model of a river with labelled features	
Express	Sharing results of competition of plants	Share with KS1	Fiesta! Spanish party/ Dress Spanishy (wear red and yellow)	Share their Horrible Histories sketches	Share our river models	
Visits Enrichment	Christmas Carol Concert at Christchurch	Dartford Museum Drama Geezers		History off the Page	River Trip ?? Not sure where	

UKS2 Cycle B



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Space Race	South America	Planet Protectors	Crime and Punishment	Scream Machine	
Concepts	Beauty influence, media, movement, belief	culture, creativity, origins	Sustainability, responsibility	Relationship, democracy, justice, information, change	Trust, space and place, environment, systems, development	
Enquiry	Why is everyone so interested in space?	How does South American culture differ from British culture?	Why is helping the environment our responsibility?	What is our idea of Justice? Is Democracy the fairest way to live?	How do theme parks get designed and made?	
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	Cosmic— Writing to Entertain	The explorer— Writing to Entertain	Floodland—writing to persuade	The Highwayman—Writing to entertain	Macbeth—writing to inform	The Nowhere Emporium— Writing to discuss
History Geography	Coverage: Space race	Coverage: Rainforests, South America		Coverage: Anglo Saxons, Vikings and beyond	Coverage: Space and scale	
	<p>Know about how the space race impacted the world.</p> <p>Know what conspiracy means.</p> <p>Know that sources of information can be reliable or not.</p> <p>Know how to construct informed responses using carefully selected information.</p>	<p>Know environmental regions, countries and major cities in South America.</p> <p>Know the biome and vegetation belt of rainforests.</p> <p>Know how the characteristics of South America compare to those in the UK.</p> <p>Know about the distribution of natural resources such as gold, silver, copper, iron ore, tin, and petroleum.</p> <p>Know how to use digital mapping tools, such as Google Maps, to explore South America.</p> <p>Know how to use basic data analysis skills to present findings.</p>	<p>Know about renewable energy sources such as solar, wind, and hydro power, <u>and their potential to reduce and mitigate.</u></p> <p><u>Know strategies to reduce greenhouse gas emissions.</u></p> <p><u>Know the causes of global environmental issues and how they impact the us.</u></p>	<p>Know where the Anglo Saxons, Vikings and other time periods fit into a timeline of British history.</p> <p>Know some of the laws of the Anglo Saxons and Vikings.</p> <p>Know methods of corporal and capital punishment in the Anglo Saxons and Viking period.</p> <p>Know about law and punishment during other time periods.</p> <p>Know what parliament is.</p> <p>Know how law and order impacts people.</p>	<p>Know how to use grid references and compass directions to find out about the UK and wider world.</p> <p>Know how to use Ordnance Survey maps to describe features of the UK.</p> <p>Know how to identify changes over time.</p> <p>Know how to measure and record findings about the human and physical features of a place.</p>	

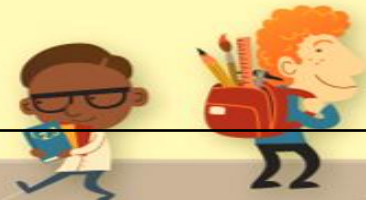
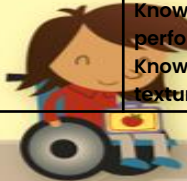


UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Aspect: Physics	Aspect: Biology		Aspect: Chemistry	Aspect: Physics	
	Theme: Earth and Space	Theme: Animals and their habitats		Theme: Properties and changes in materials	Theme: Forces	
	<p>Know about and explain the movement of the Earth and other planets relative to the sun.</p> <p>Know about and explain the movement of the moon relative to the Earth.</p> <p>Know and demonstrate how night and day are created.</p>	<p>Know the life cycle of different living things.</p> <p>Know the differences between life cycles.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p> <p>Know how to classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>Know how living things have been classified.</p> <p>Know why classifying plants and animals in a specific way.</p> <p>Know the stages of growth.</p>		<p>Know how to group materials based on their properties, and response to magnets.</p> <p>Know and explain how a material dissolves to form a solution.</p> <p>Know and show how to recover a substance from a solution.</p> <p>Know and demonstrate how some materials can be separated.</p> <p>Know and demonstrate that some changes are reversible and some are not.</p> <p>Know how some changes result in the formulation of a new materials and that this is usually irreversible.</p>	<p>Know what gravity is and its impact on our lives.</p> <p>Know the effect of air and water resistance.</p> <p>Know the effect of friction.</p> <p>Know how levers, pulleys and gears allow a smaller force to have a greater effect.</p>	
<p>Working scientifically</p> <p>Research using <u>secondary sources</u></p> <p>Know how to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Pattern seeking</u></p> <p>Know how to use test results to make predictions to set up further comparative and fair tests.</p>	<p>Working scientifically</p> <p>Research using <u>secondary sources</u></p> <p>Know how to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Pattern seeking</u></p> <p>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.</p> <p><u>Grouping and classifying</u></p> <p>Know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>		<p>Working scientifically</p> <p><u>Comparative and fair testing</u></p> <p>Know how to plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.</p> <p><u>Grouping and classifying</u></p> <p>Know how to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p><u>Observations over time</u></p> <p>Know how to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p>	<p>Working scientifically</p> <p><u>Comparative and fair testing</u></p> <p>Know how to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><u>Pattern seeking</u></p> <p>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</p>		



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	Creating media Webpage creation 6:2	Data and information Fact file databases 5.4	Create a quiz 5.6 Selection in Quizzes	Creating media Introduction to vector graphics 5.5	Computing systems Systems and searching 5.1	6.6 Creating different elements for a theme Sensing
	Know the structure of a website. Know how to plan the features of a web page. Know about ownership and use of images (copyright) within a website. Know the need to preview pages. Know the need for a navigation path. Know the implications of linking to content owned by other people.	Know how to use a form to record information Know how paper and computer-based databases differ. Know how you can answer questions by grouping and then sorting data. Know that tools can be used to select specific data. Know that computer programs can be used to compare data visually. Know how a real-world database can be used to answer questions.	Know how selection is used in computer programs. Know that a conditional statement connects a condition to an outcome. Know how selection directs the flow of a program. Know how to design and create a program that uses selection. Know how to evaluate my program.	Know that drawing tools can be used to produce different outcomes. Know create a vector drawing by combining shapes To use tools to achieve a desired effect. Know that vector drawings consist of layers. Know how to group objects to make them easier to work with.	Know that computers can be connected together to form systems. Know the role of computer systems in our lives. Know how to use a search engine Know how search engines select results. Know how search results are ranked Know why the order of results is important, and to whom.	Know how to create a program to run on a controllable device. Know that selection can control the flow of a program. Know how to update a variable with a user input Know how to use an conditional statement to compare a variable to a value. Know how to design and develop a project that uses inputs and outputs on a controllable device.
	Internet Safety: Self image and identity	Internet Safety: Online relationships	Internet Safety: Online reputation	Internet Safety: Online bullying	Internet Safety: Health, wellbeing and life style	Internet Safety: Managing online information

Music	Music Express—solar system	Music express—life cycles	Music Express—At the movies
	Know about the sound of the whole tone scale. Know the musical dimension within a piece of music. Know how to perform a song with attention to tone and phrasing Know how to create a musical background. Know musical vocabulary. Know what dynamics and texture is. Know a melodic ostinato using staff notation. Know techniques of performing rap. Know a song with complex texture.	Know how to sing in two and three parts. Know how to read a melody in staff notation Know how to accompany a song with tuned and untuned instruments. Know how to combine vocal sounds and instruments in four parts. Know how to combine sounds to make a structure. Know how to make musical effects using contrasting pitch. Know about the music of an early opera Know how to create descriptive music. Know an awareness of audience is needed during a performance.	Know how to interpret notation Know how to use a storyboard to structure sounds Know how sound effects and music are used in film Know how to compose suitable sound effects for film Know how to create music for film Know the effects of changing tempo Know importance of rehearsing.



UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art DT	Coverage: Drawing Form, Space, Line, shape	Coverage: Combining different fabric Food – designing a south american snack?		Coverage: Painting Colour	Coverage: Other art form Pattern and texture	Coverage: Mechanics Cams, pulleys and gears
	<p>Know that own ideas can be explored through sketching.</p> <p>Know how to draw <i>shapes</i> from different angles.</p> <p>Know how perspective can show focal and horizon.</p> <p>Know about the placement and size of objects in a picture.</p> <p>Know how to depict movement and dynamics.</p>	<p>Know how to carry out surveys, interviews and questionnaires to give information for ideas.</p> <p>Know how to develop ideas through templates and pattern pieces.</p> <p>Know a 3D textile product can be made from a combination of pattern pieces, fabric shapes and different fabrics.</p> <p>Know that fabrics can be strengthened and reinforced.</p> <p>Know and select materials, tools and equipment that can be used to combine fabrics.</p> <p>Know how to work within constraints of time, resources and costs.</p> <p>Know key events and individuals in textiles have shaped South American design</p> <p>Know how to investigate South American design and link this to final product.</p> <p>Know how to consider the views of others to improve work.</p>		<p>Know about Banksy and how he creates his work.</p> <p>Know that own ideas can be explored through sketching.</p> <p>Know that acrylics, oil, water colours can be used to create visually interesting pieces.</p> <p>Know the language of hue, tint, tones, shades.</p> <p>Know primary and secondary create complementary and contrasting colours.</p> <p>Know that colours can be mixed to represent moods, feelings, thoughts and events.</p>	<p>Know about Cheryl Sorg and how she creates her work.</p> <p>Know how to create pattern and texture.</p>	<p>Know how cams can produce different types of movement.</p> <p>Know that mechanical systems have input, process and an output.</p> <p>Know and use technical vocabulary.</p> <p>Know that gears and pulleys can be used to speed up, slow down or change direction of movement.</p> <p>Know how to develop a design specification.</p> <p>Know how to communicate ideas through exploded diagrams.</p> <p>Know how to compare the final product to the design specification.</p> <p>Know how to select tools and equipment to make a well finished and accurately assembled product.</p>

PE	Net and wall—Tennis Cross-country running	Invasion – Netball Dance	Gymnastics	OAA Swimming	Athletics – field? Swimming	Striking – Cricket – field? Swimming catch up
	<p>Know scoring systems</p> <p>Know where one should stand on the court.</p> <p>Know modified games where you send over a ball/shuttle.</p> <p>Know a variety of shots including forehand, backhand and overarm</p> <p>Know how to control a ball when returning.</p> <p>Know how to serve.</p>	<p>Know a variety of techniques for passing, controlling, dribbling and shooting the ball in games.</p> <p>Know different positions and their role.</p> <p>Know how to catch, stop and control the ball and can track and control a rebound from a shot.</p> <p>Know rules for a game.</p> <p>Know language to explain my attacking and defensive play.</p> <p>Know strategies to attack & defend .</p>	<p>Know complex sequences with shapes, actions and balances.</p> <p>Know what clarity, fluency, accuracy and consistency in my movements and transitions looks like.</p> <p>Know actions that relate to music.</p> <p>Know how to make up sequences to perform to an audience.</p>	<p>Know how to play a role in problem solving.</p> <p>Know how to communicate using code.</p> <p>Know written descriptions to identify objects.</p> <p>Know how to use information given by others to complete a task.</p> <p>Know how to evidence results and keep score.</p>	<p>Know how to run in part of a relay team.</p> <p>Know how to run up to a jump.</p> <p>Know a range of throwing actions.</p> <p>Know the difference between good and poor performances.</p>	<p>Know how to hit a ball to maximise the likelihood of scoring runs.</p> <p>Know how increased flexibility and power is an advantage, Know a variety of shots.</p> <p>Know how to track the flight of a ball to increase catching success.</p>
		<p>Know dances from different cultures</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</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 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>

UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE (TGTA Sche me of Work from PSHE Assoc iation)	Health and wellbeing: How can we keep healthy as we grow?		Living in the wider world: What decisions can people make with money?	Living in the wider world: What jobs would we like?	Relationships: How can friends communicate safely?	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)
	<p>H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle 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 H5. about what good physical health means; how to recognise early signs of physical illness 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. 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 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 H11. how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H40. about the importance of taking medicines correctly and using household products safely, 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 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>		<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers</p>	<p>R1. to recognise that there are different types of relationships R18. to recognise if a friendship is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R24. how to respond safely and appropriately to adults they may encounter whom they do not know R26. about seeking and giving permission in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>All: 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 R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different 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</p> <p>Year 6 only Sex Education: Lesson 1- Conception through sexual intercourse Lesson 2- Birth, IVF & twins</p>

UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Why do some people believe God exists? (C H or M)	WWJD? Can we live by Jesus' values in the 21st century?	What does it mean to be a Muslim in Britain today?	If God is everywhere, why go to a place of worship? (C H J)	Green religion? What do religious and non religious world views teach us about caring for the world?	
	Know the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. Know why a Christian believes in God and one why an atheist does not. Know what a Christian's understanding of what God is like. Know the impact of believing or not believing in God on someone's life.	Know the link between some of Jesus' teachings and the way Christians live today. Know the importance of values to live by. Know Jesus' teaching on how his followers should live. Know two of Jesus' parables and say what they might teach Christians about how to live Know the impact Jesus' example and teachings might have on Christians today. Know what Jesus would do in relation to a moral dilemma from the world today.	Know the Five Pillars of Islam and how these affect the everyday lives of Muslims. Know three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. Know Muslim practice of the Five Pillars Know what Muslims believe about God and the Prophet Muhammad. Know the significance of the Holy Qur'an to Muslims. Know the forms of guidance a Muslim uses. Know the key functions of the mosque.	Know some key features of places of worship. Know what believers say and how they feel about their places of worship. Know the most important functions of a place of worship for the community. Know how places of worship support believers in difficult times. Know the importance of people in a place of worship, rather than the place itself.	Know some key environmental problems and some key religious teachings about the Earth. Know examples of green religious practice. Know two examples of religious projects seeking to have an environmental impact. Know about beliefs about the earth and activist behaviour in different religions. Know the challenges facing the planet and responses from different religions. Know about the kinds of collaboration, activism and commitment needed to 'save the Earth'.	

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

Engage	Astrodome visit	Find out about S America/ Experiencing culture	Dartford is destroyed in a disaster—what would we do? Survival skills	Crime Scene Investigation	Trip to HoP Y5 Democracy day	Trip to Dreamland
Innovate	Where should NASA explore next and how?	Plan a carnival	What can we do to improve the environment?	Court case	Plan a charity event	Prototypes & adverts for a new theme park
Express	Space Race—presentation	Carnival	Climate change rally	Letter to parliament on our views of the current justice system	Hold Charity event	Museum of our new theme parks
Visits Enrichment	Astrodome visit	Invite parents to the carnival	Forest School trip	Visit to tower of London		Trip to Dreamland

