Curriculum Map

CORPUSTY PRIMARY

	Autumn 1 half term	Autumn 2 half term	Spring 1 half term	Spring 2 half term	Summer 1 half term	Summer 2 half term
EYFS Vehicle	Under the Sea	Seasons	Time Machine	Once upon a time	Let's celebrate	Pirates
EYFS	Snail and the whale The Emperors Egg	Stickman	Traction Man	The Jolly Postman		

Communication and Language underpins all areas of learning in EYFS:

Through all strands of learning children will be encouraged and provided with opportunities to develop listening and attention, understanding and speaking skills:-

Listening, Attention and Understanding: Listen attentively in a range of situations. Listening to stories, anticipating events, responding to what they hear. While engaged in another activity be encouraged to give their attention to what others say and respond appropriately, Follow instructions involving several ideas or actions and answer how and why questions

Speaking: Express themselves effectively. Use past, present and future forms accurately when talking.
Develop their own narratives and explanations by connecting ideas or events.

Physical Development: **Fine Motor:** Developing fine skills, handling tools, holding a pencil, forming recognisable letters. **Gross Motor:** jumping off objects and landing appropriately, negotiating space, travelling with confidence Multiskills– develop co-ordination in large and small movements, moving confidently in a range of ways Self-care needs – building independence to clean and look after themselves. Including dressing independently for P.E. and outdoor classroom uniform. Practise appropriate safety measures without direct supervision.	**Physical Development:** **Fine Motor:** Further develop fine motor control – to handle tools including pencils for writing and scissors effectively. Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. Beginning to be able to write on lines and control letter size. **Gross Motor:** – Gymnastics- experiments with different ways of moving, jumping and landing. Dance - moving confidently in a rage of ways, safely negotiating space. Self-care needs – building independence to clean and look after themselves. Including dressing independently for P.E. and outdoor waterproofs. Healthy eating – talk about ways to keep fit healthy and exploring how our bodies change.	**Physical Development:** **Fine Motor:** Further develop fine motor control – to handle tools including pencils for writing and scissors effectively. Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. Beginning to be able to write on lines and control letter size. **Gross Motor:** develop co-ordination in large and small movements, moving confidently in a range of ways Outdoor Team Games – races, throwing, catching, jumping. Healthy eating – talk about ways to keep fit healthy and can make healthy choices in relation to, healthy eating and exercise. Exploring how our bodies change

Personal, social and emotional development: Becoming familiar with a new classroom environment and new routines. **Making new friends and forming positive**	**Personal, social and emotional development:** **Building relationships , developing self regulation and managing themselves is embedded across our daily planning across the EYFS curriculum: Weekly PSED lessons focus on a particular theme and promote health and well-being as well as a focus on the 5 Ways to Wellbeing.** **Building relationships** - Encourage and provide opportunities for children to play co-operatively, take turns, and listen to each other. Through modelled play, role play activities and circle time encourage children to be sensitive to other children's needs and feelings and form positive relationships with other children and adults in school.

	relationships with familiar adults in school. Being able to explain things we enjoy, what we need and things we dislike. **Following rules, routines and being aware of boundaries in and around school.**	**Managing self**- Children will be encouraged on a daily basis to engage in new activities. Speak in a familiar group, talk about ideas they have and select the resources they need to complete an activity when playing with their peers. Ask other children and adults in school for help when it is needed. **Self Regulation**- Become familiar with feelings and talk openly about how they and others are feeling. Talk about their behaviour and know that some behaviour is unacceptable Follow class and school rules and adjust their behaviour to different situations.				
	Literacy **Reading/Phonics:** **Floppy Phonics** **Stage 1** Rhyme/ alliteration Environmental sounds **Stage 1 +** Teach letter name, sound and formation s, a, t, p i n, m, d g, o, c, k, ck **Oral segmenting and blending for reading** Reading simple CVC words **Writing:** Oral blending and segmenting for spelling **Oral retelling of stories** Giving meaning to marks as we draw, write and paint **Using some clearly identifiable letters to communicate meaning** Writing simple CVC words **Writing own name and other simple labels**	**Literacy** **Reading/Phonics:** **Floppy Phonics** **Stage 1+** Teach letter name, sound and formation e, u, r, h, b, f, ff, l, ll, le, ss **Stage 2** j, v, w, x, y, z, zz **Oral segmenting and blending for reading and spelling** **Writing:** **Using some clearly identifiable letters to communicate meaning** Writing simple CVC words **Writing own name, simple labels and attempting to write short sentences in meaningful contexts**	**Literacy** **Reading/Phonics:** **Floppy Phonics** **Stage 2** Teach digraphs and trigraphs qu, ch, sh, th, ng, dge, ve, wh, cks, tch, nk **Stage 3** ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, er, ue, ue, ure, ture **Writing:** Use knowledge of phonics to write words in ways which match sounds. **Spell some common irregular words** Write sentences that can be read by themselves and others	**Literacy** **Reading/Phonics:** **Floppy Phonics** **Stage 3** Recap writing the correct grapheme for each of the 42 previously taught phonemes Read and spell words with two or more syllables Read and spell words which have adjacent consonants **Writing:** Use knowledge of phonics to write words in ways which match sounds. **Spell some common irregular words** Write sentences that can be read by themselves and others **Some words are spelt correctly and others are phonetically plausible**	**Literacy** **Reading/Phonics:** **Floppy Phonics** Consolidation of Stage 3 and 4 Phonics, focus on application in independent work. **Consolidate reading and spelling tricky words** I, no, the, to, go, into, he, she, we, be, you, are, her, was, all, they, my, said, have, like, so, do, some, come, little, one, were, there, what, when, out **Writing:** Write sentences that can be read by themselves and others **Some words are spelt correctly and others are phonetically plausible** Spell phonically regular words of more than 1 syllable as well as many irregular words **Uses the key features of narrative in own writing.**	**Literacy** **Reading/Phonics:** **Floppy Phonics** Continuation of **consolidation of Stage 3 and 4 Phonics**, and application in **independent work**. Continuation of consolidation of **reading** and **spelling Reception tricky words**. **Year 1 Phonics**, where appropriate. **Writing:** Write sentences that can be read by themselves and others **Some words are spelt correctly and others are phonetically plausible** Spell phonically regular words of more than 1 syllable as well as many irregular words **Uses the key features of narrative in own writing.**

	Maths					
	Understanding the World: All about me – What is special about me? Similarities/differences that distinguish us from others. Talk about members of their immediate family and community. Draw information from a simple map - Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Provide opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Understand that some places are special to members of their community.	**Understanding the World:** Understand the effect of changing seasons on the natural world around them – Autumn & Winter. Investigate Autumn looking around the school environment. Draw children's attention to the weather and seasonal features. Give children opportunities to note and record the weather. Children to go outside to observe the natural world and observe how animals behave differently as the seasons change - hibernation. Children to incorporate this into their play – Mountain Rescue HQ. Recognise that people have different beliefs and celebrate special times in different ways. Hindu festival (Diwali) - festival of light – Compared to how Christians celebrate Christmas. Why are they both celebrated. Know how to operate simple equipment,	**Understanding the World:** Describe what they can see, hear and feel whilst outside. Encourage children to comment on plants and animals that they see. Children to explore the natural world around them and begin to think about how they can care for the world around them. Children to plant and look after plants, think about the parts of a plant and how to keep our plants healthy. Know how to operate simple equipment, Keyboard, telephone and iPads. Use cameras and iPads to take photographs.	**Understanding the World:** Comment on images of familiar situations in the past. Children to look at and discuss photos of familiar situations in the past, such as homes, schools, and transport. Give children opportunities to begin to organise events using basic chronology, recognising that things happened before they were born. Compare and contrast characters from stories, including figures from the past. Why do Christians celebrate Easter? Know how to operate simple equipment, Keyboard, telephone and iPads. Use cameras and iPads to take photographs.	**Understanding the World:** Recognise some similarities and differences between life in this country and life in other countries – India – The Holi Festival. To look at how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. Recognise some environments that are different from the one in which they live. Know how to operate simple equipment, keyboard, telephone and iPads. Use cameras and iPads to take photographs.	**Understanding the World:** Understand the effect of changing seasons on the natural world around them – Spring & Summer. Look at how we keep safe in the sun. Explore the world around them – Children will observe natural processes such as a boat floating on water – Investigate what floats and what sinks – making pirate ships. Investigate different materials and their properties. Know how to operate simple equipment, keyboard, telephone and iPads. Use cameras and iPads to take photographs. Know how to programme a bee bot.

			Keyboard, telephone and iPads. Use cameras and iPads to take photographs.									
	Expressive Arts and Design: Throughout the year children will be encouraged on a daily basis to explore and use a range of media and materials. In class and in our outdoor classroom children will sing songs, make music and dances and experiment with ways of changing them. Children will experiment and play with colours, music and textures. They will use resources and materials such as clay, playdough, gloop, cello tape, string, wool, masking tape, glue and scissors to create models. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.											
Year 1 & 2	Under the Sea		Seasons		Time Machine		Once upon a time		Let's celebrate		Pirates	
	What is so great about the world anyway?	Compassion Responsibility Duty	What is change?	Change/Reform Beauty Faith	How do things progress?	Diversity Love Truth	How does life change?	Happiness Empathy Fairness	What's special in our world?	Belonging Community Faith	How do things develop over time?	Change Responsibility Duty
	Novel/ satellite text	1.The Snail and the Whale 2.The Emperor Penguin	**Novel/ satellite text**	1.Stickman	**Novel/ satellite text**	Traction man is here	**Novel/ satellite text**	Jolly Postman	**Novel/ satellite text**	Zeraffa, Giraffa	**Novel/ satellite text**	Where the Wild Things Are.
	Geography To name, locate and identify the world's continents and oceans. To use basic geographic vocabulary to refer to key physical and human features. To devise a simple map; and use and construct basic symbols in a key. **Key Knowledge:** -The earth has seven continents they are: Asia, Africa, North America, South America, Antarctica, Europe and Australia. -The earth has five oceans: Atlantic, Pacific, Indian, Arctic and Southern oceans. -The coasts of the world measure about 193,000 miles in total. -Coastal areas are also known as shores and sea sides.		**Geography** To identify seasonal and daily weather patterns in the United Kingdom. **Key Knowledge:** -The weather in the United Kingdom can change from day to day. The four seasons have weather patterns. -You can keep a weather diary by measuring the temperature (using a thermometer) and recording your observations -There are changes in weather in each season. -In spring, it is often rainy, and the temperature begins to get warmer. -In summer, the sun is much stronger. The temperature is warmer than in any other season.		**Geography**		**Geography**		**Geography** To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (North Norfolk), and of a small area in a contrasting non-European country (Dehli). **Key Knowledge:** --India is part of the continent Asia. -The United Kingdom is part of Europe. -The capital of India is New Delhi. -Hindi is the main language of India, as well as English! -India is the second largest English-speaking country in the world. -The tallest mountain in the world is Mount Everest, located		**Geography**	

	Key Vocabulary: continent, ocean, sea, country, map, valley, village, city vegetation, soil, **Big Ideas:** Environment, Interconnection, sustainability, Change	-In the autumn, the weather turns chillier, windier and there is often rain. -In the winter, it is often cold and frosty. It has to be freezing cold to snow. -The weather affects what we do and what we wear. **Key Vocabulary:** Climate, Hot, Cold, Equator, weather, Environment, season, weather, seasons, spring, summer, autumn, winter. Observations, temperature, thermometer, United Kingdom **Big Ideas:** Environment, Sustainability, Change, Interconnection			in Nepal which borders with India. -There are 1.380,004,385 people in India to date. This is the world's largest population. There are 67,820,883 people in Britain to date. -India is the seventh largest country in the world. -London has more Indian restaurants that Mumbai or Delhi. -Bollywood films are made in India and include lots of singing and dancing. -The Taj Mahal is in Agra in India. Thousands of people visit the Taj Mahal every day. **Key Vocabulary:** Britain, India, Spices, Ocean, Continent, Atlas, Coast, Forest, Contrast, Mountain, Terrain, Climate. **Big Ideas:** Environment, Sustainability, Change, Interconnection	
	Science Y1/2 **Animals & People**	**Science Y1/2** **Seasons & Weather**	**Science Y1/2** **Materials**	**Science Y1/2** **Plants & Growth**	**Science Y1/2** **Seasons & Weather**	
	Prior Learning (From PLAN Assessment) • Explore natural materials with hands-on exploration • Name and describe people who are familiar to them.	**Prior Learning (From PLAN Assessment)** • Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans) • Explore the natural world around them. (Reception – Seasonal changes) • Describe what they see, hear and feel whilst outside. (Reception – Seasonal changes) • Understand the effect of changing seasons on the natural world around them. (Reception – • Seasonal changes)	**Prior Learning (From PLAN Assessment)** • Use all their senses in hands-on exploration of natural materials. (Nursery - Materials, including changing materials) • Explore collections of materials with similar and/or different properties. (Nursery - Materials, including changing materials) • Talk about the differences between materials and changes they notice. (Nursery - Materials, including changing materials)	**Prior Learning (From PLAN Assessment)** • Plant seeds and care for growing plants. (Nursery – Plants) • Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants) • Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants) • Explore the natural world around them. (Reception – Living things and their habitats) • Recognise some environments that are different to the one in which they live.	**Prior Learning (From PLAN Assessment)** **Prior Learning (From PLAN Assessment)** • Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans) • Explore the natural world around them. (Reception – Seasonal changes) • Describe what they see, hear and feel whilst outside. (Reception – Seasonal changes) • Understand the effect of changing seasons on the natural world around them. (Reception – • Seasonal changes) Autumn 2: • 4 seasons that happen in the same order each year • The weather changes with seasons • The amount of light changes	

				(Reception – Living things and their habitats) •	
	Key Knowledge • Animals are categorised into different groups including fish, amphibians, reptiles, birds and mammals. • Animals have different structures. Some have tails, ears, fur and bones. While others have no bones and scales. • Animals eat different things. There are names for animals based on what they eat. Meat eaters are called carnivores, plat eaters are called herbivores and animals who eat both are called omnivores • The human body is made up of lots of different body parts that each have a special function. For example, eyes for seeing, nose for smelling fingers for feeling, ears for hearing and tongues/mouths for tasting.	**Key Knowledge** • There are four seasons that repeat each year in a particular order: autumn, winter, spring and summer • The weather, the amount of daylight and nature change with the seasons. In the autumn and winter, it is colder and the evenings are dark so we do more activities inside or we have to wrap up warm to go outside! • In autumn, it gets colder, the leaves begin to change colour, some leaves fall to the ground, the days get shorter and the nights get longer. • In the winter, it gets even colder, it can be icy, sometimes it snows, the days are very short and the nights are very long.	**Key Knowledge** • There are many different types of material including wood, plastic, glass, metal, water and rock. • Materials have different physical properties (smooth, rough, transparent, translucent, hard, flexible. • Different materials are used for different things because of their physical properties • Everyday objects can be made of wood, glass, metal, glass, brick, rock, paper or cardboard	**Key Knowledge** • Some trees are green all year while others lose their leaves • Flowering plants have seed/bulb, roots, stem, leaves and a flower • Trees have roots, trunk, bark, branches, leaves and crown • Plants grow from seeds or bulbs and need water, light and a suitable temperature to grow • Plants start as a seed, when its planted it begins to germinate, develop roots, grow a stem, grow leaves and some even flower. • Plants can disperse their own seed so that other plants can grow too.	**Key Knowledge** • Review – there are four different seasons that happen in a cycle (Spring, Summer, Autumn, Winter) • The types of clothes we wear and the activities we can do outside change with the seasons. In the spring and summer, we can spend more time outside and enjoy trips to the beach. • In the spring, it starts to get warmer, the day gets longer, the grass, plants and trees begin to grow. It might be rainy which helps the plants to grow. Flowers like daffodils and tulips spring up • In the summer, it is warm and sometimes hot. The days are very long, and the plants have grown their leaves back and are still green.
	Possible Misconceptions (From PLAN Assessment) • only four-legged mammals, such as pets, are animals • humans are not animals • insects are not animals • all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group • amphibians and reptiles are the same.	**Possible Misconceptions (From PLAN Assessment)** • it always snows in winter • it is always sunny in the summer • there are only flowers in spring and summer • it rains most in the winter.	**Possible Misconceptions (From PLAN Assessment)** • only fabrics are materials • only building materials are materials • only writing materials are materials • the word 'rock' describes an object rather than a material • solid' is another word for hard.	**Possible Misconceptions (From PLAN Assessment)** • plants are flowering plants grown in pots with coloured petals and leaves and a stem • trees are not plants • all leaves are green • all stems are green • a trunk is not a stem • blossom is not a flower.	**Possible Misconceptions (From PLAN Assessment)** • it always snows in winter • it is always sunny in the summer • there are only flowers in spring and summer • it rains most in the winter.

	Key Vocabulary • Amphibian • Reptile • Mammals • Warm-blooded • Cold-blooded • Carnivore • Omnivore	**Key Vocabulary** • Seasons • Autumn • Winter • Spring • Summer • Snow • Sleet • Climate • Environment	**Key Vocabulary** • Material • Hard • Soft • Flexible • Transparent • Translucent • Squash • Stretch • Bend • Twist	**Key Vocabulary** • Plants • Seed • Bulb • Germinate • Roots • Trees • Stem	**Key Vocabulary** • Seasons • Spring • Summer • Growth • Rain • Showers • Sunny • Cycle •	
	Big Idea • Diversity	**Big Idea** • Change	**Big Idea** • Function	**Big Idea** • Change	**Big Idea** • Change	
	Key Scientific Skill • Asking Questions	**Key Scientific Skill** • Observe	**Key Scientific Skill** • Identifying/classifying	**Key Scientific Skill** • Perform simple tests	**Key Scientific Skill** • Record data & use evidence to draw conclusions	
	History	**History**	**History** Changes within living memory. Grandparents/parents memories of toys (reference to Victorian toys for comparison). **Key Knowledge:** -Victorian toys were usually made from wood, metal, paper or China and were mostly hand made. There were no electronic toys. -Modern toys are often made from plastic and now we have electronic toys. -In 1902, the Steiff family started making teddy bears. -We can find out about toys from the past by visiting museums, searching the internet, asking our grandparents and reading information boeoks and story books set in a specific period. -There are many differences between toys from the past and present. -Toys from the past were often unsafe as some were made with sharp edges and from unsafe materials. Now there are strict	**History** To look at the lives of significant individuals in the past who have contributed to national and international achievements. Focus on Queen Elizabeth I and what it means to be a queen. **Key Knowledge:** -Elizabeth I became Queen in 1558 after her sister Mary I died. - Elizabeth I never married. -Elizabeth I supported both the Catholic and Protestant churches. Attendance to church was made compulsory and fines were issued for non-attendance. - Elizabeth I showed her military leadership when King Philip II of Spain sent his Armada to defeat her in 1558. This was a massive victory for the queen. -In 1601 Queen Elizabeth introduced the 'Poor Law' to help poor people with food and clothes. **Key Vocabulary:** Queen, Queen Elizabeth, Elizabethans, Reign, Monarch, Royal, United Kingdom, Achievements, Changes,	**History**	**History** To look at the lives of significant individuals in the past who have contributed to national and international achievements. Local History - Cromer **Key Knowledge:** -Cromer Lifeboat Station was established in 1804 and has been awarded 56 medals for gallantry. -Coxswain Henry Blogg was a local man who became a national hero. -During his 38 years as coxswain, he carried out 387 rescues and helped to save 873 lives. -He was awarded many honours, including three Gold and four Silver Medals from the RNLI, the George Cross for general war service and a British Empire Medal. -To this day, he remains the most decorated person in RNLI history. The first of Henry's medal-winning rescues took place in 1917, when his crew launched four times in 14 hours in a terrible storm.

			rules in place to make sure toys are very safe to play with. **Key Vocabulary:** -Change, Compare, Different, Family, Future, History, Material, Memory, New, Old, Past, Present, Similar, Time **Big Ideas:** Progress	Contributions, Poor Law, Spanish Armada, Church **Big Ideas:** Progress, Power, Kingdom, Religion		-Henry remained as coxswain until he was 74 years old. By that time, he had served a remarkable 53 years on the lifeboat. **Key Vocabulary:** Lifeboat, RNLI, Henry Blogg, Medal, Rescue, George Cross, Coxswain, Hero **Big Ideas:** Progress, Kingdom, Taking Power.
	Art & Design **Seaside Art** **Kapow – Landscapes using different media.** **Key Knowledge**: To understand how landscapes can be represented using a range of different media. To use a range of materials creatively to design and make products - Landscapes using different media. **Artist Study:** Vincent Van Gogh **Key Vocabulary**: viewpoint, watercolour, materials, design, evaluate, pastels, Van-Gogh, light, dark.	**Art & Design** Covered through another vehicle.	**Art & Design** Covered in another Vehicle	**Art & Design** **Kapow – Art and Design Skills.** **Key Knowledge:** To understand that different artists have different interpretation skills. To see how printing can create almost identical images. Developing drawing, design, craft and art appreciation skills: exploring two different printing techniques, using 2D shapes to explore media. **Key Vocabulary:** Printing, 2D, 3D, pattern, texture, design, describe, evaluate	**Art & Design** **Sculpture and Collage** **Key Knowledge:** To know that sculpture can use a variety of varied materials, both natural and man-made. On the theme of the natural world, children create collages, 3D models of creatures and outdoor sculptures. Artist Study – Andy Goldsworthy. **Key Vocabulary:** Collage, sculpture, shape, natural, man-made, photograph	**Art & Design** **Kapow - Formal Elements of art** – **Key Knowledge**: To understand how to mix paint with secondary colours. Exploring shape, line, and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water. **Key Vocabulary:** Shading, colour, mixing, abstract, idea, impression, primary, secondary.
	D & T	**D & T** **Food -** *Smoothie (KAPOW unit)* **Key Knowledge:** To understand where food comes from. To identify if a food is a fruit or a vegetable. Know where plants grow – on trees/vines, above the ground, below the ground.	**D & T** **Textiles -** *Pouches (KAPOW unit)* **Key Knowledge:** Know a range of objects which have been stitched. Know fabric can be joined using different techniques. Know small, evenly spaced stitching Is important to join effectively. **Key Skills:**	**D & T** **Structures** – *Baby bear's chair (KAPOW unit)* **Key Knowledge:** Know what a structure is. Distinguish between manmade and natural structures. Know what stability is. Know low height, flat base, wide base gives stability. Know that materials effect the stability of a structure	**D & T**	**D & T** **Mechanisms and Structures** Pirate ships & moving monsters (including work from KAPOW unit Making a Moving Monster) **Key Knowledge:** Know that some materials float. Know that the shape of a material can make it float. Know the role of levers, linkages and pivots.

		Know which parts of a plant we eat. **Key Skills:** To explore and evaluate a range of existing products. (Shop bought smoothies) To design, make and evaluate. To describe taste, texture, smell and appearance. To compare fruits and vegetables. To select fruits and vegetables for a smoothie. Design own product (smoothie). Communicate their design. Cut fruit and vegetables safely. **Key vocabulary:** Fruit Vegetable Taste Texture Smell Appearance Seed Leaves Root Stem Healthy	Thread a needle Sew using running stitch Create neat evenly sized stitches to join fabric Tie a knot Use a template, pin and cut neatly **Key vocabulary:** Needle Fabric Join Thread Stitches and stitching Template Decorate	Know there are different ways that paper can be folded to make it stronger and stiffer. Know how to make stronger, stiffer and more stable. Know there are a range of ways to join materials and components. **Key Skills:** Measure Test for stability and strength Analyse products for stability Predict strength and stability Design a chair considering stiffness, strength and stability. Communicate design including choice of materials and colour. Select materials and components for product. Join materials. Evaluate their product against design criteria. **Key Vocabulary:** Natural Man-made Materials Components Structure Stability - stable and unstable Strong Stiff Height Base Join		**Key Skills:** Test materials and shapes for floating. Design a pirate ship and moving monster to a design criteria. Make product, evaluate and make changes to improve. Test different levers, linkages and pivots. **Key vocabulary:** Float Sink Materials Shape Mechanical & non-mechanical Linkage Lever Pivot Input Output Width Length thickness
	Music **Key Knowledge: (Yr2 Unit – African Call)** To understand the musical vocabulary pulse and tempo. To explain what pitch and rhythm are. To listen to and recognise instrumentation. To learn African call and response songs. To know how to record own call using notation. To understand how to tell a story through song. To explain what dynamics are. Children will learn to play the glockenspiel. To know how to create a simple composition linked to pitch and tempo Begin to use musical vocabulary to describe music. **Key Vocabulary**: tempo, pulse, pitch and rhythm, different names of instruments percussion, glockenspiel, pitch, tempo, melody, dynamic.		**Music** **Key knowledge: (Kapow unit year 1 – Pitch and Tempo**) To identify changes in pitch and tempo. To be able to make and control long and short sounds, using voice and instruments. To identify melodies that move in steps. Understand what a soundscape is and create our own soundscape. Select and create short sequences of sound with voices or instruments to represent a given idea or character. Using letter name and graphic notation to represent the details of their composition. To understand how to make improvements and evaluate their own work. **Key Vocabulary:** pitch, tempo, voice, melodies, soundscape, notes, sequence		**Music** **Key knowledge: (Kapow unit 2 – Traditional Stories)** To be able to identify instruments through listening to pieces of orchestral music. To know how to describe the character, mood, or story of the music they listen to, both verbally and through movement To Describe the difference between two pieces of music. To recognise the structural features in music they listen to. Successfully combining and layering several instrumental and vocal patters within a given structure. **Key Vocabulary:** Names of orchestral instruments, orchestra, story,	

	MFL– Build the foundations for learning a second language through songs, greetings and simple counting games.					
	PSHE & RSHE A Positive Classroom Environment and enhancing self –esteem. **Key Knowledge:** To understand a set of core rules for circle time. To know that different animals including turtles use their shells for protection. Initial awareness of using the turtle technique To know what a compliment is. What is responsibility. **RSHE** **Key Knowledge:** To communicate about feelings, to recognise how others show feelings and how to respond. To know about different types of feelings, about managing different feelings and about change or loss and how this can feel. **Key Vocabulary:** Self-esteem, rules, protection, compliment, responsibility, sharing, listening. **RSHE -** emotions, feelings **Big Ideas:** Self Esteem, Feelings	**PSHE & RSHE** Understanding Basic Emotions. **Key Knowledge:** To know what it means to define and describe familiar feelings, happy and sad. To learn strategies to play together. More awareness of feelings as the turtle technique is used. To understand how to give and receive a compliment. To verbally share an experience of being happy and sad Recognise the facial expressions and body cues associated with angry. **RSHE** **Key Knowledge:** To correctly name the main parts of the body, including external genitalia using scientific terms. To know about what can go into bodies and how it can make people feel (drugs, alcohol and tobacco) **Key Vocabulary:** Happy, sad, feelings, emotions, comfortable, uncomfortable, expression, angry, drugs, alcohol, tobacco **RSHE –** penis, vulva **Big Ideas:** Emotion, My body	**PSHE & RSHE** Improving Self Control **Key Knowledge:** Understand the correct times to use the turtle technique To understand what it means to feel calm and relaxed To connect the behaviour of calming down with doing the turtle. To be able to share experiences verbally of being calm or relaxed. **RSHE** **Key Knowledge:** To understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation. **Key Vocabulary:** Calm, relaxed, self-control, experience, sensation**.** **RSHE -** communication **Big Ideas:** Emotion? Relationships	**PSHE & RSHE** Problem Solving **Key knowledge:** To understand there are 'ok choices and not 'ok choices. To know that when we are calm, we make better choices. To understand how to evaluate a choice. To know that each choice will have a consequence. To understand the meaning of solution. **RSHE** **Key Knowledge:** To identify and respect the differences and similarities between people. **Key Vocabulary:** choice, option, decision, evaluate, consequence, solution **RSHE –** similarities, differences **Big Ideas:** Choices, Beliefs	**PSHE & RSHE** Advanced Emotions K**ey Knowledge**: To learn strategies to use in peer conflict Understand the difference between comfortable and uncomfortable feelings To understand concepts of new emotion words, excited, tired, frustrated proud, love, worries. To know how to verbally share an experience of these new feelings. **RSHE** **Key Knowledge:** To understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. **Key Vocabulary**: conflict, comfortable, uncomfortable, (a large variety of feelings words.) **RSHE –** disease, bacteria **Big Ideas**: Choices, My rights and responsibilities	**PSHE & RSHE** Relationships **Key knowledge**: To understand how to recognise the facial and behavioural cues associated with feeling in others. To discuss situations that cause emotions in ourselves and others. To understand the concept of saying goodbye to friends, endings, and transitions. To be aware that two people can feel two opposing feelings at the same time. To be able to problem solve when coping with the loss of an attachment. **RSHE** **Key Knowledge:** To identify the people who look after them, who to go to if they are worried and how to attract their attention. **Key Vocabulary:** Ending, transition, different, the same, solution, solve **RSHE –** problem, help **Big Ideas:** Friendships, Asking for help

	R.E. (Multi) **Nature and God** Key Knowledge: Christianity – The creation story Christianity – The creation story Christianity – Harvest Judaism – Sukkot Buddhism – Prince Siddhartha and The Swan Islam – The boy who threw stones at trees. **Key Vocabulary**: God, Christianity, Judaism, Buddhism, Islam, faith, story, message, creation, nature **Big Ideas**: Asking questions	**R.E. (Multi)** **Light and Dark** Christianity – Advent at Christmas Christianity – Christmas lights Hinduism – Rama and Sita Hinduism – Light over darkness Judaism – The Maccabee Brothers The Hanukkah Menorah **Key Vocabulary**: Festival, celebration, faith, community, diversity **Big Ideas:** light	**R.E. (Christianity)** **Key Knowledge**: To understand the local church. To know about symbols and artefacts used within Christianity. To begin to know how our belief system changes our behaviour. **Key Vocabulary:** church, (names of parts of the building), cross, crucifix, fish symbol, belief, faith, behaviour, action **Big Ideas:** symbols and artefacts	**R.E. (Christianity)** **Key Knowledge:** To understand the concept of incarnation and salvation To know about elements of the life and teachings of Jesus. **Key Vocabulary**: incarnation, salvation, Jesus, bible, New Testament, gospels **Big Ideas:** What about God?	**R.E. (Hindu)** **Key Knowledge**: To understand the concept of Brahman and Avatars To know about Dharma, symbolism, and the centrality of the home in the Hindu tradition. **Key Vocabulary:** Brahman, Avatars, Aum, symbols, symbolism, meaning, home, family, worship, community **Big Ideas:** What is puzzling?	**R.E. (Hindu)** To know about important gatherings and celebrations. To be aware of the Hindu Holy books including the Ramayana How does behaviour and belief link? Key Vocabulary: Ramayana, Holy, Festival, Celebration, temple, karma, Pilgrimage **Big Ideas**: festivals and celebrations
	Computing **Data handing: Introduction to data (Kapow)** **Key knowledge** To know that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of 'input'. Online safety: To understand what information I should not post online **Key vocabulary** Bar chart, branching database, data, data collection, process, record.	**Computing** **Creating media: Digital Imagery (Kapow)** **Key knowledge** To understand that holding the camera or device still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online. Online safety: To understand what information I should not post online **Key vocabulary** Background, device, download, search engine, delete, digital camera, editing, visual effects	**Computing** **Computing systems and networks: Word processing** **Key knowledge** To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour. To know that "copy and paste" is a quick way of duplicating text. **Key vocabulary** Keyboard, keyword, search, paste text, undo, word processing, delete, layout	**Computing** **Creating media: Stop-motion** **Key knowledge** To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning. Online safety: To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' **Key vocabulary** Animation, decompose, digital device, frames,	**Computing** **Programming: Algorithms unplugged** To understand that an algorithm is when instructions are put in an exact order. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. **Key vocabulary**	**Computing** **Programming: Bee-Bots (Kapow)** **Key knowledge** To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple Videos. To know that algorithms move a bee-bot accurately to a chosen destination. Online safety: To understand the difference between online and offline. **Key vocabulary** Algorithm, Bee-bot, code, input, predict, debug, instructions, program, video

					Algorithm, code, device, problem, programming, sequence	
	P.E. **(Linked with the 5 ways to wellbeing)** **Multi Skills:** Fundamentals of movements skills to support the development of agility, balance, space and coordination. Change speed/direction Collaborative games-lead others, partner work. **Skills:** travel, space, listening, send, chase, receive, control; awareness of other players. **Multi Skills:** (**Premier sport)** Throwing and catching- Experience a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending. Develop making up simple games, playing (net/wall, striking, goal scoring), playing these games – alone/pairs/groups. **Skills:** travel, send, chase, receive, avoid, dodge, control; awareness of other players. **Key Vocabulary:** Throwing, catching, aiming, skipping, striking, own space, team, controlling, direction, travel, send, chase, receive, avoid, dodge	**P.E.** **I Linked with the 5 ways to wellbeing)** **Invasion games** – Ball skills-aiming, skipping. Fundamentals of movements skills to support the development of agility, balance, space and coordination. Change speed/direction Collaborative games-lead others, partner work. **Skills:** travel, send, chase, receive, avoid, dodge, control; awareness of other players. **Key Vocabulary:** Aim, striking, catching, scoring, team, passing, team, shooting, chase, receive, avoid, dodge, skipping, jumping. **Dance- (Premier Sport)** Develop and perform dances with a clear beginning, middle and end, using simple movement patterns and responding imaginatively and rhythmically to music. Explore moods and feelings, responding spontaneously; a range/variety of stimuli, performing movements/patterns some from different times and culture.	**P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **(Changed from Gymnastics due to COVID) Invasion games –(Premier sports**) Improve upon Ball skills-catching, throwing dribbling. Fundamentals of movements skills to support the development of agility, balance, space and coordination. Experience small sided and modified competitive versions of different types games **Skills:** travel, send, chase, receive, avoid, dodge, kicking, dribbling control; awareness of other players. **Key Vocabulary:** Aim, striking, catching, scoring, team, passing, team, shooting, chase, receive, avoid, dodge, skipping, jumping, dribbling, kicking.	**P.E.** **P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **Gymnastics: (Premier Sport)** Repeating sequences of movements, linking activities on floor/apparatus, using pupils' own choices to link skills and actions in short movement phrases. **Skills:** Flight, bounce, landing, rolling **Key Vocabulary:** Travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping.	**P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **Striking and Fielding: (Premier Sport)** Fundamentals of movements skills to support the development of agility, balance, space and coordination-Experience a variety of striking and fielding games-Rounders. **Skills:** travel, send, hit, throw, catch, control; awareness of other players, strike. **Key Vocabulary:** Throwing, catching, aiming, hitting, striking, own space, team, controlling, direction, travel, send, chase, receive, score, run.	**P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **Athletics/ Sports Day Prep-(Premier Sport)** Explore a range of athletics equipment- hoops, quiots, bean bags, foam javelin, sacks, ropes etc to support the development of agility, balance, space and co-ordination and to experience competitive sports. **Skills:** travel, send, hit, throw, jumping, sprinting, control, baton relay, safe landings, self-reflection, competitive. **Key Vocabulary:** Throw, high, low, skip, Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve. **Enrichment sports week:** Introduce new sport e.g. Archery/fencing/quidditch. **OAA**- Experience a variety of OAA. Follow instruction and begin to work with others to solve problems. Assess risk.

Year 3, 4, 5 & 6	World War 2		Extreme Earth		Travelling through Time		Exploring our World		Ancient Civilisations		Our Local Environment	
	What is it like living through a war?	Conflict Resolution Sacrifice	How is the earth powerful?	Power Fear resilience	What does it mean to conquer?	Freedom Adversity Oppression	How can we celebrate difference?	Diversity beauty identity	Why did ancient civilisations want to progress?	Belonging Community ambition	Why do we need to look after our environment ?	Sustainability Friendship trust
	Novel/ satellite text	Good night, Mr Tom / Boy at the back of the class	**Novel/ satellite text**	The dreadful menace poem The Mousehole Cat by Antonia Barber and Nicola Bayley	**Novel/ satellite text**	UG boy genius of the stone age	**Novel/ satellite text**	Journey to the river sea	**Novel/ satellite text**	Skellig	**Novel/ satellite text**	One Plastic Bag
	Geography Taught through History based vehicle. **Key Knowledge:** -Children to locate the countries and their capital cities involved in WW2 on a world map, focusing on those in Europe. **Key Vocabulary:** Continent, Country, City, Europe **Big Ideas:** Environment, Change		**Geography Extreme Earth**		**Geography**		**Geography** **Key Knowledge:** -Mexico is located in the south of the continent of North America. It has a diverse landscape that includes mountains, rainforests and deserts. -Its climate is also very varied and there are a wide range of plants and animals found there, including many types of cacti and over 700 species of reptile. -Some people live in rural communities and others live in large cities. -Mexico City is the capital of Mexico. It is home to nearly 9 million people, with a vibrant, diverse population and a rich cultural heritage. -The Chihuahuan Desert is one of the largest in North America. It covers parts of Texas, New Mexico, Arizona and Mexico. -Winters are cool and summers are extremely hot. There is very little rainfall, but the Rio Grande River runs through the desert and provides water for the animals, plants and people who live there. **Key Vocabulary:** North America, South America, Climate, Chihuahuan Desert,		**Geography**		**Geography** **Key Knowledge:** Understand the terms weathering and erosion. -Read coastal erosion maps of a Norfolk coast and compare over two time periods. -Apply knowledge of weathering and erosion to Norfolk coast to draw conclusions, referencing Hemsby and their work to reduce erosion. -Describe and explain the process of erosion over time on the Norfolk coast. -Read a map of a coastal resort (Cromer or Sheringham) using a range of scales and perspectives (e.g. birds-eye, oblique, linear). -Understand how to scale an area to fit on a map. -Understand the different perspectives that a map can be drawn from. -Use a variety of primary and secondary sources. -Investigate the process of coastal flooding, including the causes and consequences, including the impact of the	

				Landscape, region, continent, population **Big Ideas:** Environment, Interconnection, Sustainability		North Sea flood in Norfolk, 1953. **LOCAL VISIT:** Cromer -Carry out a field work survey linked to sea windfarms. Investigation and analyse results – looking at public opinion and expert views. (Include views from Wind farm engineer, green energy activist, marine biologist, hotel owner.) -Convey arguments for and against, before concluding and providing a personal response. -Explore a coastal area and sea defences to protect against erosion and flooding. **Key Vocabulary:** Ordinance Survey, symbols, grid reference, Weathering, erosion, flooding, Coastline, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, Perspectives, scale, topographic, Survey, analyse, opinion, Wind farm, renewable energy, viewpoints, stakeholders, public, turbine, blades **Big Ideas:** Environment, Interconnection, Sustainability, Change
	Science Y3/4 **States of Matter**	**Science Y3/4** **Forces and Magnets**	**Science Y3/4** **Plants**		**Science Y3/4** **Living Things and Their Habitats**	
	Prior Learning (From PLAN Assessment) • Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)	**Prior Learning (From PLAN Assessment)** • Explore how things work. (Nursery - Forces) • Explore and talk about different forces they can feel. (Nursery - Forces) • Talk about the differences between materials and changes they notice. (Nursery - Forces)	**Prior Learning (From PLAN Assessment)** • Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants) • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)		**Prior Learning (From PLAN Assessment)** • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and	

	• Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials) • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)	• Explore the natural world around them. (Reception - Forces) • Describe what they see, hear and feel whilst outside. (Reception - Forces) • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)		mammals, including pets). (Y1 – Animals, including humans) • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)
	Key Knowledge • Matter can exist in 3 different states including solid, liquid and gas • Objects can change state when they are heated or cooled • Objects state at different temperatures • An example of changing states happens in the water cycle. Water, which is liquid, evaporates into water vapour and rises. It then changes back into water droplets. This process is called condensation. • The rate of evaporation has to do with the temperature	**Key Knowledge** • Objects move differently on different surfaces. • Most forces need contact between the objects but magnetic forces can work at a distance • Magnets can attract and repel some materials like metals • Magnets have two poles, north and south. • North and south poles attract but like poles repel each other • Magnets have different strengths	**Key Knowledge** • Plants have roots, a stem/trunk, leaves and flowers that all have different roles • Plants need air, light, water, nutrients from soil, and enough space for them to grow and be healthy • Water gets absorbed up by the roots and then travels to the stems and leaves. Nutrients are also absorbed in this process. • In order for flower plants to reproduce they require pollination, seed formative and seed dispersal • The plants that grow in the UK may be different than the plants that grow in other parts of the world, especially very hot countries or very cold countries. • The plants that grow depend on what kind of climate and weather there is.	**Key Knowledge** • Living things, including animals and humans can be grouped it many different ways • Some of these groups include mammals, amphibians, reptiles, fish, invertebrates and birds • Classification keys can help us determine what category a living thing belongs to • Living things require a certain habitat in order to survive. Some animals that live in the UK cannot live in other parts of the world like Antarctica. • Habitats can change over time due to many different reasons but can make it difficult for them to continue to live there. • Humans play a large role in changing animals' habitats through global warming but there are many ways we can stop that
	Possible Misconceptions (From PLAN Assessment) ● Compare and group materials together, according	**Possible Misconceptions (From PLAN Assessment)** ● the bigger the magnet the stronger it is · all metals are magnetic	**Possible Misconceptions (From PLAN Assessment)** ● plants eat food · food comes from the soil via the roots · flowers are merely decorative rather than a vital part of the life cycle in reproduction	**Possible Misconceptions (From PLAN Assessment)** · the death of one of the parts of a food chain or web has no or limited consequences on the rest of the chain · there is always plenty of food for wild animals · animals are only land-living creatures

	to whether they are solids, liquids or gases. · Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). · Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		· plants only need sunlight to keep them warm · roots suck in water which is then sucked up the stem.		· animals and plants can adapt to their habitats, however they change · all changes to habitats are negative.
	Key Vocabulary • Water Cycle • Condensation • Evaporation • Heat • Cool • States • Solid • Liquid • Gas	**Key Vocabulary** • Magnet • Poles • Strength • Force • Magnetic Field • Attract • Repel	**Key Vocabulary** • Roots • Stem • Trunk • Leaves • Flowers • Nutrients • Absorb • Pollinate • dispersal		**Key Vocabulary** • Classification • Mammals • Amphibians • Reptiles • Fish • Invertebrates • Vertebrates • Habitat • Environment
	Big Idea • Change	**Big Idea** • Connection	**Big Idea** • Change		**Big Idea** • Diversity
	Key Scientific Skill • Observing & Recording data	**Key Scientific Skill** • Setting up practical enquires and making relevant predictions	**Key Scientific Skill** • Observing & measuring		**Key Scientific Skill** • Identify differences, similarities and changes
	Science Y5/6 Materials	**Science Y5/6 Forces**	**Science Y5/6 Evolution & Inheritance**	**Science Y5/6 Earth & Space**	**Science Y5/6 Living Things & Habitats**
	Prior Knowledge (From PLAN Assessment) • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials) • Find out how the shapes of solid objects made from some materials can be	**Prior Knowledge (From PLAN Assessment)** • Compare how things move on different surfaces. (Y3 - Forces and magnets) • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets) • Observe how magnets attract or repel each other	**Prior Knowledge (From PLAN Assessment)** • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)	**Prior Knowledge (From PLAN Assessment)** • Explore the natural world around them. (Reception - Earth and space) • Describe what they see, hear and feel whilst outside. (Reception - Earth and space) • Observe changes across the four seasons. (Y1 - Seasonal changes)	**Prior Knowledge (From PLAN Assessment)** • **Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)** • **Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)**

	changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials) • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets) • Compare and group materials together, according to whether they are solids, liquids or gases. (Y4 - States of matter) • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). (Y4 - States of matter) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Y4 - States of matter)	and attract some materials and not others. (Y3 - Forces and magnets) • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets) • Describe magnets as having two poles. (Y3 - Forces and magnets) • Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3 - Forces and magnets)	• Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants) • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)	• Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes)	
	Key Knowledge • Everyday materials are used for different purposes based on their properties: hardness, solubility, transparency, conductivity and response to magnets • Some materials can dissolve in liquid which forms a solution • Substances can be separated using filters, sieves and evaporation • Sometimes when you mix substances, the change that occurs is irreversible. For example, like cooking food or burning paper. • When a change results in the formation of new material,	**Key Knowledge** • Gravity is a force that we experience on earth. • Gravity is why unsupported objects fall towards the earth. Gravity is a force that acts between the object and the earth. • Gravity affects all objects on Earth, all of the time but, other forces can impact how objects move as well. These include air resistance, water resistance and friction. This force acts between the object and whatever surface it is on. • The amount of force needed to move an object	**Key Knowledge** • Living things have not always looked as they do today. They have changed, or evolved, over time. • Living things reproduce other living things of the same species but are not always identical. If you cross two different dog breeds, you can see that the dog will have some features of each parent. • Species of animals change overtime to adapt to their environment and their needs. • The process of adaptation over many years is called evolution.	**Key Knowledge** • The Earth is the third planet from the sun and it orbits around the sun. There are 8 planets in total, including the Earth, that also orbit around the sun. • The sun is a star and is at the centre of our solar system. • Each planet takes a different length of time to make one full orbit around the sun. For the Earth, it takes 365.25 days (that is why we have an extra day every 4 years!) • At the same time as the Earth rotates around the	**Key Knowledge** • Living things are classified into different groups based on their similarities. • The lifecycle of a mammal: Female mammals give birth to live young, they grow, then they reproduce their own offspring, later on they die. Different mammals live for different lengths of time • Amphibians lay their eggs in the water and then they grow into fish like creatures that breathe through gills under water before growing up and living on land and breathing air. • Insects start off as eggs, then become a larva (immature stage), then a pupa (transition between immature and mature) before becoming a mature adult insect. • Traditionally, plants reproduce when their seed is dispersed or planted in suitable soil. However, you can also reproduce plants by using a cut-off of their stem or roots. • Although the different classification of animals has different lifecycles there are some similarities between them

	the change can often be reversible. For example, burning and the action of acid on bicarbonate of soda.	can be altered by the use of mechanical devices such as levers, pulleys and gears.	• Evolution is when a species changes over time to be better equipped to survive in its environment	sun, it also rotates along its axis (that is why we have day and night!) • The moon, a celestial body, orbits around the Earth. This process takes approximately 27 days. Like the Earth it also rotates around its axis, taking 27 days as well.	• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
	Possible Misconceptions (From PLAN Assessment) Lots of misconceptions exist around reversible and irreversible changes, including around the permanence or impermanence of the change. There is confusion between physical/chemical changes and reversible and irreversible changes. They do not correlate simply. Chemical changes result in a new material being formed. These are mostly irreversible. Physical changes are often reversible but may be permanent. These do not result in new materials e.g. cutting a loaf of bread. It is still bread, but it is no longer a loaf. The shape, but not the material, has been changed. Some children may think: · thermal insulators keep cold in or out · thermal insulators warm things up · solids dissolved in liquids have vanished and so you cannot get them back · lit candles only melt, which is a reversible change.	**Possible Misconceptions (From PLAN Assessment)** • the heavier the object the faster it falls, because it has more gravity acting on it · forces always act in pairs which are equal and opposite · smooth surfaces have no friction · objects always travel better on smooth surfaces · a moving object has a force which is pushing it forwards and it stops when the pushing force wears out · a non-moving object has no forces acting on it · heavy objects sink and light objects float.	**Possible Misconceptions (From PLAN Assessment)** • adaptation occurs during an animal's lifetime: giraffes' necks stretch during their lifetime to reach higher leaves and animals living in cold environments grow thick fur during their life · offspring most resemble their parents of the same sex, so that sons look like fathers · all characteristics, including those that are due to actions during the parent's life such as dyed hair or footballing skills, can be inherited · cavemen and dinosaurs were alive at the same time.	**Possible Misconceptions (From PLAN Assessment)** • the Earth is flat • the Sun is a planet • the Sun rotates around the Earth • the Sun moves across the sky during the day • the Sun rises in the morning and sets in the evening • the Moon appears only at night • night is caused by the Moon getting in the way of the Sun or the Sun moving further away from the Earth.	**Possible Misconceptions (From PLAN Assessment)** • all plants start out as seeds • all plants have flowers • plants that grow from bulbs do not have seeds • only birds lay eggs. • Use secondary sources to learn about the formal classification system devised by Carl Linnaeus and why it is important. • Use first-hand observation to identify characteristics shared by the animals in a group. • Use secondary sources to research the characteristics of animals that belong to a group. • Use information about the characteristics of an unknown animal or plant to assign it to a group. • Classify plants and animals, presenting this in a range of ways e.g. Venn diagrams, Carroll diagrams and keys. • Create an imaginary animal which has features from one or more groups.
	Key Vocabulary • Reversible • Irreversible • Solid • Liquid • Gas • Evaporation • Condensation • Filter	**Key Vocabulary** • Force • Gravity • Earth • Surface • Friction • Resistance • Levers • Pulleys	**Key Vocabulary** • Evolution • Adaptation • Fossils • Inheritance • Scientists • Characteristics • Variation • Offspring	**Key Vocabulary** • Planets • Orbit • Solar system • Star • Celestial body • Rotate • Axis • Moon	**Key Vocabulary** • Life cycle • Egg • Live offspring • Larva • Pupa • Classification • Mammals • Amphibians

	• Conductivity • Solubility	• Gears	• Charles Darwin	• Relative	• Insects • Offcuts	
	Big Ideas • Change	**Big Ideas** • Connection	**Big Ideas** • Change	**Big Ideas** • Diversity	**Big Ideas** • Change	
	Key Scientific Skill • Recording data	**Key Scientific Skill** • Plan scientific enquiry	**Key Scientific Skill** • Identify scientific evidence that supports/refutes ideas	**Key Scientific Skill** • Reporting findings	**Key Scientific Skill** • Identifying causal relationships	
	History Study a theme in British history (beyond 1066) **Key Knowledge:** -To learn an understanding of World War 2 – and create a timeline of key events. -Understand the events of the Battle of Britain Be aware of the Homefront and how and Anderson shelter was built. -Understand what D Day and VE day are and why they are significant. -Focus on an understanding of evacuation. **Key Vocabulary:** Adolf Hitler, Allies, Anne Frank, Axis, Blackout, Jew, Nazi, War, Rationing, Holocaust, evacuation, evacuees, D Day, VE Day, Anderson Shelter, Homefront, Battle of Britain. **Big Ideas:** Power, Taking Power, Kingdom, Economy	**History**	**History** Stone Age to the iron Age **Key Knowledge:** -The Stone Age (a period when humans used stone to make tools) covers a huge period of time - over 3 million years. It can be broken down into 3 smaller time periods: -Palaeolithic - around 3,000,000 BC. Early humans used simple stone tools with sharp edges .-Mesolithic - around 10,000 BC. Humans were hunter-gatherers and constantly on the move in order to stay safe and warm. -Neolithic - around 4500-2400 BC. Farming developed and villages were built. -There is evidence that the Stone Age people were skilled at fishing and crafts. We also know that they developed farms to live off and that they took part in religious rituals. - Weapons such as stone axes, spears, bows and arrows were all used to hunt for food. -Stonehenge is a very famous, prehistoric monument in Wiltshire, England. Building started around 5000 years ago. - In 1850, a Stone Age village thought to have been built around 3000 BC was discovered on Orkney, off the North coast of Scotland. It is called Skara Brae. **Key Vocabulary:** Skara Brae, Stonehenge, flint, hunter-gatherer, prehistoric, Palaeolithic, Mesolithic, Neolithic. **Big Ideas:**	**History** -	**History** Study a non- European country in contrast with early British History) Mayan. **Key Knowledge:** -The Maya was a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE. They are known for being the first Mesoamericans to develop writing. -They also had a sophisticated culture in which they lived in city states. -They built spectacular monuments and stepped pyramids – some (e.g., Chichen Itza) have become world tourist destinations in the modern day. - They were also well-known for their advanced maths and calendars. -Around 900CE, Maya cities became abandoned. No one knows for sure why this happened. -The Mayans predicated that the world would end in 2012. -Flat foreheads were fashionable so they would put baby's heads in a press to squash them. It was considered beautiful to be cross-eyed so parents would hang balls in-between their children's eyes to make them look inwards. -Mayans sacrificed humans for religious and medical reasons. It	**History**

			Progress, Kingdom, Religion		was an honour to be sacrificed! Noblewomen would file their teeth into sharp points. **Key Vocabulary:** Artefact, calendar, civilisation, dynasty, empire, hieroglyphics, maize, kingdom, Temple, tomb, worship, sacrifice, Mayan, Maya **Big Ideas:** Progress, Religion, Kingdom, Power	
	Art & Design **Covered in another vehicle.**	**Art & Design** **Extreme Earth** **Key Knowledge**: To understand how the natural world is represented through art. Look for clues about the place, time, artist, and techniques used. Learn about wood block printing as a technique. Explore shape and colour. Use colour line and shading to create artistic tornadoes. Practise shading techniques to create bold, dark colours and lighter shades. Explore the impact of shading on creating a 3D effect. **Artist Study:** Explore and recreate artwork by Hokusai **Key Vocabulary:** wood block printing, bold, light, dark shading, evaluate, develop, Hokusai, Japanese	**Art & Design** **Prehistoric art (KAPOW unit)** **Key Knowledge:** To know that art was significant in ancient civilisations. To understand that art can provide valuable primary sources from the past. Learning about how and why art was created thousands of years ago, making homemade paints from natural materials, and replicating painting techniques from the past. Creating and investigating cave art from around the world. **Key Vocabulary**: charcoal, prehistoric, communication, resources, line, bold, proportion, primary source.	**Art & Design** **Covered in another vehicle.**	**Art & Design** **Sculpture (KAPOW unit).** **Key Knowledge:** To know that recycled materials can create sculpture and new artwork. Learning about the works of international sculptures, creating 3D works of art with both clay and recycled materials. Create a clay sculpture. Explore the shape of a range of animals. Learn how to shape clay and join clay. Use a range of clay tools to shape and add detail and texture to sculpture. Evaluate artwork, suggest improvements, and develop. **Key Vocabulary:** 3D, materials, structure, shape, form, join, attach, represent.	**Art & Design** **Formal Elements of Art (KAPOW unit).** **Key Knowledge**: To understand that art has held a sacred significance in different cultures. Exploring texture and pattern, developing a range a mark-making techniques, making and printing with textured stamps for printing, drawing 'flip' patterns and recreating a famous geometric pattern. **Key Vocabulary**: texture, pattern, technique, geometric, symmetrical, interconnected, sacred, symbol, reflection
	D & T Design the packaging for a wartime biscuit, and evaluate	**D & T** **Mechanical systems:** *Pop-up Book (KAPOW unit)* **Key Knowledge:** Input is the motion which starts a mechanism. Output is the motion which happens as a result of the input. Mechanisms control movement. Understand the role of layers and spacers to hide mechanisms. Preferences of target audience.	**D & T**	**D & T** **Textiles:** *Stuffed Toys (KAPOW unit)* **Key Knowledge:** Stitching can be used to join fabric and to decorate. Small evenly spaced stitches create a strong secure join. How to create and use a template. How to sew allowing space to stuff an item. Preferences of target audience.	**D & T**	**D & T** **Food:** *Eating seasonally (KAPOW Unit)* **Key Knowledge:** Climate affects food growth. Different climates enable different fruits and vegetables to grow. Understand seasonality and what is in season currently. Nutritional value of fruits and vegetables.

		Key Skills: Create and communicate a design following a design brief. Use sliders, pivots and folds to produce movement. Reinforce structure to improve strength. Use layers and spacers to hide mechanisms and produce a neat product. **Key vocabulary:** Input Output Sliders Pivots Folds Assemble Components reinforce		**Key Skills:** Create and communicate a design following a design brief. Make a template. Sew using evenly sized and spaced stitches. Sew using more than one type of stitch. Use applique and stitches to decorate fabric Evaluate stuffed toy according to design criteria and suggests improvements. **Key vocabulary:** Running stitch Cross stitch Blanket stitch Applique Components Template Assemble		**Key Skills:** Prepare food hygienically. Research products. Create and communicate a design following a design brief. **Key vocabulary:** Seasonal Climate Hygiene Natural Processed Reared Diet Import Food miles Nutritious Flavour Ingredients Complement
	Music: **Key Knowledge: A kapow unit (year3) music in response to animation** To know how to listen and respond to music using movement and identify instruments and layers and story. To listen and be aware of night of the bare mountain by Mussorgsky To know how to compose own music to accompany a story and combine with digital animation To recognise and confidently discuss the stylistic features and understand it can be linked to other aspects of the Arts. To compare and evaluate music using musical vocabulary. To know how to tell a story through voice and instruments. To know how to create a piece of music with a least four clear layers and a clear structure. Combining melodies and rhythms to compose a multi-layered composition in a given style. **Key Vocabulary:** Mussorgsky, animation, dynamics, tempo, pitch, melody, rhythm		**Music** **Key knowledge: A kapow unit (year 5) - rivers and (year 6) Fingal's Cave by Mendelsohn** To know how to listen for changes in tempo as the music follows both the stories and rivers and the sea. To be aware of the timeline and history of music. To know basic notation and start to recognise and read symbols on sheet music. To know and understand the purpose of an ensemble. To be aware of the stylistic features of different genres, styles, and traditions of music, including the use of musical vocabulary. To identify gradual and tempo changes within a piece of music. **Key Vocabulary:** notation, quaver, semi-quaver, minim, trebly cleft, sharp, flat, scale, time signature		**Music** **Key knowledge: A Kapow unit (year 4) History of the blues** To develop an understanding of what blues music is, to have listened and recognised blues music. To learn to play chord sequences of 12 bar blues To know and appreciate different note lengths and understand how a notes position on the stave affects pitch length when reading sheet music. To know about and practice using improvisation. To understand that music from different parts of the world, and various times, have unique features. Beginning to show an awareness of metre Identify scaled dynamics within a piece of music To know how to improvise within a given style to know how to use staff notation to record rhythms and melodies. To have an understanding as to how to record own compositions using appropriate forms of notation and technology. Suggest and implement improvements to their own work using musical vocabulary. **Key Vocabulary:** chords, blues, culture, stave, notation, improvise	
	MfL **Key Knowledge:** **Getting dressed (KAPOW unit)** - Children will learn about clothes, colours, and adjectives. They will	**MFL** **Weather and the Watercycle (KAPOW unit)** **Key Knowledge:** To learn French weather phrases, identify	**MfL** **Key Knowledge:** **French food (KAPOW Unit) –** children will learn to order French food from a menu, talk about using French money and find out about French shops**.**		**MfL** **In the classroom (KAPOW unit).** **Key Knowledge**: Children learn commands and objects from the classroom, respond to simple	**MfL** **Shopping in France (KAPOW unit). Key Knowledge**: To construct higher numbers in French, to know more food

	learn where to use an adjective in a sentence to describe what someone is wearing. **Key Vocabulary:** A selection of words that name and describe clothing.	compass points in French, describe the temperature in French and a description of the water cycle in French. **Key Vocabulary:** A selection of words that describe, weather, compass points, and the water cycle in French	**Key Vocabulary:** A selection of words that name food items – both familiar and unfamiliar.		instructions, learn items found in a school bag, read, and understand short sentences and present a spoken text. **Key Vocabulary:** Commands and familiar classroom phrases and instructions in French	related vocabulary through games, stories, and role-play. To understand basic sentence structures, questions, and phrases. To understand how to find clues from a French text. **Key Vocabulary:** a higher number range, food related vocabulary – basic requests, questions, and greetings in French.
	PSHE & RSHE Unit 1 – Establishing a positive classroom environment and enhancing self-este**em** **Key Knowledge:** That rules and structures keep people happy and safe The importance of encouraging and complimenting. To define emotions To know what it is to learn cooperatively **Key Vocabulary:** rules, structures, compliments, self-esteem, self – confidence, encourage, emotions. **Big Ideas:** Self-Esteem **RSHE** **Y3/4** **Key Knowledge:** To identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem To know about celebrating achievements and setting personal goals, about dealing with put-downs and about positive ways to deal with setbacks **Key Vocabulary:** Aspiration, compliment, self-esteem, personal goals **RSHE** **Y5/6** **Key Knowledge:**	**PSHE & RSHE** Unit 2-Basic Emotions / Problem Solving **Key Knowledge**: An awareness of choice and decision Knowledge of experiences – happy, sad, private, fine, excited, and tired Recognising Anger Identifying problems An awareness that actions have a consequence How to efficiently problem solve**.** **Key Vocabulary:** emotions, consequence, choice, decisions, problems, solution, comfortable, uncomfortable. **Big Ideas**: What are emotions? **RSHE** **Y3/4** **Key Knowledge:** to know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness **Key Vocabulary:** Penis, vulva, hygiene **RSHE** **Y5/6** **Key Knowledge:** To anticipate how their body may change as they approach and move through puberty	**PSHE & RSHE** Unit 3- Improving Self –Control and Identity **Key Knowledge:** To understand what it means to 'calm down' Understand that self-control is an internalised process. To be aware of what the control poster is. To understand setting and achieving goals. **Key Vocabulary**: Self-control, internal, external, goals, accomplishments, achievements, aspirations, identity, self-awareness, calm, breathing, technique, strategy. **Big Ideas**: What is identity? **RSHE** **Y3/4** **Key Knowledge:** To recognise a wide range of relationships, including the attributes of positive, healthy relationships. **Key Vocabulary:** relationships **RSHE** **Y5/6** **Key Knowledge:** To identify healthy relationships and recognise the skills to manage and maintain healthy relationships **Key Vocabulary:** relationships	**PSHE & RSHE** Unit 4 – Using our Thinking Skills **Key Knowledge:** To be aware that communication can solve conflict. To understand others will see a situation from a unique perspective. To understand how to use problems solving strategies as part of a group. Evaluate and see the effectiveness of problems solving. **Key Vocabulary:** Communication, conflict, resolution, perspective, viewpoint, problem, solution. **Big Ideas**: A unique perspective **RSHE** **Y3/4** **Key Knowledge:** To challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl. **Key Vocabulary:** Gender, stereotype **RSHE** **Y5/6** **Key Knowledge:** To know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying **Key Vocabulary:**	**PSHE & RSHE** Unit 5 – Friendship and Caring for Others **Key Knowledge:** An awareness of what is meant by gossip The importance of inclusion What is meant by fair play To understand how to be a good winner / loser To begin to see what is meant by managing our feelings. **Key Vocabulary:** Gossip, truth, fairness, unfairness, regulate, emotion, inclusion, segregation. **Big Ideas**: Friendship **RSHE** **Y3/4** **Key Knowledge:** To understand the right to protect their body from unwanted touch. To know that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them. To know about the effects and risks of drinking alcohol. To know about different patterns of behaviour that are related to drug use **Key Vocabulary:** Penis, testicles, vulva, vagina, drugs, alcohol	**PSHE & RSHE** Unit 6 – Feelings and Relationships. **Key Knowledge:** To be aware of definitions and experience of more uncomfortable emotions. What is a stereotype and be aware what discrimination is? To learn strategies for resoling conflict. Understand that facial expressions and body cues communicate feelings. **Key Vocabulary:** Guilt, jealousy, proud, ashamed, stereotype, discrimination, resolution, conflict, expression, communicate. **Big Ideas**: Friendship **RSHE** **Y3/4** **Key Knowledge:** To identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret **Key Vocabulary:** Secret, confidence **RSHE** **Y5/6** **Key Knowledge:** To consider how to manage accidental exposure of explicit images and upsetting online

	To anticipate how their emotions may change as they approach and move through puberty **Key Vocabulary:** puberty	**Key Vocabulary:** Puberty, penis, erection, wet dream		Gender, sex, intersex, transgender, gay, lesbian	**RSHE** **Y5/6** **Key Knowledge:** To have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission To know about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis and about different influences on drug use – alcohol, tobacco and nicotine products To know strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol. **Key Vocabulary:** Personal information, drugs, alcohol, tobacco	material, including who to talk to about what they have seen. **Key Vocabulary:** Online **BASIC FIRST AID**
	R.E. (Philosophy) **Key Knowledge:** There are 5 main faiths within the world. There are many other religions and beliefs. You may share your family's belief or have your own. To understand different views about the nature of knowledge, meaning and existence. The importance of the natural world and caring for the environment. **Key Vocabulary:** Belief, Viewpoint, faith, religion, philosophy, family, culture. **Big Ideas:** The world	**R.E. (Christianity)** **Key Knowledge:** The creation story is how Christians explain the beginnings of the world. Many people have different viewpoints of creation. The creation story in found in the book of Genisis in the Bible. Understand the concept of the fall. How events in society have influence Christian beliefs **Key Vocabulary:** Creation, Fall, God, Evolution, Big Bang, Genesis, Bible, Adam and Eve, Theology, Value **Big Ideas:** Believing and knowing	**R.E. (Humanism)** **Key Knowledge:** To understand different views about the nature of knowledge, meaning and existence. To understand how to use evidence to make a reasoned argument. To give examples of humanist writers – Albert Einstein, Alice Roberts, Betrand Russell, Jawaharlal Nehru **Key Vocabulary: Atheism,** agnosticism, rationalism, Happiness, utilitarian, humanism, evidence, philosophy **Big Ideas:** Philosophy	**R.E. (Christianity)** **Key Knowledge:** To be aware of the importance of worship and celebration, to understand the Christian belief of the Trinity, to compare stories from the 4 gospels, explore reliability, authenticity, historicity and authorship of the Bible and other sources Understand the rituals around the celebration of Easter. **Key Vocabulary:** incarnation, salvation, trinity, suffering, saviour, atonement, gospel **Big Idea:** Suffering	**R.E. (Islam)** **Key Knowledge:** To understand the life and teachings of the prophet Muhammad and the six articles of Sunni belief. Th Qur'an and Hadith are sources of authority and different genres. How experiences impact on belief. **Key Vocabulary:** Muslim, Islam, Muhammad, prophet, Sunni, Creation, Tawhid **Big Ideas:** Truth?	**R.E. (Islam)** **Key Knowledge:** To understand the concepts of prophethood and revelation. To be aware of the key teachings from important Muslim teachings. Be aware of how the expression, customs and practices within Islam have an impact on daily life. **Key Vocabulary:** Revelation, Prophethood, Ramadan, fasting, Eid, Jumah **Big Ideas: Aspirations**
	Computing	**Computing**	**Computing**	**Computing**	**Computing**	**Computing**

	Data handling: Comparison cards (Kapow) **Key knowledge** To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer. Online safety: To understand some of the methods used to encourage people to buy things online. **Key vocabulary** Categorise, database, fields, graph, excel, record, spreadsheets	**Data handing: Investigating weather (Kapow)** **Key knowledge** To know that computers can use different forms of input to sense the world around them so that they can record and respond to data ('sensor data'). To know that a weather machine is an automated machine that respond to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films. Online safety: To understand that technology can be designed to act like or impersonate living things. **Key vocabulary** Collaboration, forecast, sensor data, backdrop, measurement, presenter.	**Computer systems and networks: Journey inside a computer (Kapow)** **Key knowledge** To know the roles that inputs and outputs play on computers. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. To know what a tablet is and how it is different from a laptop/desktop computer. Online safety: To understand that technology can be designed to act like or impersonate living things. **Key vocabulary** Inputs, outputs, computer, monitor, keyboard, mouse, compute, data, program	**Creating media: Stop-motion animation** **Key knowledge** To know that decomposition of an idea is important when creating stop-motion animations. To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that editing is an important feature of making and improving a stop motion animation. Online safety: To understand what behaviours are appropriate in order to stay safe and be respectful online. **Key vocabulary** Animation, onion skinning, design, moving images, frames	**Programming: Scratch** **Key knowledge** To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code. **Key vocabulary** Algorithm, code block, debug, loop, decompose, programme, repetition code.	**Computer systems and networks:** **Key knowledge** To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To know that web crawlers are computer programs that crawl through the internet. To understand what copyright is. **Key vocabulary** Copyright, credit, network, search engine, web crawler, keywords.
	P.E. **(Linked with the 5 ways to wellbeing)** **Multisports:** Improvement of fundamental movements skills to support the development of agility, balance, space and coordination. Develop accuracy of throw, jumping, landing, catching, balancing and co-ordination in a range of contexts. Change speed/direction with fluent action and can transition between varying speeds. Experience collaborative games- lead others and partner work.	**P.E.** **(Linked with the 5 ways to wellbeing)** **Invasion games – Hockey** Team based games with emphasis on working within a set area using a variety of skills such as attacking and defending, maintaining possession, winning back possession and tactical knowledge. **Skills:** travel, send, chase, receive, avoid, dodge, control; awareness of other players, dribbling, hitting, striking attacking, defending.	**P.E.** **(Linked with the 5 ways to wellbeing)** **REAL PE: Social** **Changed from Gymnastics due to COVID) Olympics enrichment – (Premier sports**) Experience a variety of Olympic sports providing them with a platform to lead healthy and active life through the power of the cultural capital of the games. Children to have the opportunity to achieve their personal best,	**P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **Gymnastics: (Premier Sport)** Repeating sequences of movements, linking activities on floor/apparatus, using pupils' own choices to link skills and actions in more complex movement phrases. Static stretches, balances using equipment and floor work. Rolls and flicks- floor work.	**P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **Striking and Fielding: (Premier Sport)** Experience a variety of striking and fielding games- **Rounders-** demonstrating a good level of skill. Begin to have an impact on the game. Intercept an object or ball. To field as a collaborative team unit. To retrieve, intercept and stop a ball when fielding. To strike a ball or object using both sides of the body.	**P.E.** **(Linked with the 5 ways to wellbeing)** **Real PE:** **Athletics/ Sports Day Prep- (Premier Sport)** Improvement of skills using a range of athletics equipment- hoops, quiots, bean bags, foam javelin, sacks, ropes etc to support the development of agility, balance, space and co-ordination and to experience competitive sports. Improve accuracy and co-ordination of skills- sprints, jumping, throwing; to compete

	Skills: travelling, managing space, listening, send, chase, receive, control, change direction, jumping, landing, catching, balancing. **Key Vocabulary:** Accuracy, develop, lead, co-ordinate, fluency, perform control; team play, scoring, goals, pass/send/receive travel with a ball, make use of space, points/goals. **Invasion games:** (**Premier sport) Netball-** Improvement of skills. Experience small sided and modified competitive versions of different types games, a variety of common skills and game principles linked to attacking & defending play; team work; refining their own games, competition. Develop team games – working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles. **Skills:** travel, send chase, receive, dodge, avoid, attack, defend, pass, throw, control accuracy; movement into/out of space, opponent, mark, rules, facilitate, adapt, spatial awareness. **Key Vocabulary:** Throwing, catching, aiming, own space, team, controlling, direction, travel, send, chase, receive, avoid, dodge, Opponent, mark, rules, facilitate, adapt, pivot, foot work.	**Key Vocabulary:** Keeping possession, passing, dribbling, shooting, support, marking, attackers/defenders, marking, team play, scoring, goals, pass/send/receive travel with a ball, make use of space, points/goals, rules, tactics. **Dance- (Premier Sport) Skills:** Improve skills of travelling, jumping, turning, stillness, changing size/shape/level/ direction; using complex body actions/control of body parts/stepping patterns; compose, practise, adapt, refine actions; perform with part/whole body control; explore and select actions (include variations in speed/continuity/tension) which can be developed within dances, practices and repeated. Experience responding to music/stimuli, expressing moods and feelings. Creating simple characters and narrative in movement. Multicultural element to fit in with vehicle. **Skills:** travelling, jumping, turning, stillness, balance, changing shape, contrasts of speed, continuity of actions, making patterns, creating and adapting. **Key Vocabulary:** Travel, stillness, direction, space, body parts, levels, speed,	celebrate differences as children work together and provide opportunities to kick start lifelong learning. Improve upon skills and apply them within new sporting activities: **OAA-** team building, Target- Archery, Invasion games- Hockey, Creative- Gymnastics, Disability- Goal ball, Track and field- athletics. **Skills:** travel, send, chase, receive, avoid, dodge, accuracy, aim, strike, teamwork, control, adapting, applying. **Key Vocabulary:** Teamwork, positivity, equality, determination, friendship, respect, courage, inspiration, Excellence, personal best, competitive, Olympic values.	**Skills:** Jumping, landing, static stretches, balances, rolls and flicks. **Key Vocabulary:** Symmetry, strength, pushing, pulling, stationary, extend, tuck/star/straddle/pike jump, flexibility, twisting, bending, stretching, sequencing.	Improve skills of travel, send chase, receive, control accuracy; movement into/out of space. **Skills:** travel, send, hit, throw, catch, control; awareness of other players, strike, collaborative, retrieve, intercept, cover space, shield bases, ready position. **Key Vocabulary:** Throwing, catching, aiming, hitting, striking, own space, team, controlling, direction, travel, send, chase, receive, score, run, accuracy, overarm, fielding, intercept, position, blocking. **Enrichment- May pole dancing- Folk dance.** Practise and perform a sequence of movements with control and accuracy.	in intra and interschool competitions. Cross country **Skills:** travel, send, hit, throw, jumping, sprinting, control, baton relay, safe landings, self reflection, co-ordination and control. **Key Vocabulary:** Throw, high, low, skip, Aim Fast Slow Safely Step Bounce Jump Leap Hop Repeat Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Evaluate Improve. **Enrichment sports week:** Introduce new sport e.g. Archery/fencing/quidditch. **OAA**- Experience a variety of OAA Explore planning and applying strategies with others to more complex challenges. Demonstrate communication to solve problems. **HIGH ROPES/Activity centre**

		balance, continuity, tension, direction, refine, adapt, reflect				
	Swimming: Swim between 25-50m (Yr3/4) 100m (YR5/6) unaided. **Skills:** **Year3/ 4**- Use more than one stroke and co-ordinate breathing. Co-ordinate leg and arm movements. Swim ant the surface and below the water. **Year5/6**- Above including swim over 100m unaided. Use breast stroke, front crawl, back stroke, ensuring breathing is correct so as not to interrupt the pattern of swimming. Key Vocabulary: Swim, tread water, front crawl, back stroke, breathe, float, push, movement, exit, safety.					