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| E:\logo.JPGCurriculum 2024/25  **Curriculum Intent Statement:**  Our school motto ’Learning to Live, Living to Learn’ is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.  Our curriculum is designed to:   * recognise children’s prior learning * provide first hand learning experiences * promote creativity * allow the children to develop interpersonal skills * build resilience and become creative, critical thinkers. * understand their own strengths and areas for development and know how to face challenges * promote responsibility for learning and future success.   The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning. | | | | | | |
| English | | | | | | |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Writing Genres** | **Recount**  Brief introduction and conclusion. Written in the past tense e.g. I went… I saw… Main ideas organised in groups.  Ideas organised in chronological order using connectives that signal time.  **Instruction writing**  A goal is outlined – a statement about what is to be achieved.  Written in sequenced steps to achieve the goal.  Diagrams and illustrations are used to make the process clearer | **Letter**  Brief introduction and conclusion. Written in the past tense.  Main ideas organised in groups.  Using sequencing techniques – time related words.  **Instruction writing**  A goal is outlined – a statement about what is to be achieved.  Written in sequenced steps to achieve the goal.  Diagrams and illustrations are used to make the process clearer | **Persuasive letter**  Brief introduction and conclusion.  Written in the present tense.  Main ideas organised in groups.  **Diary**  Writing in the first person  **Story**  Sentences organised chronologically indicated by time related words e.g. finally  Divisions in narrative may be marked by sections/paragraphs  Connections between sentences make reference to characters.  Connections between sentences indicate extra information. | **Newspaper report**  Ideas grouped in sentences in time sequence.  Attempts at third person writing.  e.g. The man was run over.  Beginning describes what happened.  **Character description** | **Non Chronological reports**  Brief introduction and conclusion.  Written in the appropriate tense.  e.g. Sparrow’s nest…  Dinosaurs were… .  Main ideas organised in groups.  **Poetry**  **Story**  Sentences organised chronologically indicated by time related words e.g. finally  Divisions in narrative may be marked by sections/paragraphs  Connections between sentences make reference to characters.  Connections between sentences indicate extra information. | **Recount**  Brief introduction and conclusion.  Written in the past tense e.g. I went…  I saw…  Main ideas organised in groups.  Ideas organised in chronological order using connectives that signal time.  **Poetry**  **Character description** |
| **GPS Knowledge** | Teach the dge, c, g, kn, gn, wr, il, el, al graphemes.  Teach how to add suffixes s ing and ed.  Common Exception words | Homophones  Adding vowel suffixes to words that end with e - drop e rule and to the words ending in VC – double  Teach y to an i rule.  Introduce the y, al (or), o (u), ey, w-a (o), w-or (er), w-ar (or) graphemes.  Introduce the s (zsh) and ti graphemes.  Common Exception words | Adding consonant suffixes.  Contractions  Possessive Apostrophe.  Sound Write/Extended code:  Sounds:  er, e, ow, oe, oo, ie, oo,  Common Exception words | Sound Write/Extended Code  Sounds:  u, ou, s, l, or, air, ue, oy, ar, o, ae,  Common Exception words | Revising Phonics ahead of Spelling Check  Sounds Write/Extended Code:  d, ee, i, oe, n, er, v, oo, j, g, f  Common Exception words | Sounds Write/Extended Code:  m, or, h, k, r, t, z, eer  Common Exception words |

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| Maths | | | | | | |
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| **Blocks** | **Place value**   * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * read and write numbers to at least 100 in numerals and in words * identify, represent and estimate numbers using different representations, including the number line * recognise the place value of each digit in a two-digit number (tens, ones) * compare and order numbers from 0 up to 100; use <, > and = signs * use place value and number facts to solve problems   **Addition and Subtraction**   * Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers. * Add three one-digit numbers. * Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. θ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Shape**   * identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] * compare and sort common 2-D shapes and everyday objects * recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] * compare and sort common 3-D shapes and everyday objects | | **Money**   * recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value * find different combinations of coins that equal the same amounts of money * solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change   **Multiplication and Division**   * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems   **Length and Height**   * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using various equipment. * Compare and order lengths and record the results using >, < and =.   **Mass, Capacity and Temperature**   * choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (℃); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels * compare and order mass, volume/capacity and record the results using >, < and = | | **Fractions**   * recognise, find, name and write fractions 1 , 1 , 2 * 3 4 4 * and 3 of a length, * 4 * shape, set of * objects or quantity * Recognise the equivalence of 2, 4 and 1 * write simple fractions for * example, 1/2 of 6 = 3   **Time**   * compare and sequence intervals of time * tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times * know the number of minutes in an hour and the number of hours in a day   **Statistics**   * interpret and construct simple pictograms, tally charts, block diagrams and simple tables * ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * ask and answer questions about totalling and comparing categorical data   **Position and Direction**   * order and arrange combinations of mathematical objects in patterns and sequences * use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise) | |

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| Science | | | | | | |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Topics** | **Animals including humans**  Pupils should be taught to: ♣ notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  **I know how to name and locate parts of the human body, including those related to the senses and describe them**  **I know how to describe the basic needs of animals for survival and the main changes as offspring from young animals, including humans, grow into adults**  **I know how to group animals according to what they eat, describe how animals get their food from other animals and/or plants, and use simple food chains to describe these relationships.**  I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  **Resources:**  Photos of stages of life – caterpillar, frog etc.  **Vocabulary:**  **Humans and animals:** egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep, baby, toddler, child, teenager, adult, elderly, exercise, offspring, hygiene, survival and shelter. | | **Uses of everyday materials**  Pupils should be taught to: ♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  **I know how to distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses**  I know how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  I know how to describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  **Resources:**  House materials - Wood, stick, straw, stones, etc. Materials to bend, stretch, twist.  **Vocabulary:**  Squash, bend, stretch, twist, solid.  **Inspiring scientists**  Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. | | **Living things and their habitats**  Pupils should be taught to: ♣ explore and compare the differences between things that are living, dead, and things that have never been alive ♣ 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 ♣ identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  **I know how to identify whether things are alive, dead or have never lived**  I know how to explore and compare the differences between things that are living, dead, and things that have never been alive  I know how to 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 I know how to identify and name a variety of plants and animals in their habitats, including micro-habitats  I know how to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food  **Vocabulary: Habitat**: A natural environment or home of a variety of plants and animals  **Micro-habitat**: A very small habitat, for example for woodlice under stones, logs or leaf litter  Dead Alive Habitat Micro -habitat Food chain Seashore Woodland Ocean rainforest  **Plants**  Pupils should be taught to: ♣ observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  **I know how to describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants**  I know how to observe and describe how seeds and bulbs grow into mature plants  I know how to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  **Vocabulary Plants:**  **bulbs. germination, reproduction (questions that recognise growth), growth, survival** | |

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| **Computing** | **Online Safety**  OS1: To be able to use technology safely and respectfully, keeping personal information private.  OS4: To understand the need for a safe and secure password.  **Using Technology**  I know which icons to press in order to save and print. UT1: To confidently access an iPad and save and print on an online platform.  Purple Mash  I know the position of the keys on a ‘QWERTY’ keyboard. UT2: To begin to develop familiarity of position of letter keys.  Purple Mash  I can use the shift key to create a capital letter. UT3: To understand how to use the shift key. | **Programming and Control**  I know that an algorithm is a precise set of instructions. PC1 DECOMPOSTION\*: To understand that an algorithm is a set of instructions to achieve a goal on a program.  I know that debugging is a way of solving problems within my code. PC2 LOGIC\*: To create and debug (correct errors) in simple programs.  I know that certain code will make the physical resource behave in a specific way. PC3 LOGIC\*: To be able to use logical reasoning to predict the behaviour of simple programs.  ***The above objectives will be covered by complete the following compulsory projects:***  PC123A: Program a Bluetooth Beebot (a blubot) using the iPad app to move in specific way – use block code to create loops and repeat. | **Using Technology**  I know how to insert a photo before making simple edits. UT4: To be able to make choices about which software is most appropriate to use – Compare: Purple Mash - 2Paint A Picture, simple editing of photos (this can be cross-curricular and only needs to be in 2Paint A Picture program)  I know how to insert a photo before making simple edits. UT5: To independently use a variety of hardware for different purposes – using an iPad, to take photos and add text on piccollage,  I know that there are many different technologies that we interact with in our day to day lives and I can discuss and compare their uses. UT10: To recognise common uses of information technology including at school. – discuss carpark gate, school entry fobs, sign in system  **Online Safety**  OS6: To demonstrate an age-related understanding of Online safety when communicating online. Ensure that this is appropriate to your class e.g. only video chat when you have asked permission. | **Using Technology**  I know which icons to press in order to make the font bold, italics or underlined. UT6: To begin to produce work using an ipad independently, using simple features of programs and tools – italics, bold, underline Google Apps Slides.  I know how to insert a picture and record sound on a presentation. UT7: To begin to develop an understanding of creating presentations to organise ideas – Google Apps Slides pictures and recording sound |  | **Using Technology**  I know how to collect data and use it to create a simple graph. UT8 DATA REPRESENTATION\*: To create a simple database and graph – Purple Mash – 2Graph  I know how to collect data and use it to create a simple graph. UT9 DATA REPRESENTATION\*: To recognise the link between collecting data and creating a simple graph Purple Mash – 2Graph  **Online Safety**  OS3: To begin to understand the meaning of cyberbullying and know who to tell or what to do if they see something upsetting online e.g. a trusted adult or use block/report features. |
|  | **Computing vocabulary:** *algorithm, d*ebug, hyperlink, cyberbullying, data, website, save, print, search, online | | | | | |

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| **History** | **Communication**  Know that life was different in the past to today.  Understand that prehistoric man painted on cave walls through symbols and pictures  Know Ancient Egyptians developed a writing system called hieroglyphics.  Know that William Caxton was a significant individual who invented the printing press  Understand how the printing press changed access to information for humankind  Understand that Samuel Morse invented Morse Code and the telegraph  Know that the telephone was invented by Alexander Graham Bell.  Understand that people had greater access to knowledge after the invention of the world wide web  Know that Tim Berners-Lee invented the world wide web.  **Communication**  Know that historians use artefacts as sources of evidence about the past  Understand that historians ask questions  Understand some of the ways in which we find out about the past and identify different ways in which it is represented  Know where the people and events they study fit within a chronological framework  Understand AD and BC on a timeline  Compare and contrast different types of communication  **Communication: End Point**  Know how changes in communication impacted on the lives of people  Understand how to use a timeline  *Vocabulary:*  • Ancient Egyptians • Hieroglyphics  • Merchant  • Printing press  • Telegraph  • Telegram  • Morse code  • Johannes Gutenberg  • William Caxton  • Samuel Morse  • Alexander Graham Bell  • Tim Berners-Lee |  | **Great Fire of London**  Understand what London looked like in 17th century  Understand what modern day London looks like  Know who Samuel Pepys was  Know the key events from the Great Fire of London  Understand the limitations of the technology of the time  **Great Fire of London**  Understand some of the ways in which we find out about the past and identify different ways in which it is represented  Compare and contrast architecture from different time periods  Understand that information from history comes from different sources depending on the time period  Use parts of stories and other sources to show that they know and understand key features of events  Use common words and phrases relating to the passing of time  Know where the people and events they study fit within a chronological framework  Compare and contrast technology and architecture from before and after The Great Fire of London  Identify similarities and differences between ways of life in different periods  **Great Fire of London: End Point**  Understand how the Great Fire of London changed the architecture  Recount the key events from the fire  Understand some of the ways in which we find out about the past and identify different ways in which it is represented  *Vocabulary:*  • Century  • Plague  • Stuart  • King Charles II  • Source  • Samuel Pepys  • Thomas Farriner  • Monument |  | **Significant Individuals**  Know that life was different in the past to today  Understand that modern hospitals are clean and hygienic  Know that professionals follow rules and guidelines for the safety of patients and themselves  Know how pandemics influence practice in hospitals  Know that Florence Nightingale is known as the founder of modern nursing  Know that she initiated hygiene practices in hospitals  Know that Florence Nightingale faced challenges in implementing change as she was a woman  Know that Mary Seacole's application to support the Crimean War effort was refused  Understand she used traditional medicine to treat people  Know that Mary Seacole faced challenges due to her ethnicity  Know that Edward Jenner invented the first vaccination  **Significant Individuals**  Ask and answer questions  Understand that historians ask questions  Know that historians use artefacts as sources of evidence about the past  Understand some of the ways in which we find out about the past and identify different ways in which it is represented  Know where the people and events they study fit within a chronological framework  Understand a ﻿timeline  **Significant Individuals: End Points**  Understand that medicine and medical practices have changed through history  Know significant individuals and how they shaped the healthcare system  Know where the people and events they study fit within a chronological framework  *Vocabulary:*  • Florence Nightingale  • Mary Seacole  • Scutari  •Crimea  • Hygiene  • Infection  • Hospital  • Ward  • Disease  • Patient | |  |

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|  | Term 1 | Term 2 | Term 3 | Term 4 | | Term 5 | Term 6 |
| **Geography** |  | **Where do we live?**  *Locational knowledge:*  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  I know that:  The world is split into seven land masses called continents.  There are oceans between the continents.  The difference between a continent and a country.  I can:  Name the four countries of the UK.  Name the four capital cities of the UK and match them to their country.  *Place knowledge:*  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  *Human and physical geography:*  I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes.  I know what a settlement is.  I can describe the basic differences between a village,  town and city.  *Geographical skills and fieldwork:*  Use world maps, atlases and globes To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.  I can locate the United Kingdom on a world map.  I can locate the four countries of the UK on a map.  I know where the capital cities of the UK are on a map.  I can explore my local area: Stocks Green, identifying basic human and physical features.  I can explore a map of my local area: Stocks Green and identify basic features, such as roads and rivers.  Vocabulary:  **Key physical features**:  beach, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  **Key human features:**  city, town, village, factory, farm, house, office and shop.  Local area  Stocks Green  Hildenborough  Settlement  Village  Town  City  Land mass  Ocean  Continent  United Kingdom  Mountains  Hills  Lakes |  | **Let’s Go To The Arctic**  Locational knowledge:  I know the names of the countries in the Arctic Circle.  Place knowledge:  I can identify similarities and differences in the human and physical features London, UK and Sisimiut, Greenland.  *Human and physical geography:*  I can use photos to identify geographical features of towns in the Arctic Circle. I can describe what the weather is like in the Arctic.  I know that the seasons in the Arctic are different to the seasons we have.  I know that winter lasts longer in the Arctic than in other parts of the world.  I can sort photographs to compare Arctic summer and winter.  I can describe the physical features of the Arctic, including glaciers, sea ice and icebergs.  I can name some animals that have adapted to live in the Arctic environment.  I can describe the human features of cities in the Arctic Circle.  I know that Inuits are native people of the Arctic Circle. I can describe some features of the Inuit way of life.  *Geographical skills and fieldwork:*  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  I can identify the Arctic Circle on a world map and a globe.  I can identify the countries of the Arctic Circle on a world map.  I can mark a map of the Arctic to show where different Arctic animals live.  Vocabulary:  United Kingdom  London  Greenland  Sisimiut  Arctic Circle  Inuits  Native  Glaciers  Sea ice  Icebergs |  | | **We are map makers.**  *Geographical skills and fieldwork:*  Devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  I know that there are lots of different types of maps and that they can be used for different purposes.  I can use simple compass directions and directional language to move around a map.  I can use aerial photographs and perspectives to recognise landmarks.  I can create an aerial view of our classroom.  I know that maps use keys to help identify features.  I can use a map of our local area: Stocks Green to identify features.  I can use fieldwork and observational skills to study Stocks green School and its surroundings.  I can draw a map of Stocks Green  school, including a key.  I can use Google maps to explore Stocks Green School and the local area.  I can follow a map plan to make a 3D map.  Vocabulary:  Compass direction  Aerial Photograph  Aerial View  Key  Google maps |

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|  | Term 1 | Term 2 | Term 3 | Term 4 | | Term 5 | Term 6 |
| **Art** | **Drawing and Sketchbooks**  **Drawing, Sketchbooks, Collage**  Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area.  Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation.  Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch. Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering ‘composition’ when making work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.  Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White. | **Print, Collage and Colour**  **Printmaking (Mono Print), Drawing,** **Collage**  Pupils will work in sketchbooks using hand-writing pens and soft B pencil to make close observational drawings of the natural world from images and film. Children will continue to develop their hand-eye coordination through slow drawing, picking out the things that interest them, playing with scale and line.  Pupils will continue to develop their careful looking and mark making whilst they create small drawings of small objects. They will work in sketchbooks or on larger sheets of loose paper creating small drawings of lots of varied small objects. Their sketchbooks will be filled with drawings capturing the movement and energy of the images and films in week 1, juxtaposed with still and small drawings completed this week. Pupils will reflect in small groups about whether they prefer drawings from week 1 or 2.  Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.  Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries. If pupils have worked on lots of loose sheets they will make a sketchbook incorporating all of this work. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.   Xgaoc’o Xare | **Working in 3 Dimensions**  **Drawing, Sketchbooks, Collage, Making**  Pupils will become familiar with the term ‘architecture’. They will think about architecture in their local area and engage in peer discussion about local landmarks. Pupils will be challenged to make several drawings in sketchbooks using hand-writing pens taking no longer than 5 or 10 minutes, thinking about line and mark making.  Pupils will be introduced to the work of Hundertwasser and will use images and videos to frame discussion around his work. Pupils will respond by collecting and gathering information visually in their sketchbooks using a range of materials.  Pupils will use the ‘design through making’ approach to make their own architecture. They will be inventive about the shapes and structures that they will use and which 3d forms they want to create. Pupils will address questions of how their architecture will stand, the purpose of it, and who it will be made for. They will work in their sketchbooks to record their findings. Pupils will respond to interventions designed to give them fresh perspectives or ideas.  Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.  Hundertwasser, Zaha Hadid, Heatherwick Studios | **Paint, Texture, Colour**  **Painting, Sketchbooks**  Pupils will become familiar with the term ‘expressionism’. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation.  Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks.  Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them.  Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term.  Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne | **Working in 3 Dimensions**  **Making, Drawing, Sketchbooks**  Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from ‘seeds’. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on. Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. **Chris Kenny** | | **Collaboration and Community**  **Drawing, Making, Sketchbooks**  Pupils will create careful, slow drawings with a sharp graphite pencil in sketchbooks, to the rhythm of a slow metronome. Pupils will be introduced to Wassily Kandinsky to become familiar with the idea that artists are often inspired by other art forms. Pupils will have time to respond to the work of Kandinsky by filling a couple of sketchbook pages with visual notes. They will demonstrate that they are developing the skills to process chunks of information visually and verbally.  Pupils will demonstrate that they can listen to sounds and use mark making skills to make marks in response in 3 different exercises. They will discover that abstract mark making can capture the spirit of a piece of music. Pupils will bring what they have learnt about rhythm and mark making into observational drawing. Pupils will become familiar with another artist who responds visually to sounds using their whole body to make marks. Pupils will share their thoughts in a class discussion.  Pupils will visually explore orchestras and musical instruments through film taking into consideration shape, colour, and composition. They will use line and careful looking in their sketchbooks to describe shapes and they will use different materials such as pastel crayons and pens. Sketchbooks will be full of different elements from the video. If there is time, children will be introduced to ‘projection mapping’. They will share their thoughts and opinions in class conversation. Pupils will engage in an interactive activity to ‘paint music’ on the whiteboard.  Pupils will use their imaginations to invent their own musical instruments. Pupils will draw and paint / make using recycled materials in their exploration.  Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Kandinsky |

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| **D&T** | **Technical Knowledge:**  Food and Nutrition  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from  I can name a variety of pizza toppings.  I can use the model of the balanced plate to evaluate how healthy different pizzas are.  I can explore different types of bread and evaluate which would work best for a pizza base.  I can identify which food group a variety of pizza toppings belong to.  I can sort pizza toppings into groups based on different criteria, e.g. animal vs plant products.  I can explain why each of the food groups is important for a balanced diet.  I can design and make a healthy pizza following given criteria.  I can evaluate my finished pizza, saying what I think and feel about | | **Technical Knowledge:**  Textiles  I can explore a variety of puppets, identifying and labelling their features.  I can cut out felt using a simple template.  I can stick pieces of felt together to make a finger puppet.  I can add pieces of felt and other materials to a finger puppet to create features, such as eyes, hats and mouths.  I can use running stitch to join two pieces of fabric together.  I can use overstitch to join two pieces of fabric together.  I can sew a button onto a piece of fabric.  I can design a glove puppet for a particular purpose.  I can follow a design to make a glove puppet by sewing two pieces of fabric together and adding decorations.  I can evaluate my finished glove puppet by identifying what went well and what could be improved. | | **Technical Knowledge:**  Mechanical systems  Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  I can investigate a range of vehicles, identifying and labelling their features.  I know what an axle is.  I know what a chassis is.  I can explore different ways of using axles, chassis and wheels to create a moving base.  I can design a vehicle with wheels, axles and chassis, as well as a body.  I can follow a design to make a moving vehicle.  I can evaluate my finished moving vehicle. | | |

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| **RE** | **Christian rites of passage**  To understand what a rite of passage is.  To understand what  happens at a Baptism  ceremony.  To learn about Holy  Communion.  To explore a Christian  marriage ceremony.  To explore the death and funeral ceremony of a  Christian person. | **Christmas Celebrations**  To think about what we celebrate and how we celebrate.  To recount the Christmas story.  To explore how Christians celebrate Christmas. To investigate how Christmas is celebrated by Christians around the world.  To recap and summarise what we have learnt about  Christmas. | **Judaism**  **Why is the Torah special?**  To find out about what Judaism is and what Jews believe.  To find out how the Torah began on Mount Sinai.  To find out how the Torah is used by Jews today.  To explore some of the stories in the Torah and what  they teach about God (David and Goliath).  To find out about some of the laws in the Torah.  To find out what the Torah teaches Jews about helping others. | **Multi-Faith Unit**  **Leaders and teachers**  To find out about leaders in school, and what they do.  To understand the challenges of being a leader, and why leaders are important.  To find out about religious leaders and their special books (Guru Gobind Singh Ji).  To understand the  importance of global  religious leaders.  To learn the names, clothing, places of worship, holy books  and duties of local religious leaders (Christianity, Islam and Judaism). | **Sikhism**  **What do Sikhs believe?**  To find out about Sikhs and how Sikhism began.  To find out what being equal means to a Sikh.  To find out why Sikhs  meditate.  To find out why Sikhs  believe people should work hard and live honestly.  To find out why Sikhs  believe people should share. | | **Buddhism**  **Who was Buddha?**  To understand how  Siddhartha Gautama came to be known as ‘the Buddha’.  To recognise Buddhist symbols which explain why  Buddha was special.  To explain the meaning of a Buddhist parable (The Monkey King).  To explain what Buddha taught Buddhists about how  to live their lives.  To recognise where and how Buddhists worship.  To understand how and why the life of the Buddha is  celebrated during Vesak. |

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| **PSHE** | **Me and my relationships**  To recognise that people have different ways of expressing their feelings.  I understand we have different ways to express our feelings.  To identify different ways to respond to the feelings of others.  I can express my feelings in a safe, controlled way.  To recognise the differences between bullying, unkind behaviour or teasing.  I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.  To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.  I can tell someone how they are making me feel.  To recognise a healthy friendship and its qualities.  I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. | **Valuing difference**  To identify differences and similarities between others.  I can be respectful of those who are different to me.  To recognise and explain how a person's behaviour can affect other people.  I can describe how someone can change someone's feelings.  To learn and use different ways to show good listening.  I can tell you why it is important to show good listening to people who think differently to me.  To explain how it feels to be part of a group and left out of a group.  I can name and suggest strategies to someone who feels left out.  To recognise and talk about acts of kindness and how they can impact others.  I can be kind and use kind words to my friends. | **Keeping myself safe**  To explain simple issues of safety and responsibility about medicines and their use.  I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.  To identify situations in which they would feel safe or unsafe.  I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.  To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation.  I can say what I do and don't like and who to ask for help.  To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch. I can give examples of touches that are ok or not ok (even if they haven’t happened to me) and I can identify a safe person to tell if I felt ‘not OK’ about something. | **Rights and responsibilities**  To identify strategies in cooperation.  I can make choices that help me play and work well with others.  To identify strategies in self-regulation.  I can use some strategies when I feel upset or angry.  To name ways to stay safe when using the internet.  I can ask for help from a trusted adult.  To recognise that they have a responsibility to help care for their immediate and broader environment.  I can name some ways I can look after my environment.  To learn about saving and spending money.  I can make choices with money. | **Being my best**  To explain the stages of the learning line showing an understanding of the learning process.  I can explain what happens when I learn something new.  I can explain how setting a goal or goals will help me to achieve what I want to be able to do.  To understand the importance of good hand and dental hygiene.  I can explain how hand hygiene stops virus' and germs from spreading.  To recognise what the body needs to have energy and stay well.  I can give examples of what I can do and give to my body to stay healthy.  To identify parts of the body that process food and create energy.  I can name different parts of my body that are *inside* me and help to turn food into energy. | | **Growing and changing**  To give positive feedback to someone.  I can give support to a friend.  To recognise the range of feelings associated with loss and to discuss things people can do to feel better.  I can describe feelings of loss and suggest what someone can do if a friend moves away.  To identify the different stages of growth and what people are able to do at these different stages.  I can describe the stages of growth I have been through and what I look forward to in my future.  To identify the human private parts/genitalia and explain that they are used to make a baby.  I can name the human private parts that are used to make a baby.  To explain who can see someone's private part, what consent means and how to protect privacy.  I can talk about keeping private parts private. |

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| **PE** | **Invasion Games**  Master basic movements including running, jumping, throwing and catching.  Participate in team games, developing simple tactics for attacking and defending  Can dribble a ball using a variety of equipment changing speed and direction.  Can pass a ball with emerging accuracy using a variety of equipment.  Can receive a ball using a variety of equipment.  Can shoot at a target using a variety of equipment.  Can use a variety of  equipment correctly and safely.  Can demonstrate  basic attacking principles.  Can demonstrate  basic defending principles.  Can demonstrate  basic tactics in a  game.  Can form decisions about and act upon them when considering space  needed in competitive scenarios | **Gymnastic**  To develop balance, agility and coordination  Perform and link basic gymnastic shapes and actions with strength control and coordination.  Repeat a sequence of gymnastic actions including transitions.  Create and perform a short sequence with a clear beginning, middle and end, on floor and apparatus with a partner  Use appropriate language to accurately describe a gymnastic sequence.  Control basic rolls with quality including log rolls, egg (tuck) rolls  Execute jumping in gymnastics shapes and landing with strength and control. Including Tuck, Star, and Long shapes. | **Dance**  To perform dances using simple movement patterns.  Perform basic actions with control and coordination.  Repeat a sequence of movements to music including the dance skill transition and perform using the dance skill Unison.  Create and perform a short sequence with a clear beginning, middle and end, independently or with a partner. | **OAA**  Can work with others to solve simple problems  Support team mates to complete a task  Co-operate well when leading others with others in basic challenges | **Net Wall**  **Master basic** movements including running, jumping, throwing and catching.  Can move with agility, balance and control, changing directions and speed.  Can use a backhand technique to push a moving ball along the floor with control.  Can use a forehand technique to push a moving ball along the floor with control.  Can identify when to use a fore and backhand and use them with control in a rally across the floor  Can serve a ball over a net, into  a specific area, using suitable balance and technique. | | **Striking and Fielding**  **Master basic** movements including running, jumping, throwing and catching.  Can pick up and throw a moving ball in one movement.  Can run safely with equipment in a range of sport specific ways.  Can strike a ball accurately over varying distances.  Can strike a ball off a tee using a range of equipment.  Can catch, whilst moving, a variety of different sized and weight balls.  Can accurately throw, whilst moving, a variety of balls using a range of styles.  Can use different throwing techniques to shoot at targets. |

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| **Music** | **Exploring Simple Patterns**  How does the music help us to make friends? | **Focus on Dynamics and Tempo**  How does the music teach us about the past? | | **Exploring Feelings through Music**  How does the Music make the world a better place? | **Inventing Musical Story**  How does Music teach us about our Neighbourhood? | **Music that makes you dance**  How does Music makes us happy? | **Exploring Improvisation**  How does Music teach us about looking after our planet? |
| **MMC Key Areas:**  **Singing**  **NC objective:**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes.** | Sing songs regularly with a pitch range of ***do-so*** (fifth intervals) with increasing vocal control.  Sing songs collectively (in unison) and sometimes in parts, with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.  Know the meaning of dynamics (loud/quiet) and tempo (fast/slow).  Demonstrate an understanding of dynamics when singing by responding to the leader's directions and/ or visual symbols (e.g. crescendo, decrescendo, pause). | | | | | | |
| **Listening**  **NC Objective:**  **Listen with concentration and understanding to a range of high-quality live and recorded music** | Talk about how the song makes them feel. Identify and join in with different steady beats. Describe tempo as fast or slow and compare different tempos. Describe dynamics as loud and soft, getting louder and getting softer.  Identify and Join in with sections of the song eg. Chorus. Start to talk about the style of a song. Recognise and name some band and orchestral instruments. Start to talk about where music might fit into the world.  Develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in and out of school. | | | | | | |
| **Composing**  **NC objective:**  **Experiment with, create, select and combine sounds using the inter-related dimensions of music.** | Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Work with a partner to improvise simple question and answer phrases, to be sung and played on un-tuned percussion, creating a musical conversation. Explore improvisation within a major scale using the notes: C D E, C G A, G A B, F G A  Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds. | | | | | | |
| **Musicianship**  **(Performing)**  **NC objective:**  **Play tuned and un-tuned instruments musically** | **Pulse/Beat**  Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen.  **Rhythm**  Play copycat rhythms, copying a leader, and invent rhythms for others to copy on un-tuned percussion. Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including **crotchets, quavers and crotchets rests.** Create and perform their own chanted rhythm patterns with the same stick notation.  **Pitch**  Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). | | | | | | |
| **Key vocabulary** | Understand and use words and phrases such as:  Pulse, tempo, getting faster/ slower, getting louder/ softer, symbols, notation, crotchets, quavers, rests, part, round, verse, chorus. | | | | | | |