



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Space The final Frontier	What does friendship mean?	The USA	The Tudors	Natural disasters	Egyptians
English Power of reading	Cosmic Hidden Figures now>press>play Other uses	Savage The Polar Express Popular text Description Autobiography	Holes Narrative text Description Newspaper Report Letter	Treason Historical Fictional text Biography Letter	Floodland Modern writing Newspaper report Short story Recount	Secrets of a Sun King Persuasion Argument Interview
SPAG now>press>pla SATS Reading	now>press>play Mission to Mars	Report writing Narrative Play script Comprehension	Poetry Interview Comprehension	Conversation Description Diary Balanced argument	Non-fiction writing Comprehension	Diary Story Comprehension
	Poetry Diary Letter Narrative Leaflet Balanced argument Comprehension	SPAG - expounded noun phrases - relative pronouns -paragraphs	SPAG -brackets, dashes and commas to show parenthesis -commas to clarify meaning - hyphens	Comprehension SPAG - apostrophes - adverbials and fronted adverbials - present perfect form and past perfect tense	SPAG - Subject and verb agreement - I and me - changing nouns or adjectives into verbs using suffixes –ate, - ise, -ify and –en	SPAG - using a dictionary and thesaurus - idioms -antonyms
	SPAG -noun, verb, conjunction, pronoun, adverb, preposition and determiner - modal verb -clauses and phrases Spelling - ai sound (ai, ay, a-e, ei, eigh, ey) -i sound spelled y - u sound spelled ou - words from the year 3 and 4 spelling list	Spelling - G sound spelled gue -k spelled que - sh sound spelled ch - words from the year 3 and 4 and 5 and 6 spelling list <u>Cross-curricular</u> PSHE Identify a range of ways that we can support each other.	Spelling - S sound spelled sc - suffix ly - suffixes : tion, sion, ssion, cian - words from the year 3 and 4 and 5 and 6 spelling list <u>Cross-curricular</u> PSHE To be able to face new challenges positively	Spelling - spelling pattern ough -suffixes: -cious and tious - suffixes: -cial and – tial - words from the year 5 and 6 spelling list <u>Cross-curricular</u> PSHE To be able to face new challenges positively	Spelling - suffixes –able and ible - silent letters - double letters - words from the year 5 and 6 spelling list <u>Cross-curricular</u> PSHE To be able to face new challenges positively and know how to set personal goals.	Spelling -using verb prefixes - dis, de-, mis-, over-, re- and pre- - adding prefixes and suffixes - words from the year 5 and 6 spelling list <u>Cross-curricular</u> PSHE





SCHOOL	Cross-curricular	To know that smoking	and know how to set	and know how to set	To understand my	Identify a range of
	PSHE To be able to face new challenges positively and know how to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. Identify a range of ways that we can support each other.	and alcohol misuse is unhealthy. To know some of the risks with misusing alcohol, including anti- social behaviour, and how it affects the liver and heart.	and know now to set personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. To understand that cultural differences sometimes cause conflict. To understand how rumour-spreading and name calling can be bullying behaviour. Identify a range of ways that we can support each other.	personal goals. To understand my rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. Identify a range of ways that we can support each other. Shakespeare Day World Book Day	rights and responsibilities as a citizen of my country and a member of my school To understand how an individual's behaviour can impact on a group. Identify a range of ways that we can support each other.	ways that we can support each other. To be able to face new challenges positively and know how to set personal goals. To understand that cultural differences sometimes cause conflict.
Mathematics	Number and place value -place value to 1,000,000 -rounding	Multiplication and division -factors -formal written methods	Addition and subtraction -formal written methods -mentally	Multiplication and division -multiples and factors -prime numbers and composite	Number and place value -place value -negative numbers -rounding	Multiplication and division - Multiply and divide by 10, 100, 1000
now>press>play Fractions Decimals now>press>play	Multiplication and division -multiply and divide by 10, 100, 1000	-mental calculations -multiply and divide by 10,100, 1000 - problem solving	-rounding to check calculations -multi-step problems	-written methods -multiply and divide by 10, 100, 1000 -square/ cube numbers	 problem solving Multiplication and division multiply and divide by 10, 100, 1000 	Fractions -Compare and order -mixed numbers and improper fractions -convert decimals to fractions





Fraction decimals	Measurement	Fractions	Geometry	Fractions	-convert between
and percentages	Using all 4 operations	-solve problems	-reflection, and	-Compare and order	decimal, fraction %
-decimal as fraction	to solve problems	Ĩ	translation	-mixed numbers and	-equivalent fractions
-read, write order and	-	Measurement	-identify 3-D shapes	improper fractions	-add and subtract
compare	Geometry:	-problem solving	-acute, obtuse and	-convert decimals to	fractions
	properties of shape	-perimeter	reflex	fractions	
Measurement	-properties of shapes		-measure angles	-convert between	Measurement
including time	- angles	Statistics	-identify 90, 180, 360	decimal, fraction %	-convert
-conversions and	-regular and irregular	-line graphs	degrees	-equivalent fractions	- problem solving
problem solving		-tables including	- regular and irregular	-add and subtract	
	Place value	timetables	polygons	fractions	
	-Place value		_		
	- negative numbers	Multiplication and	Number	Measurement	
	-rounding	division	- place value	-convert	
	-Roman numerals	- Multiply and divide	-negative numbers	- problem solving	
		by 10, 100, 1000	-rounding		
	Fractions	Part is a second	-problems	Addition and	
	-decimals as fractions	Fractions	Fractions	subtraction	
	-place value -round decimals	-Compare and order -mixed numbers and		-formal written methods	
	-round decimais		- compare and order -mixed numbers and		
	Measurement	improper fractions -convert decimals to	improper fractions	-mentally -rounding to check	
	-Convert between	fractions	-convert with decimals	calculations	
	different units	-convert between	and %	-multi-step problems	
	unierent units	decimal, fraction %	-round	-multi-step problems	
		-equivalent fractions	-problem solving		
		equivalent mactions	problem solving	Statistics	
			Measurement	-line graphs	
			-convert	-tables including	
			- problem solving	timetables	





Science	Earth and Beyond	Animals (including	Materials 1	Materials2	Living things and	Forces
	Relative sizes of sun,	humans)	Compare and group	Compare and group	habitats	Explain that
	earth and moon	Describe the changes	together everyday	together everyday	Describe the	unsupported objects
	Day and night	as humans develop to	materials on the basis	materials on the basis	differences in the life	fall towards the Earth
	Sunrise and sunset	old age	of their properties,	of their properties,	cycles of a mammal, an	because of the force of
	<mark>Orbit</mark>		including their	including their	<mark>amphibian, an insect</mark>	gravity acting between
	<mark>Moon phases</mark>	<u>Skills</u>	hardness,	solubility and response	<mark>and a bird</mark>	<mark>the Earth and the</mark>
	Shadows	Identify scientific	transparency, and	to magnets		falling object
		evidence that has been	conductivity (electrical		Describe the life	Identify the effects of
	Skills	used to support ideas	and thermal)	Know that some	process of	air resistance, water
	Take measurements	and arguments.	-Walter Lincoln	materials will dissolve	reproduction in some	resistance and friction,
	using a range of	I can record data and	Hawkins: invention of	in liquid to form a	plants and animals	<mark>that act between</mark>
	scientific equipment,	results of increasing	the plastic coating for	solution, and describe		moving surfaces
	with increasing	complexity, using	telephone wires	how to recover a	Skills	
	accuracy and	scientific diagrams and		substance from a	Report and present	Recognise that some
	precision.	labels, classification	Give reasons, based on	solution	findings from	<mark>mechanisms, including</mark>
	Use test results to	keys, tables, scatter	evidence from		enquiries, including	levers, pulleys and
	make predictions.	graphs, bar and line	comparative and fair	Use knowledge of	conclusions and	<mark>gears, allow a smaller</mark>
	Report and present	graphs.	tests, for the particular	solids, liquids and	explanations of and	<mark>force to have a greater</mark>
	findings from	Describe the changes	uses of everyday	gases to decide how	degrees of trust in	effect
	enquiries, including	as humans develop to	materials, including	mixtures might be	results, in oral and	
	conclusions and	old age	metals, wood and	separated, including	written forms.	<u>Skills</u>
	explanations of and		plastic	through filtering,	Identify scientific	Plan different types of
	degrees of trust in			sieving and	evidence that has been	scientific enquiries to
	results, in oral and	<u>Vocabulary</u>	<u>Skills</u>	evaporating	used to support ideas	answer questions.
	written forms.	Puberty, lifecycle,	Plan different types of		and arguments.	Take measurements
	Identify scientific	gestation, growth,	scientific enquiries to	Demonstrate that	I can record data and	using a range of
	evidence that has been	reproduce, foetus,	answer questions.	dissolving, mixing and	results of increasing	scientific equipment,
	used to support ideas	fertilisation, baby,	Take measurements	changes of state are	complexity, using	with increasing
	and arguments.	toddler, child,	using a range of	reversible changes	scientific diagrams and	accuracy and
	I can record data and	teenager, adult, old	scientific equipment,		labels, classification	precision.
	results of increasing	age, life expectancy,	with increasing	Explain that some	keys, tables, scatter	Record data and
	complexity, using	adolescence.	accuracy and	changes result in the	graphs, bar and line	results of increasing
	scientific diagrams and	Development,	precision.	formation of new	graphs.	complexity using
	labels, classification	amniotic sac, placenta,	Record data and	materials, and that this		scientific diagrams and
	keys, tables, scatter	embryo, viable,	results of increasing	kind of change is not	• Describe the differences in the life cycles of a mammal,	labels, classification
	graphs, bar and line	oxygen, umbilical cord.	complexity using	usually reversible,	an amphibian, an insect and	keys, tables, scatter
	graphs.	Sperm, vagina,	scientific diagrams and	including changes	a bird	













Interpret and present
discrete and
continuous data using
appropriate graphical
methods, including bar
charts and time
graphs.[yr4]
Sruphor[]14]
World science and
engineering week
engmeering week
<u>Cross-curricular</u>
DT- Use research into
existing products and
market research to
inform the design of an
innovative product.
Create prototypes to
show ideas.
Make careful and
precise measurements
so that joins, holes and
openings are in exactly
the right place.
Produce step by step
plans to guide making
showing that can apply
knowledge of different
materials, tools and
techniques.
Make detailed
evaluations about
existing products
considering the views
of others.
Build more complex
3D models applying
knowledge of





				strengthening techniques to make stronger and more stable. Understand how to use complex mechanical systems. +othe subjects according to theme of weeks work. World Maths Day	
History	<mark>Space Travel</mark> – the Apollo missions	Demonstration	America -Flag and its meaning	The Tudors -Key Tudor people	The Egyptians - Egypts location and
	Katherine Johnson, Dorothy Vaughan,	Remembrance service Cross-curricular	-Role of the president -Temperature	-Key events [Battle of Bosworth]	the importance of the Nile.
	Mary Jackson and	Skills change	comparisons between	-Explorers	-Pharaohs
	Annie Easley -	according to the years	us and them		-Hieroglyphics and
	contribution to the	focus.	- White house	Covered within class	Egyptian art.
	space race		-Barack Obama	text and visit to	-Egyptian death
	1		-Native Americans	Hampton Court	-Howard Carter and
	Dr. Gladys West - the			-Break with Rome	the finding of
	invention of the Global		Skills	-Rich and Poor	Tutankhamun
	Positioning System		Use dates to order and	-Fashion	
	(GPS)		place events on a	-Weapons	
			timeline.	-Medicine	Skills
	Mae C. Jemison -the first African		Compare sources of information available.	Skills	Compare sources of information available.
	American woman in		Understand that the	Use dates to order and	Make comparisions
	space		type of information	place events on a	between the period of
	space		available depends on	timeline.	study and the present
	Skills		the period of time	Compare sources of	day.
	Use dates to order and		studied.	information available.	Understand that the
	place events on a		Evaluate the	Make comparisions	type of information
	timeline.		usefulness of a variety	between the period of	available depends on
	Compare sources of		of sources.	study and the present	the period of time
	information available.		Present findings in a	day.	studied.
			variety of ways.		





UUL				
	Evaluate the	Cross-curricular	Understand that the	Evaluate the
	usefulness of a variety	Geography- Recognise	type of information	usefulness of a variety
	of sources.	the different shapes of	available depends on	of sources.
	Present findings in a	countries.	the period of time	Present findings in a
	variety of ways.	Understand weather	studied.	variety of ways.
	Provide an account of	patterns around the	Evaluate the	Provide an account of
	a historical event	world and relate to	usefulness of a variety	a historical event
	based on more than	climate zones.	of sources.	based on more than
	one source.		Present findings in a	one source.
	Give some reasons for	Maths- Complete,	variety of ways.	Give some reasons for
	some historical events.	read and interpret	Provide an account of	some historical events.
		information in tables.	a historical event	
	<u>Vocabulary</u>	Calculate and interpret	based on more than	<u>Vocabulary</u>
	Prejudice	the mean as an average	one source.	Legacy
	Legacy	[yr6]	Give some reasons for	Sources of information
	Oppression	Interpret and present	some historical events.	Evaluate
	Bias	discrete and		Ancient
	Sources of information	continuous data using	Vocabulary	Artefacts
	Evaluate	appropriate graphical	Treason	Evidence
		methods, including bar	Hierarchy	Archaeologist
	Black History month	charts and time	Rise and fall	Civilisation
	History-	graphs.[yr4]	Exploration	The Inus Valley
	Evaluate the		Continuity	
	usefulness of a variety	Computing-	Leagacy	now>press>play
	of sources.	Independently select,	Consequence	Ancient Egypt
	Present findings in a	use and combine a	Battle	Ancient Egypt
	variety of ways.	variety of software to	Sources of information	One en energianden
	Provide an account of	design and create		<u>Cross-curricular</u>
	a historical event	content for a given	now>press>play	Geography- Understand and use a
	based on more than	audience.	The Tudors	widening range of
	one source.	Understand the need		geographical terms e.g.
	Give some reasons for	to only select age	Cross-curricular	climate zones, biomes
	some historical events.	appropriate content.	Art- Tudor portraits	etc.
		Independently select	Research various	Recognise the different
	<u>Cross-curricular</u>	and use appropriate	artists, discuss	shapes of countries.
	PSHE- To be able to	software for a task.	processes and explain	Know and describe
	face new challenges		how used in finished	where a variety of
	positively and know		product.	places are in relation
			product.	places are in relation





301001			
how to set personal	Use filters in search	Computing-	to physical and human
goals.	technologies	Independently select,	features.
To understand my	effectively.	use and combine a	Know location of
rights and	Use filters effectively	variety of software to	capital cities of UK,
responsibilities as a	and appreciate how	design and create	seas around UK,
citizen of my country	results are selected	content for a given	European Union
and a member of my	and ranked.	audience.	countries with high
school		Understand the need	population, large areas
To understand how an	RE- I can explain how	to only select age	and largest cities on
individual's behaviour	values and qualities	appropriate content.	each continent.
can impact on a group.	such as kindness or	Independently select	Understand weather
To understand that	friendship can be	and use appropriate	patterns around world
cultural differences	1	software for a task.	and relate to climate
sometimes cause	American day	Use filters in search	zones.
conflict.	History- Use dates to	technologies	
connict.	order and place events	effectively.	Computing-
	on a timeline.	Use filters effectively	Independently select,
RE- I can explain how	Compare sources of	and appreciate how	use and combine a
values and qualities	information available.	results are selected	variety of software to
such as kindness or	Evaluate the	and ranked.	design and create
friendship can be	usefulness of a variety		content for a given
shown in different	of sources.	RE- I can explain how	audience.
aspects of my life.	Present findings in a	values and qualities	Understand the need
	variety of ways.	such as kindness or	to only select age
	Provide an account of	friendship can be	appropriate content.
	a historical event	I can explain why one	Independently select
	based on more than	way of showing	and use appropriate
	one source.	commitment may not	software for a task.
	Give some reasons for	be better than another.	Use filters in search
	some historical events.	I can start to show an	technologies
		understanding of the	effectively.
	Cross-Curricular	difference between	Use filters effectively
	DT-Understand the	purpose and destiny.	and appreciate how
	main food groups and		results are selected
	the different nutrients	Hampton Court Palace	and ranked.
	that are important for	trip	
	health.		RE- I can explain that
			individuals choose to





TT 1 . 11	1 1.00 + 1
Understand how a	show different degrees
variety of ingredients	of commitment to
are grown, reared,	their religion and can
caught and processed	relate this to
to make them safe and	commitments I make
palatable.	in my life.
Select appropriate	I can explain how
ingredients and use a	values and qualities
wide range of	such as kindness or
techniques to combine	friendship can be
them.	I can express my views
	on life after death and
PE- Basic motif in	start to explain how
small groups	these views may make
Different ways to use	a difference to how I
movement to reflect a	live my life.
theme	I can start to explain
Different dance	how beliefs about life
relationships. Learn	after death make an
how to use canon	impact on the ways
Formations to make	Hindus choose to live
dance aesthetically	their lives.
pleasing	I can express an
	opinion on the Hindu
Art- Develop different	belief in reincarnation
ideas which can be	with some reasoning. [
used and explain	comparing with
choices for the	Ancient Egyptians]
materials and	
techniques used.	
Confidently and	
systematically	
investigate the	
potential of new and	
unfamiliar materials	
and use these learnt	





			Evaluate work against their intended outcome. Founders Day Changes yearly Art/ Music/ PSHE			
Geography	Science unit Space Greenwich Trip Meridian line Skills Identify and describe the significance of the Prime/Greenwich Meridian and time zones.(See Science books)	Local Study - Local area on maps -River Medway: its effects on landscapes and people, including the physical features, the processes of erosion and deposition that affect them and an environmental issue, caused by change in an environment - Human geography- land use and economic development - Map our local area - Local area – unique selling points to tourists [2 lessons] Forest explorers- Trip to Walderslade Woods <u>Skills</u> Understand weather patterns around the	America -Locating the Americas Continents -Label USA states -Key landmarks – natural v man-made -Flag and its meaning -Role of the president -Temperature comparisons between us and them - White house <u>Skills</u> Recognise the different shapes of countries. Understand weather patterns around the world and relate to climate zones. <u>Vocabulary</u> Country Region Climate zones Weather Vegetation belts Physical/human features	World Earth Day Understand how humans affect the environment. Know about changes to world environments over time. Understand why people want to sustain their environment. gap analysis informs skills covered yearly.	Natural disasters Volcanoes Earthquakes Floods Tsunami Hurricanes Locations Reasons why How these occur Skills Understand and use a widening range of geographical terms e.g. climate zones, biomes etc. Recognise the different shapes of countries. Know about the wider context of places. Understand how humans affect the environment. Know about changes to world environments over time.	Egypt Location of Egypt Contrasting localities Skills Understand and use a widening range of geographical terms e.g. climate zones, biomes etc. Recognise the different shapes of countries. Know and describe where a variety of places are in relation to physical and human features. Know location of capital cities of UK, seas around UK, European Union countries with high population, large areas and largest cities on each continent. Understand weather patterns around world and relate to climate zones.





3611002			
world and relate to	Population	Understand why	
climate zones.	*	people want to sustain	Vocabulary
Know about the wi	ider <u>Cross-curricular</u>	their environment.	Rivers
context of places.	History- Use dates to		Regions
Know and describe	e order and place events	Vocabulary	Vegetation belts
where a variety of	on a timeline.	Rivers	Climate zones
places are in relation		Volcanoes	Transportation
to physical and hu	man information	Mountains	Economic
features.	Evaluate the	Earthquake	development-
Know how rivers	usefulness of a variety	Tsunami	Physical/human
erode, transport ar		Climate	features
deposit materials.	Present findings in a	Water cycle	Biomes
Physical features o		Population	Population
coasts and begin to		Environment	
understand erosion		Sustain	now>press>play
Understand how	and interpret		Ancient Egypt
humans affect the	information in tables.	now>press>play	Incient Lgypt
environment.	Calculate and interpret	Natural Disasters	Cross-curricular
Understand why	the mean as an average		History-Compare
people want to sus		Cross-curricular	sources of information
their environment		History-Compare	Evaluate the
Recognise differen		sources of information	usefulness of a variety
shapes of countries		Evaluate the	of sources.
Veeshalama	appropriate graphical	usefulness of a variety	Present findings in a
<u>Vocabulary</u> Biome	methods, including bar charts and time	of sources.	variety of ways.
Climate zone	graphs.[yr4]	Present findings in a	variety of ways.
Erosion	graphs.[yr4]	variety of ways.	Computing-
Deposition	American day	·	Independently select,
Rivers	DT-Understand the	Computing-	use and combine a
Economic	main food groups and	Independently select,	variety of software to
development	the different nutrients	use and combine a	design and create
County/ region/	that are important for	variety of software to	content for a given
country	health.	design and create	audience.
Transportation	Understand how a	content for a given	Understand the need
Transportation	variety of ingredients	audience.	to only select age
Cross-curricular	are grown, reared,	Understand the need	appropriate content.
	caught and processed	to only select age	
	0 rr-	appropriate content.	





History-Present	to make them safe and	Independently select	Independently select
findings in a variety of	palatable.	and use appropriate	and use appropriate
ways.	Select appropriate	software for a task.	software for a task.
ways.	ingredients and use a	Use filters in search	Use filters in search
Computing-	wide range of	technologies	technologies
Independently select,	techniques to combine	effectively.	effectively.
use and combine a	them.	Use filters effectively	Use filters effectively
variety of software to	them.	and appreciate how	and appreciate how
design and create	History- now Press	results are selected	results are selected
content for a given	Play- Harriot Tubman	and ranked.	and ranked.
audience.	Give some reasons for	and fanked.	and fanked.
Understand the need	historical events.		
to only select age	mstorical events.		
appropriate content.	PE- Extend sequences		
Independently select	with a partner in		
and use appropriate	character.		
software for a task.	Develop a sequence in		
Use filters in search	character that shows		
technologies	relationships and		
effectively.	interlinking dance		
Use filters effectively	moves.		
and appreciate how	Sequences,		
results are selected	relationships,		
and ranked.	choreography and		
anu rankeu.			
	performance.		
	Computing		
	Computing-		
	Independently select, use and combine a		
	variety of software to		
	design and create		
	content for a given		
	audience.		
	Understand the need		
	to only select age		
	appropriate content.		





			Independently select and use appropriate software for a task. Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.			
Art/DT	Moving toys	Art	DT- Burgers	Self portraits	DT- Bridges	Art Sculpture and 3D: Interactive installation
	To investigate toys	Drawing: I need	To explore different	ART Painting and	To explore ways in	interactive instantion
	with moving cam	space	types of burgers and	mixed media:	which pillars and	Skills
	mechanisms.		their nutrition facts.	Portraits	beams are used to	To develop different
	To investigate different	Skills	To explore how to	Leonardo Davinci	<mark>span gaps.</mark>	ideas which can be
	<mark>types of cam</mark>	Develop different ideas	<mark>make burger patties.</mark>		To explore ways in	used and explain
	mechanisms.	which can be used and	To explore sauces and	To understand who	which trusses can be	choices for the
	To investigate ways of	explain choices for the	side dishes for burgers.	Leonardo da Vinci was	used to	materials and
	strengthening	materials and	To explore burger	and what he was	strengthen bridges.	techniques used.
	structures for a	techniques used.	buns and their	famous for during the	To explore ways in	To confidently and
	moving toy.	Confidently and	<mark>suitability.</mark>	Renaissance.	which arches are used	systematically
	To be able to design a	systematically	To be able to plan and	To explore Leonardo	to strengthen bridges.	investigate the potential of new and
	moving toy with a cam mechanism.	investigate the potential of new and	<mark>design a burger to</mark> make.	da Vinci's portrait	To understand how	unfamiliar materials
	To be able to follow a	unfamiliar materials	To be able to make a	paintings and	suspension bridges are	and use these
	design to create a	and use these learnt	burger and evaluate	drawings.	able to span long	techniques In my
	moving toy with a cam	techniques in work.	the process.	To explore Leonardo	distances.	work.
	mechanism.	Evaluate work against	the process.	da	To develop criteria and	To research and
	To be able to evaluate	their intended	Skills	Vinci's use of	design a prototype	discuss various artists
	a finished moving toy.	outcome.	Understand the main	perspective and	bridge for a purpose.	and discuss their
		Use line, tone and	food groups and the	composition in his	To analyse and	processes and explain
	<u>Skills</u>	shading to represent	different nutrients that	religious paintings.	evaluate products	how these were used in
	Use research into	things seen,	are important for	To explore and	according to	their finished product.
	existing products and	remembered or	health.	understand how to use	design criteria.	To use line, tone and
	market research to	imagined in 3-D	Understand how a	Leonardo da		shading to represent
			variety of ingredients		<u>Skills</u>	things seen,





JCHOOL						
	inform the design of an	Experiment with	are grown, reared,	Vinci's drawing	Use research into	remembers and
	innovative product.	layers.	caught and processed	techniques.	existing products and	imagined in three
	Create prototypes to	Return to work over a	to make them safe and	To explore inventions	market research to	dimensions.
	show ideas.	period of time.	palatable.	designed by Leonardo	inform the design of an	To return to work over
	Make careful and		Select appropriate	da	innovative product.	longer periods of time
	precise measurements	<u>Vocabulary</u>	ingredients and use a	Vinci.	Create prototypes to	and use a wider range
	so that joins, holes and	cold war	wide range of	To explain how	show ideas.	of materials.
	openings are in exactly	collagraph	techniques to combine	Leonardo da Vinci's	Make careful and	
	the right place.	collagraphy	them.	ideas influenced other	precise measurements	Scultpture Vocabulary
	Produce step by step	composition		artists and scholars	so that joins, holes and	analyse
	plans to guide making	culture	Vocabulary	during the	openings are in exactly	art medium
	showing that can apply	decision	Plan	Renaissance and	the right place.	atmosphere
	knowledge of different	develop	Design	modern day.	Produce step by step	concept
	materials, tools and	evaluate	Prepare	-	plans to guide making	culture
	techniques.	futuristic	Ingredients	<u>Skills</u>	showing that can apply	display
	Make detailed	imagery	Produce	Develop different ideas	knowledge of different	elements
	evaluations about	printing plate	Farming	which can be used and	materials, tools and	evaluate
	existing products	printmaking	Local	explain choices for the	techniques.	experience
	considering the views	process	Safety	materials and	Make detailed	features
	of others.	propaganda	Cooking	techniques used.	evaluations about	influence
	Build more complex	purpose	Suitable	Confidently and	existing products	installation art
	3D models applying	repetition	Tasting	systematically	considering the views	interact
	knowledge of	Retrofuturism	Looking	investigate the	of others.	interactive
	strengthening	revisit	Smelling	potential of new and	Build more complex	location
	techniques to make	space race	Bread/buns	unfamiliar materials	3D models applying	mixed media
	stronger and more	stimulus	Sauces	and use these learnt	knowledge of	performance art
	stable.	technique	Burgers	techniques in work.	strengthening	props
	Understand how to use		Evaluate	Evaluate work against	techniques to make	revolution
	complex mechanical			their intended	stronger and more	scale
	systems.	Cross-Curriculur	Cross-curricular	outcome.	stable.	scaled down
		<u>Science</u>	PSHE-I can explain	Research various		special effects
	<u>Vocabulary</u>		different roles that	artists, discuss	<u>Vocabulary</u>	stencil
	Plan	Describe the Sun,	food and substances	processes and explain	Plan	three dimensional
	Make	Earth and Moon as	can play in people's	how used in finished	Make	
	Evaluate	approximately	lives. I can also explain	product.	Evaluate	Vocabulary
	Build	spherical bodies.	how people can	Mix colours to express	Build	Perspective, realistic,
	Detail		develop eating	mood, divide	Model	foreshortening,
	Techniques			foreground from	3D	trompe l'oeil, illusions,





SCHOOL						
	Structures Mechanisms Strengthen Moving <u>Cross- curricular</u> The big draw event- skills change yearly	Remembrance art	problems relating to body image. I can summarise different ways that I respect and value my body. American day Founders Day	background or demonstrate tone. Return to work over a period of time. <u>Vocabulary</u> Renaissance, perspective, compositions, influence, Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination <u>Cross-curricular</u> PSHE- To identify what I would like my life to be like when I am grown up. Computing- Independently select, use and combine a variety of software to design and create content for a given audience.	Materials Structure Research Strengthen Prototype Geography- Know about the wider context of places. Know and describe where a variety of places are in relation to physical and human features. International Design Day	optical art, observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background <u>Cross-curricular</u> Create a sarcophagus Silhouette Hieroglyphics Art- Develop different ideas which can be used and explain choices for the materials and techniques used. Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques in work.





Understand the need	Evaluate work against
to only select age	their intended
appropriate content.	outcome.
Independently select	
and use appropriate	
software for a task.	
Use filters in search	Cross- curricular
technologies	Griffin Arts
effectively.	Festival[GAF]
Use filters effectively	- artist tudy
and appreciate how	History- Use dates to
results are selected	order and place events
and ranked.	on a timeline.
	Compare sources of
	information
World book day	Evaluate the
Cross-curricular	usefulness of a variety
changes yearly	of sources.
according to theme	Present findings in a
	variety of ways.
World science and	vallety of ways.
	Computing-
engineering week	
	Independently select,
Skills	use and combine a
	variety of software to
DT-Use research into	design and create
existing products and	content for a given
market research to	audience.
inform the design of an	Understand the need
innovative product.	to only select age
Create prototypes to	appropriate content.
show ideas.	Independently select
Make careful and	and use appropriate
precise measurements	software for a task.
so that joins, holes and	Use filters in search
openings are in exactly	technologies
the right place.	effectively.





		1	1	1	1	
				Produce step by step plans to guide making showing that can apply knowledge of different materials, tools and techniques. Make detailed evaluations about existing products considering the views of others. Build more complex 3D models applying knowledge of strengthening techniques to make stronger and more stable. Understand how to use complex mechanical systems.		Use filters effectively and appreciate how results are selected and ranked.
Music ∩ow>press>pla Other uses	<u>Cross-curricular</u> Singing weekly in music assembly Harvest Assembly <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with	<u>Cross-curricular</u> Singing weekly in music assembly Singing for Christmas – sacred carols and secular Christmas songs <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.	<u>Cross-curricular</u> Singing weekly in music assembly Griffin Childrens Chorus Founders day singing <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.	Cross-curricular Singing weekly in music assembly Singing for Easter service. Spring arts festival Skills Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.	<u>Cross-curricular</u> Singing weekly in music assembly The Big Sing <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with	<u>Cross-curricular</u> Singing weekly in music assembly Make Music Day GAF- music activities throught 2 weeks <u>Skills</u> Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory.





SCHOOL					
increasing confiden and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.	ensemble with increasing confidence and precision.	Sing as part of an ensemble with increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.	Sing as part of an ensemble with increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.	increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.	Sing as part of an ensemble with increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.
Music Express Solar SystemEmbark on a music journey through the solar system, exploid how our universe inspired composers including, Claude Debussy, Gustav He and George Crumb. The children learn a song, and compose pieces linked to spatSkills Compose complex rhythms from an increasingly aural memory. Understand how pur rhythm and pitch w together. Improvise with increasing confident using voice, rhythm and varied pitch.	ering olst a ce. llse, ork		Music Express Keeping Heathy From body-popping and gospel-singing to swimming and cycling, the children are taken through their paces, and they put together an invigorating performance using musical techniques. Skills Compose complex rhythms from an increasingly aural memory. Understand how pulse, rhythm and pitch work together. Improvise with increasing confidence using voice, rhythms and varied pitch.	Music Express At The Movies Explore the music from the 1920's animated films to present day movies. The children learn techniques for creating soundtracks and film scores, and they compose their own movie music. Skills Improvise with increasing confidence using voice, rhythms and varied pitch. Use and develop an understanding of formal notation which includes staff, semibreves and dotted crotchets.	Music technology sessions with Medway Music Hub Skills Compose complex rhythms from an increasingly aural memory. Understand how pulse, rhythm and pitch work together. Improvise with increasing confidence using voice, rhythms and varied pitch. Develop an increasing understanding of the context of music. Listen with attention to detail and recall sounds with increasing aural memory.





Develop an increasing		Sing as part of an	Develop an increasing	Independently select,
understanding of the		ensemble with	understanding of the	use and combine a
context of music.		increasing confidence	context of music.	variety of software to
Listen with attention		and precision.	Listen with attention	design and create
to detail and recall		Play and perform in	to detail and recall	content for a given
sounds with increasing		solo or ensemble	sounds with increasing	audience.
aural memory.		contexts with some	aural memory.	Design, input and test
-		accuracy, control,	-	an increasingly
<u>Vocabulary</u>		fluency and	<u>Vocabulary</u>	complex set of
Compose		expression.	Improvise with:	instructions to a
Aural memory			Increasing confidence	program or device.
Pulse		<u>Vocabulary</u>	My voice	
Rhythm		Perform with:	Rhythms	
Pitch		Accuracy	Varied pitch	
Rhythms		Control	Formal written	
Improvise with:		Fluency	notation:	
Increasing confidence		Expression	Semibreves	
My voice		Improvise with:	Dotted crotchets	
Rhythms		Increasing confidence	Position of the staff	
Varied pitch		My voice	Context of music	
		Rhythms	Aural memory	
		Varied pitch		
		Ensemble		
		Precision	Music technology	
		Solo	sessions with Medway	
			Music Hub	
		Music technology		
		sessions with Medway	<u>Skills</u>	
		Music Hub	Compose complex	
			rhythms from an	
		<u>Skills</u>	increasingly aural	
		Compose complex	memory.	
		rhythms from an	Understand how pulse,	
		increasingly aural	rhythm and pitch work	
		memory.	together.	
		Understand how pulse,	Improvise with	
		rhythm and pitch work	increasing confidence	
		together.		





				Improvise with increasing confidence using voice, rhythms and varied pitch. Develop an increasing understanding of the context of music. Listen with attention to detail and recall sounds with increasing aural memory. <u>Cross-curricular</u> Computing Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.	using voice, rhythms and varied pitch. Develop an increasing understanding of the context of music. Listen with attention to detail and recall sounds with increasing aural memory. <u>Cross-curricular</u> Computing Independently select, use and combine a variety of software to design and create content for a given audience. Design, input and test an increasingly complex set of instructions to a program or device.	
Special Events	Greenwich Planetarium <u>Cross-curricular</u> Science Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth.	Christmas carol service <u>Cross-curricular</u> RE I can give mu opinion on whether a favourite story is true and explain why. I can identify different sources of the Christmas story and	Founders day [Different each year] American Day <u>Cross-curricular</u> History- Use dates to order and place events on a timeline. Compare sources of information available.	Tudor Day/ Visit Hampton Court Palace <u>Cross-curricular</u> History Use dates to order and place events on a timeline. Compare sources of information available.	Visit Wakehurst Place to look at plant reproduction and forest explorers. <u>Cross-curricular</u> Science Describe the life process of reproduction in some plants and animals.	Griffin Arts Festival [Different each year] Sports Day Library Make Music Day [Different each year]





SCHOOL					
Dest Earth approb bodie Use Earth expla and t move across Geog Iden desc sign Prim Mer zone bool Harv Musi an er incre and j Play solo conte accu fluen Earth expla	e the idea of the h's rotation to ain day and night the apparent ement of the sun ss the sky. graphy ntify and cribe the dificance of the ne/Greenwich ridian and time es.(See Science ks) vest Festival ic- Sing as part of nsemble with easing confidence precision. and perform in or ensemble exts with some racy, control, ncy and ression. Draw rts Festival ing Week	explain the meaning of Christmas to Christians (Incarnation) I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion. Music Understand how pulse, rhythm and pitch work together. Listen with attention to detail and recall sounds with increasing aural memory. Sing as part of an ensemble with increasing confidence and precision. Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. Forest explorers Library Remembrance [different each year]	Evaluate the usefulness of a variety of sources. Present findings in a variety of ways. Provide an account of a historical event based on more than one source. Give some reasons for some historical events. DT-Understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable. Select appropriate ingredients and use a wide range of techniques to combine them. PE- Basic motif in small groups Different ways to use movement to reflect a theme Different dance relationships. Learn	Make comparisons between the period of study and the present day. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Present findings in a variety of ways. Provide an account of a historical event based on more than one source. Give some reasons for some historical events. Spring arts festival Library Shakespeare Day World Book Day French Language Day [Different each year] World science and engineering week DT- Use research into existing products and market research to inform the design of an	Identify scientific evidence that has been used to support ideas and arguments.The Big SingMusic Understand how pulse, rhythm and pitch work together. Improvise with increasing confidence using voice, rhythms and varied pitch. Sing songs with multiple parts with increasing confidence. Play and perform in solo or ensemble contexts with confidence.Healthy Living WeekPSHE To know that smoking and alcohol misuse is unhealthy. To know some of the risks with misusing alcohol, including anti- social behaviour, and how it affects the liver and heart
Spor Codi [Dif	rts Festival	Remembrance	Different dance	market research to	social behaviour, and how it affects the liver and heart. I can explain different roles that food and
	·			5110W IUCAS.	substances can play in









	online community or social network.			
	I can explain how my			
	qualities help relationships			
	Telationships			
Forest	Visit Walderslade	Revisit	Wakehurst Place	-
Explorers	woods Autumn	Walderslade woods		
		<mark>Spring</mark>	Nature walk	
	Plan a route		Plant identification	
	Equipment needed	Detail drawing of		
	What could a clearing	<mark>spring flowers</mark>	<u>Cross-curricular</u>	
	be for?	Tree survey	Science-•	
	Tree survey	<mark>Habitats</mark>	• Describe the life	
	History- WW2 events	<mark>Den building</mark>	process of reproduction	
	-Sarscen stones	Journey stick	in some plants and	
	-tree coppicing	<mark>Scavenger hunt</mark>	animals. Geography-Know	
	Habitats	Magic wands	about the wider	
	Den building	Photographic memory		
	Journey stick	<mark>Acorn hide and seek</mark>	context of places. Know and describe	
	<mark>Scavenger hunt</mark>	Future of the woods		
	Magic wands		where a variety of	
	Photographic memory	World Forest day	places are in relation	
	Acorn hide and seek		to physical and human	
	Writing- ghost story	Changes yearly	features.	
	- Poetry	according to theme of	Understand how humans affect the	
	- Information	day		
			environment over time.	
	Cross-curricular			
	History-Provide an		Understand why	
	account of a historical		people seek to manage and sustain their	
	event based on more		environment.	
	than one source.		environment.	
	Give some reasons for			
	some historical events.			





		Geography-Know about the wider context of places. Know and describe where a variety of places are in relation to physical and human features. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment. PE- Cardio fitness 1 Flexibilty Strength. Cardio fitness 2 RE- I can give my opinion on whether a favourite story is true and explain why.				
Computing	E-Safety	E-Safety	E-Safety	E-Safety	E-Safety	E-Safety
	<u>Cross-curricular</u>	<u>Cross-curricular</u>	<u>Cross-curricular</u>	<u>Cross-curricular</u>	<u>Cross-curricular</u>	<u>Cross-curricular</u>
	PSHE-To know that	PSHE-To know that	PSHE_To know that	PSHE-To know that	PSHE-To know that	PSHE- To know that
Online Safety	being online can have	being online can have	being online can have	being online can have	being online can have	being online can have
	positive and negative	positive and negative	positive and negative	positive and negative	positive and negative	positive and negative
	consequences.	consequences.	consequences.	consequences.	consequences.	consequences.
	To understand there	To understand there	To understand there	To understand there	To understand there	To understand there
	are rights and	are rights and	are rights and	are rights and	are rights and	are rights and
	responsibilities in an	responsibilities in an	responsibilities in an	responsibilities in an	responsibilities in an	responsibilities in an





online community or social network.	online community or social network.	online community or social network.			
To explain how to stay	To explain how to stay	To explain how to stay			
safe when using	safe when using	safe when using	safe when using	safe when using	safe when using
technology to	technology to	technology to	technology to	technology to	technology to
communicate with my	communicate with my	communicate with my	communicate with my	communicate with my	communicate with my
friends.	friends.	friends.	friends.	friends.	friends.
We are artists		Safer Internet Day	We are web developers	We are quizzers	Music technology sessions with Medway
-Develop an				1	Music Hub
appreciation of the		Skills	-Decide which	-Become familiar with	Wusic Hub
links between		Understand the need	information is	code	Skills
geometry and art		to only select age	appropriate	-Create a sequence	Independently select,
-Become familiar with		appropriate content.	-Understand some	code for desired	use and combine a
the tools and		Begin to use internet	elements of how	outcome	variety of software to
techniques of a vector		services to share and	search engines select	-Comment on the work	design and create
graphics package		transfer data to a third	and rank results	of others	content for a given
-Turtle graphics		party.	-Question the	-Develop a critical,	audience.
-Experiment with tools			plausibility and quality	reflective view.	Design, input and test
available			of information		an increasingly
-Develop some awareness of			-Develop and refine ideas and text	<u>Skills</u> Independently select,	complex set of
computer-generated			collaboratively	· · · ·	instructions to a
art, in particular			-E-safety	use and combine a	program or device.
fractal-based			-E-salety	variety of software to	
landscape			Project managing and	design and create	Music-Compose
E-Safety			app research.	content for a given	complex rhythms from an increasingly aural
2 Survey			app recourcil	audience.	memory.
Word			<u>Skills</u>	To use logical	Understand how pulse,
			Begin to use internet	reasoning to explain	rhythm and pitch work
<u>Skills</u>			services to share and	how increasingly	together.
Independently select,			transfer data to a third	complex algorithms	Improvise with
use and combine a			party.	work.	increasing confidence
variety of software to			Independently select		using voice, rhythms
design and create			and use appropriate	To design, write,	and varied pitch.
			software for a task.	debug and test a quiz	-





SCHOOL				
	content for a given	Independently select,	with opportunities for	Develop an increasing
	audience.	use and combine a	selection where a	understanding of the
	Understand the need	variety of software to	particular result will	context of music.
	to only select age	design and create	happen based on	Listen with attention
	appropriate content.	content for a given		to detail and recall
	Design, input and test	audience.	actions of the user.	sounds with increasing
	an increasingly	Understand the need		aural memory.
	complex set of	to only select age	<u>Vocabulary</u>	-
	instructions to a	appropriate content.	Algorithms	
	program or device.	Use filters in search	Scratch	
		technologies	Code	
	Vocabulary	effectively.	Blocks	
	Software	Use filters effectively	Outcome	
	Tessellation	and appreciate how	Debug	
	Inkscape	results are selected	Program	
	Document	and ranked.	Condition	
	Gradients		Input	
	Transformation	Vocabulary	Evaluate	
		Safety		
	Coding week	Website	Music technology	
		Filters	sessions with Medway	
	Maths [revisit year 4]-	Selected	Music Hub	
	Complete a simple	Ranked		
	symmetrical figure	Age appropriate	Independently select,	
	with respect of a	Reliable	use and combine a	
	specific line of	Scroll	variety of software to	
	symmetry.	Algorithm	design and create	
		Query	content for a given	
	Art- Confidently and	User	audience.	
	systematically	Web page	Design, input and test	
	investigate the	Google Classroom	an increasingly	
	potential of new and	My site	complex set of	
	unfamiliar materials	Hyperlinks	instructions to a	
	and use these learnt	Text	program or device.	
	techniques in work.	Preview		
	Evaluate work against		Music-Compose	
	their intended		complex rhythms from	
	outcome.		an increasingly aural	
			memory.	





History- Use dates to Understand how pulse,
order and place events rhythm and pitch work
on a timeline. together.
Compare sources of Improvise with
information available. increasing confidence
Understand that the using voice, rhythms
type of information and varied pitch.
available depends on Develop an increasing
the period of time understanding of the
studied. context of music.
Evaluate the Listen with attention
usefulness of a variety to detail and recall
of sources. sounds with increasing
Present findings in a aural memory.
variety of ways.
vallety of ways.
Music technology
sessions with Medway
Music Hub
Music Hub
Independently select,
use and combine a
variety of software to
design and create
content for a given
audience.
Design, input and test
an increasingly
complex set of
instructions to a
program or device.
Music- Compose
complex rhythms from
an increasingly aural
memory.





				Understand how pulse, rhythm and pitch work together. Improvise with increasing confidence using voice, rhythms and varied pitch. Develop an increasing understanding of the context of music. Listen with attention to detail and recall sounds with increasing aural memory.	
RE	Hinduism: Prayer and Worship To understand how	<u>Christmas- Is the</u> <u>Christmas story</u> <u>true?</u>	Hindu Beliefs To understand the Hindu belief that there	Easter To question whether God intended Jesus to	
	Hindus, show their	To evaluate different	is one God with many	be crucified or whether	
	commitment to God	accounts of the	different aspects.	Jesus' crucifixion was	
	and to evaluate if there	Christmas story and		the consequence of	
	is a best way.	understand that	<u>Skills</u>	events during Holy	
	Skills	stories can be true in	I can explain how values and qualities	Week.	
	I can explain why one	different ways.	such as kindness or	Skills	
	way of showing	Skills	friendship can be	I can start to show an	
	commitment may not	I can give my opinion	shown in different	understanding of the	
	be better than another.	on whether a favourite	aspects of my life.	difference between	
	I can explain why it is	story is true and	I can start to explain	purpose and destiny.	
	important to Hindus to	explain why.	how the Hindu belief	I can consider whether	
	show their	I can identify different	that Brahman is	God intended Jesus to	
	commitment to God	sources of the	everywhere and in	be crucified or whether	
	and can describe	Christmas story and	everything influences	Jesus' crucifixion was	
	different ways they	explain the meaning of Christmas to	Hindus in their daily lives.	the consequence of	
	choose to do this. I can show my own	Christmas to Christians	lives. I can give my own	events during Holy Week and find	
	opinion on how it	(Incarnation)	views on the Hindu	supporting evidence.	
	might be best for a	(mainanon)	belief in Brahman	supporting evidence.	





TT: Jack Jack	T		The second se	
Hindu to show	I can explain my own	x7 1 1	I can give my opinion	
commitment to God	opinion on whether	Vocabulary	about the importance	
with supported	the Christmas story is	Brahman	for Christians of Jesus'	
reasoning.	true and say what	Trimurti	death being part of	
	Christians might think	Brahma	God's plan.	
Vocabulary	of my opinion.	Shiva		
Puja Tray		Vishnu	Vocabulary	
Mantra	<u>Vocabulary</u>	Ganesha	Holy Week	
Brahman	Advent	Lakshmi	Pilate	
Vedas	Incarnation	Puja	Herod	
Purusharthas		Atman	Mount of Olives	
Dharma	<u>Beliefs and</u>	Krishna	Garden of Gethsemane	
Karma	<u>Practices</u>	Avatar		
	To understand how	Chadogya	<u>Hinduism: Beliefs</u>	
	Christians, show their	unpanishad	and moral values	
Cross-curricular	commitment to God		To understand the	
History-Compare	and to evaluate if there		impact of certain	
sources of information	is a best way.	Cross-curricular	beliefs on a Hindu's	
Evaluate the		History-Compare	life.	
usefulness of a variety	<u>Skills</u>	sources of information		
of sources.	I can explain why one	Evaluate the	<u>Skills</u>	
Present findings in a	way of showing	usefulness of a variety	I can express my views	
variety of ways.	commitment may not	of sources.	on life after death and	
	be better than another.	Present findings in a	start to explain how	
Computing-	I can explain why it is	variety of ways.	these views may make	
Independently select,	important to	Provide an account of	a difference to how I	
use and combine a	Christians to show	a historical event	live my life.	
variety of software to	their commitment to	based on more than	I can start to explain	
design and create	God and can describe	one source.	how beliefs about life	
content for a given	different ways they	Give some reasons for	after death make an	
audience.	choose to do this.	some historical events.	impact on the ways	
Understand the need	I can explain that		Hindus choose to live	
to only select age	individuals choose to	Computing-	their lives.	
appropriate content.	show different degrees	Independently select,	I can express an	
Independently select	of commitment to	use and combine a	opinion on the Hindu	
and use appropriate	their religion and can	variety of software to	belief in reincarnation	
software for a task.	relate this to	design and create	with some reasoning.	
		Ŭ Ŭ	U	





Use filters in search	commitments I make	content for a given	<u>Vocabulary</u>		
technologies	in my life.	audience.	Karma		
effectively.		Understand the need	Samsara		
Use filters effectively	Vocabulary	to only select age	Moksha		
and appreciate how	10 Commandments	appropriate content.	Bhagavad Gita		
results are selected	Confirmation	Independently select	Upanishads		
and ranked.	Lord's Prayer	and use appropriate	Sadhu		
		software for a task.			
PSHE- To understand	Cross-curricular	Use filters in search	Cross-curricular		
that communicating	History-Compare	technologies	History-Compare		
with someone in a	sources of information	effectively.	sources of information		
different culture	Evaluate the	Use filters effectively	Evaluate the		
means we can learn	usefulness of a variety	and appreciate how	usefulness of a variety		
from each other.	of sources.	results are selected	of sources.		
	Present findings in a	and ranked.	Present findings in a		
Harvest Festival	variety of ways.		variety of ways.		
PSHE- To understand	Provide an account of	World Religions Day	Provide an account of		
	a historical event	Skills change yearly	a historical event		
my rights and	based on more than	according to the theme	based on more than		
responsibilities as a citizen of my country	one source.	of the day.	one source.		
	Give some reasons for		Give some reasons for		
and a member of my school	some historical events.		some historical events.		
To understand how an	Computing-		Computing-		
individual's behaviour	Independently select,		Independently select,		
can impact on a group.	use and combine a		use and combine a		
	variety of software to		variety of software to		
Music- Sing as part of	design and create		design and create		
an ensemble with	content for a given		content for a given		
increasing confidence	audience.		audience.		
and precision.	Understand the need		Understand the need		
Play and perform in	to only select age		to only select age		
solo or ensemble	appropriate content.		appropriate content.		
contexts with some	Independently select		Independently select		
accuracy, control,	and use appropriate		and use appropriate		
fluency and	software for a task.		software for a task.		
expression.					
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		l	1	1	





		Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked. Remembrance activities Carol Service		Use filters in search technologies effectively. Use filters effectively and appreciate how results are selected and ranked.		
MFL Year 4 Curriculum 'La Jolie Ronde,	Body parts Revision of adjectives Asking for French translation Zoo animals <u>Skills</u> Listen and follow a short story using visual clues. Listen for sounds, rhyme and rhythm. Pronounce some words accurately. Understand that all nouns have a gender. <u>Vocabulary</u> Une tête, un nez des dents, des cheveux des yeux, une bouche des oreilles. Comment dit-on en français? Le tigre, l'éléphant, l'ours, la souris, le lion,	Verb – être: il est, elle est Quantifiers Adjectives Christmas theme Phrases for playing a game Receptive vocabulary from a song <u>Skills</u> Say 6 vowel sounds in French. Write simple words and phrases following a model Read words aloud with accurate punctuation. Participate in a short drama. Play a game, communicating in French. Join in with a French song. Recite a poem.	Members of the family Possessive adjectives Ask and answer questions about family members Story – Le radis geant <u>Skills</u> Present a short role play introducing family members. Ask and answer questions. Recognise rhyming words. Follow a French story and join in reading. Recognise nouns and verbs. Compare traditional stories. <u>Vocabulary</u> Le père, la mère, le frère, la soeur, le	Revision of pets vocabulary Verb – avoir Connectives Easter theme Quantifier – assez Dictionary skills Playground song and activity <u>Skills</u> Understand simple rules for converting singular to plural. Present a rhyme. Know about pets that are popular in France. Follow a text as it's read aloud. Write simple sentences. Know about some Easter traditions. Identify items of vocabulary in a longer text.	Hobbies Opinions phrases Numbers 12-31 Skills Listen for sounds. Identify strategies for learning vocabulary. Write some words from memory. Read and understand a paragraph with some familiar vocabulary and structures. Recognise positive and negative statements in English and French. Memorise and present two sentences or more. <u>Vocabulary</u> Danser, nager, jouer au football, manger au restaurant, lire, regardez la télé aller au parc.	Revision of leisure activities and opinion phrases Weather expressions Quantifiers – très, un peu Clothes items for packing a suitcase Revision of subjects covered – plugging any gaps <u>Skills</u> Conduct a survey in French. Know the names of some major airports and ports in France. Learn how to play a popular French game. Understand different possibilities for travelling abroad. Pack an imaginary suitcase for a holiday,





	la girafe, le singe, le	<u>Vocabulary</u>	grand-père, la grand-	Recognise word	J'adore, j'aime, je	writing individual
	crocodile, le pingouin	être	mère.	classes: nouns, verbs	n'aime pas	words.
		il est, elle est	Mon, ma.	and adjectives.	Tu aimes?	
		assez	Le radis géant	Sort words in	Numbers 12-31	Vocabulary
		très	La petite fille.	dictionary order.	Ŭ	Il fait froid
		grand, petit	Tirer, tomber.	Play a traditional		Il fait chaud
		gentil, rigolo, féroce,	Un chien, un chat, un	game.		Très
		un bonhomme de	hamster, un lapin, un	0		Un peu
		neige	poisson, un cochon	Vocabulary		Un pantalon, un short,
		un chapeau, une	d'inde, un oiseau.	Avoir		un pull, une jupe, un
		écharpe, des gants,	,	J'ai, je n'ai pas de		chapeau, un maillot de
		une manteaux		Et, aussi.		bain, un tee-shirt.
		il fait froid, il neige		Assez		·
		à toi, à moi				
		oh là là, j'aime ça				
		oli la la, j allife ça		World French day		
				Cross-curricular skills		
				change yearly		
				according to theme		
PSHE	<u>Values- 2 year</u>	<u>Values- 2 year cycle</u>	Values- 2 year cycle	Values- 2 year cycle	<u>Values- 2 year cycle</u>	Values- 2 year cycle
	<u>cycle</u>	Love	Patience	Caring	Honesty	Simplicity
now>press>pla	Happiness	Generosity	Trust	Understanding	Fairness	Compassion
Mental Health	Tolerance	Friendship	Humility	Independence	Courage	~ _] / _]
now>press>pla	Respect	Peace	Responsibility	Positivity	Perseverance	Sex Ed / Puberty
	Friendship	Hope		D 1 11 11	TT 1.1 D.C	
Bullying				<u>Relationships</u>	<u>Healthy Me</u>	
	Being Me in My World	Celebrating	Dreams and Goals			<u>Changing Me</u>
	-Planning the	<u>Differences</u> - Cultural differences	- Future dreams	-Self-recognition and self-worth	-Smoking including	Colf on the desire and
	forthcoming year			- Building self-esteem	vaping -Alcohol	 Self and body image Influence of online
	-Being a citizen -Rights and	and how they can cause conflict	- The importance of	- Safer online	-Alcohol and anti-	and media on body
	responsibilities	-Racism	money -Jobs and careers	communities	social behaviour	image
	-Rewards and	-Rumours and name	- Dream job and how	-Rights and	-Emergency aid	- Puberty for girls
	consequences	calling	to get there	responsibilities online	-Binergency and -Body image	- Puberty for boys
	-How behaviour effects	-Types of bullying	-Goals in different	- Online gaming and	-Relationships with	- Publicly for boys -Conception
		-Material wealth and	cultures	gambling	food	including IVF]
	groups	happiness	- Supporting others	-Reducing screen time	-Healthy choices	menuumg IVF]
			r - ouodorung others	r - Neuticing Screen time	- HEALINY CHOICES	





-Democracy, ha	aving a -Enjoying and	-Motivation	-Dangers of online	-Motivation and	- Growing
voice, participa		Motivation	grooming	behaviour	responsibility
voice, purticipu	cultures	Skills	-SMARRT internet	Denaviour	-Coping with change
Skills	culturos	To identify what I	safety rules	Skills	-Preparing for
To be able to fa	ce new Skills	would like my life to be		To know that smoking	transition
challenges posi		like when I am grown	Skills	and alcohol misuse is	
and know how		up.	To have an accurate	unhealthy.	Skills
personal goals.	sometimes cause	To compare my hopes	picture of who I am as	To know some of the	To be aware of my own
To understand		and dreams with those	a person in terms of	risks with misusing	self-image and how my
rights and	To understand how	of young people from	my characteristics and	alcohol, including anti-	body fits into that.
responsibilities	as a rumour-spreading and	different cultures,	personal qualities.	social behaviour, and	To explain how a girl's
citizen of my co	ountry name calling can be	reflecting on them and	To know that being	how it affects the liver	body changes during
and a member	of my bullying behaviour.	explaining how they	online can have	and heart.	puberty and
school	To be able to compare	make me feel.	positive and negative		understand the
To understand	how an my life with people in	To understand that	consequences.	I can explain different	importance of looking
individual's bel	naviour the developing world	communicating with	I can explain why I	roles that food and	after myself physically
can impact on a	a group.	someone in a different	have special	substances can play in	and emotionally.
	x7 1 1	culture means we can	relationships and how	people's lives. I can	Describe how boys'
Vocabulary	Vocabulary	learn from each other.	these relationships	also explain how	and girls' bodies
Appreciation	Culture Conflict	Identify a range of	make me feel.	people can develop	change during
Motivation	Belong	ways that we can	To understand there	eating problems	puberty.
Migrant	Racism	support each other.	are rights and	relating to body image.	To understand that
Prejudice	Colour		responsibilities in an		sexual intercourse can
Opportunities	Discrimination	Vocabulary	online community or	I can summarise	lead to conception and
Goals	Rumour	Dream	social network.	different ways that I	that is how babies are
Vision	Racist	Норе	I can explain how my	respect and value my	usually made.
Challenge	Homophobic	Goal	qualities help	body.	To identify what I am
Citizen	Cyber-bullying	Feeling	relationships	20 aj t	looking forward to
Denied	Indirect/ direct	Achievement	To recognise if I am	Vocabulary	about becoming a
Empathise	Continuum	Money	spending too much	Informed decision	teenager and
Refugee Persecution	Developing world	Grown-up	time using devices.	Pressure	understand this brings
Conflict	1 0	Adult	To explain how to stay	Media	growing
Asylum	Cross- curricular	Lifestyle	safe when using	Influencer	responsibilities.
Deprive	History-Present	Career	technology to	Emergency	
Wealth	findings in a variety of	Profession	communicate with my	Procedure	
Poverty	ways.	Money	friends.	Recovery position	<u>Vocabulary</u>
Privilege	RE- I can explain how	Salary		Calm	Self-image
i iiviiege	values and qualities	Contribution			Body image





JCHOOL						
		such as kindness or	Society	I can give examples of	Level-headed	Self-esteem
		friendship can be	Determination	behaviour in other	Body-image	Perception
	Cross- curricular	shown in different	Perseverance	people that I	Celebrity	Characteristics
	History-Present	aspects of my life.	Motivation	appreciate and	Altered	Puberty
	findings in a variety of		Aspiration	behaviours that I don't	Self-respect	Menstruation
	ways.	Remembrance	_	like.	Comparison	Periods
	RE- I can explain how	activities	Cross-curricular		Eating disorder	Sanitary towels
	values and qualities		History-Present	Vocabulary	Pressure	Tampons
	such as kindness or	Anti-bullying week	findings in a variety of	Personal qualities	Motivation	Ovary
	friendship can be	To understand that	ways.	Attitudes		Oestrogen
	shown in different	cultural differences	RE- I can explain how	Self-esteem	Cross-curricular	Vulva
	aspects of my life.	sometimes cause	values and qualities	Age-limit	History-Present	Womb
		conflict.	such as kindness or	Risky	findings in a variety of	Uterus
	Black history month	connet.	friendship can be	Violence	ways.	Sperm
	PSHE- To be able to		shown in different	Grooming		Semen
	face new challenges	To understand how		Trolled	RE- I can explain how	Testicles
	positively and know	rumour-spreading and	aspects of my life.	Gambling	values and qualities	Erection
	how to set personal	name calling can be		Trustworthy	such as kindness or	Ejaculation
	goals.	bullying behaviour.	Founders day activities	Responsibility	friendship can be	Wet dream
	To understand my	To understand that	5	Devices	shown in different	Larynx
	rights and	communicating with		Screen time	aspects of my life.	Facial hair
	responsibilities as a	someone in a different		Mental Health		Hormones
	citizen of my country	culture means we can		Physical health	Healthy living week	Conception
	and a member of my	learn from each other.		Vulnerable		Sexual intercourse
	school	Identify a range of			PSHE- To be able to	Fallopian tube
	To understand how an	ways that we can			face new challenges	Fertilisation
	individual's behaviour	support each other.			positively and know	Pregnancy
	can impact on a group.	To know that being		<u>Cross-curricular</u>	how to set personal	Embryo
	To understand that	online can have		DT- Understand the	goals.	Umbilical cord
	cultural differences	positive and negative		main food groups and	To know that smoking	Contraception
	sometimes cause	consequences.		the different nutrients	and alcohol misuse is	Fertility treatment
	conflict.	To explain how to stay		that are important for	unhealthy.	
		safe when using		health.	To know some of the	Cross-curricular
	RE- I can explain how	technology to		Understand how a	risks with misusing	Science-Describe the
	values and qualities	communicate with my		variety of ingredients	alcohol, including anti-	changes as humans
	such as kindness or	friends.		are grown, reared,	social behaviour, and	develop to old age
	friendship can be	I can give examples of		caught and processed	how it affects the liver	
		behaviour in other			and heart.	
		senuviour in other				





shown in different	people that I	to make them safe and	I can explain different	History-Present
aspects of my life.	appreciate and	palatable.	roles that food and	findings in a variety o
	behaviours that I don't	Select appropriate	substances can play in	ways.
History-	like.	ingredients and use a	people's lives. I can also	
Evaluate the		wide range of	explain how people can	RE- I can explain how
usefulness of a variety		techniques to combine	develop eating problems	values and qualities
of sources.		them.	relating to body image.	such as kindness or
Present findings in a			I can summarise different	friendship can be
variety of ways.		PE- Cardio fitness 1	ways that I respect and	shown in different
Provide an account of		Flexibilty	value my body.	aspects of my life.
a historical event		Strength.		
based on more than		Cardio fitness 2	PE- Cardio fitness 1	
one source.		History-Present	Flexibilty	
Give some reasons for		findings in a variety of	Strength.	
some historical events	L .	ways.	Cardio fitness 2	
Make comparisons		RE- I can explain how	DT-Understand the	
between the period of		values and qualities such as kindness or	main food groups and	
study and the present		friendship can be	the different nutrients	
day.		shown in different	that are important for	
		aspects of my life.	health.	
		aspects of my me.	Understand how a	
			variety of ingredients	
			are grown, reared,	
			caught and processed	
			to make them safe and	
			palatable.	
			Select appropriate	
			ingredients and use a	
			wide range of	
			techniques to combine	
			them.	
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	Prevent Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues at the appropriate level of understanding. School values taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance P4C Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.						
PE	Swimming	Swimming	<mark>Gymnastics –</mark>	Health related			
	Communication &	Handball	<mark>Counter Balance</mark> and counter	<mark>exercise – Healthy</mark> living week.	Cricket	Athletics	
	Tactics	manapan	tension	Importance of a	Throwing whilst	How to pace to run a	
		<u>Skills</u>		healthy lifestyle	fielding	long distance	
	<u>Vocabulary</u>	Consolidate passing	<u>Skills</u>	Impact of exercising	Retrieving, catching	Standing/running long	
	Communication	and receiving.	Introduction to	<mark>on our bodies</mark>	<mark>and returning the ball</mark>	jump	
	Strategies	Explore the function of	counter balance.		whilst fielding	<mark>Sprint</mark>	
	Collaborate	other passes.	Application of counter	Skills	Defensive shot	Throwing event	
	Listening	Develop defending.	balance learning onto	Cardio fitness 1	Overarm bowling	techniques	
	Teamwork	Develop passing and	apparatus.	Flexibilty	Develop rules for	Relay races with baton	
	Collective	creating space,	Sequence formation.	Strength. Cardio fitness 2	Kwick cricket	Performance	
	Leader	introduce officiating. Refine shooting.	Counter tension. Sequence completion.	Cardio fitness 2	Skills	Skills	
	Hockey	Kenne shooting.	Sequence completion.	Vocabulary	Refine batting,	Finishing a race.	
	Shake hands grip and	Vocabulary	Vocabulary	Fitness &	understand and	Evaluating a	
	reverse grip	Passing	Pushing balance	health	develop batting and	performance.	
	Dribble with direction	Shooting	Movement	Exercise	bowling tactics.	Sprinting: My	
	and explore reverse	Defend	Unison	Nutrition	Refine fielding	personal best.	
	stick.	Intercept	Levels	Balance	stooping, catching and	Relay changeovers.	
	Passing over distance	Passing styles	Connection points	Muscular strength	throwing.	Shot Put (technique)	
	whilst on move and	Mark	Canon		Combine bowling and	Introduce hurdles.	
	how to stop ball.	Attack	Balances	Orienteering	fielding creating and		
	Attack	Opposition	Travel		applying tactics.	<u>Vocabulary</u>	
	Defend and tackle.	Power		Face orienteering.		Running	





Match	Possession	Cone orienteering.	Introduce umpiring	Sprint
		Point and return.	and scoring.	Stride pattern
Skills	Badminton	Complete a timed	0	Dip
Develop defending,	Familiarisation with	course.	Strike	1
block and tacking.	equipment and court	Compete as part of a	Fielders	Sports Day
Recap and refine	Terminolgy	competition.	Batters	Griffin Arts Festival-
dribbling and passing	Forehand backhand		Bowl	Dance
to create attacking	shot	Effective team	Receive	
opportunities.	Serve	Responsible	Return	
Refine attacking skill:		Collaboration	Long barrier	
passing, dribbling and	Exploring different	Strategies	Underarm	
shooting.	forehand/backhand	Tactics		
Refine defending	shots.		Cross-curricular	
skills, developing	Applying different		DT- Understand the	
transition from	forehand/backhand		main food groups and	
defence to attack.	shots to win a point.		the different nutrients	
	Consolidate outwitting		that are important for	
Dribble	an opponent.		health.	
Pass	Doubles:		Understand how a	
Shoot	Understanding and		variety of ingredients	
Speed	applying tactics to win		are grown, reared,	
Control	a point.		caught and processed	
Decision making			to make them safe and	
Defend	Shuttlecock		palatable.	
Attack	Recover		Select appropriate	
Man to man	Shot		ingredients and use a	
Goal side	Tactics		wide range of	
Possession	Serve		techniques to combine	
	Opponent		them.	
Dance (Space –				
English)			Healthy living week-	
Basic motif in small			Lordswood leisure	
groups			centre visit.	
Different ways to use				
movement to reflect a			Challenge 26	
theme and the second seco				





Different dance			
relationships. Learn			
how to use canon			
Formations to make			
dance aesthetically			
pleasing			
Partner balance to			
<mark>develop stillness ideas.</mark>			
Extend sequences with			
a partner in character.			
Develop a sequence in			
character that shows			
relationships and			
interlinking dance			
moves.			
Sequences,			
relationships,			
choreography and			
performance.			
Portorinancoi			
Creativity			
Expression			
Drama			
Emotion			
Character			
Movement			
Canon			
Sequence Unison			
Interconnect			
Griffin Sports festival Lordswood Olympics			
Lordswood Olympics			
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GST Theme "Energy" highlighted throughout curriculum