



TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Maths Place Value Addition and Subtraction	Maths Addition and Subtraction Multiplication and Division	Maths Multiplication and Division Measurement – length, perimeter, area Fractions	Maths Fractions and Decimals Measurement – capacity, mass	Maths Decimals Measurement - time	Maths Statistics Geometry
English Charlie and the Chocolate Factory By Roald Dahl Additional Texts for Immersion – other books by Roald Dahl The BFG, James and the Giant Peach	English Let sleeping sea-monsters lie...and other cautionary tales by Eva Ibbotson	English How to train your dragon? By Cressida Cowell	English The Demon Headmaster By Gillian Cross	English Kensuke’s Kingdom By Michael Morpurgo	
Science Magnets <i>How do we use magnets and why?</i>	Science Forces and Friction <i>Why is friction sometimes a good thing and other times not?</i>	Science States of Matter <i>What are states of matter?</i>		Science Humans – skeleton and muscles <i>How do we move our bodies?</i>	Science Humans – teeth and eating <i>What does my body do with the food I eat?</i>
RE Discovery RE: GOD Y4 Summer 2 – <i>Do people need to go to church to show they are Christians?</i>	RE Understanding Christianity: GOSPEL 2a.4 – <i>What kind of world did Jesus want?</i> Discovery RE: CHRISTMAS Y4 Autumn 2 – <i>What is the most significant part of the nativity story for Christians today?</i>	RE Discovery RE: HINDUISM Y3 Autumn 1 – <i>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i>	RE Understanding Christianity: SALVATION 2a.5 – <i>Why do Christians call the day Jesus dies ‘Good Friday’?</i>	RE Understanding Christianity: PEOPLE OF GOD 2a.2 – <i>What is it like to follow God?</i>	RE Discovery RE: HINDUISM Y3 Summer 1 – <i>How can Brahman be everywhere and in everything?</i> Y3 Summer 2 – <i>Would visiting the River Ganges feel special to a non-Hindu?</i>
History <i>How do we know so much about the Ancient Egyptians today?</i>		History Invaders and Settlers <i>Who has made Britain their home?</i> linked to work in English - How To Train Your Dragon by Cressida Cowell <i>Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons</i>			
		Geography Map work/ Geographical skills <i>How do maps help us find out where we are?</i>			
Art Drawing linked to transition into new class <i>What can we tell about a person from their portrait? What is Cubism?</i>			Art 3D linked to Ancient Egypt history <i>What designs can we find in Ancient Egyptian culture?</i>		Art Painting and 3D - Weaving Artist Study – David Hockney <i>What mediums can we use to create a landscape? What makes David Hockney’s art unique?</i>
		DT Moving Monsters Linked to work in English study of How To Train Your Dragon by Cressida Cowell <i>How will your mythical creature move?</i>		DT Pop Up Books <i>Why are pop up books so popular? Do pop up books have to be complex?</i>	
Computing E-safety <i>What can I do if I am worried about something on-line?</i>			Computing Digital Literacy (Data Handling – Spreadsheets) <i>How can IT help with maths and science?</i>	Computing Programming (Scratch) <i>What key skills do I need to program successfully?</i>	Computing Creativity/Graphics (Publisher; Animation) <i>How can I use a computer program to present information?</i>
Music Whole Class Instrument Lessons and Singing	Music Whole Class Instrument Lessons and Singing	Music Whole Class Instrument Lessons and Singing	Music Whole Class Instrument Lessons and Singing	Music Whole Class Instrument Lessons and Singing	Music Whole Class Instrument Lessons and Singing
French <i>Quel temps fait-il?</i>	French <i>A quoi ressemble l’école en France?</i>	French <i>Tu aimes aller au cinema?</i>	French <i>Tu as de l’argent de poche?</i>	French <i>Qu’y a-t-il en ville?</i>	French <i>Qu’est ce que tu portes?</i>
PE Gymnastics	PE Gymnastics	PE Swimming/ Netball	PE Swimming/ Football	PE Athletics	PE Rounders
PSHE Friendships <i>(previously Relationships-peers)</i>	PSHE Managing hurtful behaviour and bullying inc. aspects of Respecting self and others <i>(previously Anti-bullying)</i>	PSHE Keeping Safe <i>(previously Keeping Safe)</i>	PSHE Mental Health <i>(previously Emotions)</i>	PSHE Shared responsibilities <i>(previously Citizenship)</i>	PSHE Ourselves, growing and changing AND Identity and individuality <i>(Previously Changes/ Moving On) (including RSE)</i>



MATHS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3/4	<p>Number PV x 4</p> <ul style="list-style-type: none"> Hundreds Count in 50s Represent numbers to 1000 100s, 10s and 1s Number line to 1000 Find 1, 10, 100 more and less Compare objects to 1000 Compare numbers to 1000 Order numbers Count in 1000s Count in 25s Roman Numerals to 100 1000s, 100s, 10s and 1s Partitioning Number line to 10000 1000 more and less Compare numbers Order numbers Round to the nearest 10, 100, 1000 Negative numbers 	<p>Number Addition + Subtraction x 2 <i>Continuation from Term 1</i></p>	<p>Number Multiplication + Division x 2</p> <ul style="list-style-type: none"> Multiply 2-digits by 1-digit Divide 2-digits by 1-digit Scaling How many ways? Written methods Multiply 2-digits by 1 -digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit Divide 3-digits by 1-digit Correspondence problems 	<p>Number Fractions x 2 <i>Continuation from Term 3</i></p>	<p>Number Decimals inc. money x 3</p> <ul style="list-style-type: none"> Pounds and pence Convert pounds and pence Add money Subtract money Give change Pounds and pence Ordering money Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Estimating money Four operations 	<p>Statistics x 2</p> <ul style="list-style-type: none"> Bar charts Pictograms Tables Interpreting charts Comparison, sum and difference Introducing line graphs Line graphs
	<p>Number Addition + Subtraction x 2</p> <ul style="list-style-type: none"> Add and subtract multiples of 100 3-digit and 1-digit numbers 3-digit and 2-digit numbers Add and subtract 100s Spot the pattern Add 3-digit and 1-digit – crossing 10 Add 3-digit and 2-digit – crossing 100 2-digit and 3-digit – not crossing 10/100 2-digit and 3-digit crossing 10 or 100 3-digit numbers not crossing 10 or 100 3-digit numbers – crossing 10 or 100 Subtract 1-digit from 3-digits Subtract 2-digits from 3-digits – crossing 100 3-digit and 3-digit – no exchange 3-digit and 3-digit – exchange Estimate answers Check answers Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers – no exchange Add two 4-digit numbers – one exchange Add two 4-digit numbers – more than one exchange Subtract two 4-digit numbers – no exchange Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Check answers 	<p>Number Multiplication + Division x 4</p> <ul style="list-style-type: none"> Multiply by 3 Divide by 3 3 times-table Multiply by 4 Divide by 4 4 times-table Multiply by 8 Divide by 8 Multiplication – equal groups Comparing statements Related calculations Multiply and divide by 6 6 times table and division facts Multiply and divide by 9 9 times table and division facts Multiply and divide by 7 7 times table and division facts 11 and 12 times table Multiply by 10 and 100 Divide by 10 and 100 Multiply by 1 and 0 Divide by 1 Multiply 3 numbers Efficient multiplication Factor pairs 	<p>Measurement Length, Perimeter and Area x 2</p> <ul style="list-style-type: none"> Equivalent lengths – m and cm Equivalent lengths – mm and cm Compare lengths Measure length Add lengths Subtract lengths Measure perimeter Calculate perimeter Kilometres Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes What is area? Counting squares Making shapes Comparing area 	<p>Measurement Capacity + mass + decimals x 3</p> <ul style="list-style-type: none"> Tenths Count in tenths Tenths as decimals Measure mass Compare mass Add and subtract mass Measure capacity Compare capacity Add and subtract capacity Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1- and 2-digit numbers by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1- and 2-digits by 100 	<p>Measure Time x 2</p> <ul style="list-style-type: none"> Months and years Hours in a day Telling time to 5 minutes Telling time to nearest minute Using am and pm 24-hour clock Finding the duration Comparing durations Start and end times Measuring time in seconds Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12-hour Analogue to digital – 24-hour 	<p>Geometry Properties of shape inc. position and direction x 4</p> <ul style="list-style-type: none"> Turns and angles Right angles in shapes Compare angles Recognise and describe 2-D shapes Draw lines accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 3-D shapes Make 3-D shapes Identify angles Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure Describe position Draw on a grid Move on a grid Describe movement on a grid



ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Writing</p> <p>GENRES</p>	<p>Key Text: Charlie and the Chocolate Factory By Roald Dahl</p> <p>Additional Texts for Immersion – other books by Roald Dahl The BFG, James and the Giant Peach</p> <p><i>Including 1 session per week free write</i></p> <p>NARRATIVE – FANTASY NON-CHRONOLOGICAL REPORTS</p>	<p>Key Text: Let sleeping sea-monsters lie...and other cautionary tales by Eva Ibbotson</p> <p><i>Including 1 session per week free write</i></p> <p>NARRATIVE – TRADITIONAL TALES PLAYSCRIPTS INSTRUCTIONS/PROCEDURAL</p>	<p>Key text: How to train your dragon? By Cressida Cowell</p> <p><i>Including 1 session per week free write</i></p> <p>NARRATIVE- HISTORICAL EXPLANATIONS</p>	<p>Key Text: The Demon Headmaster By Gillian Cross</p> <p><i>Including 1 session per week free write</i></p> <p>NARRATIVE – MYSTERY RECOUNTS – LETTERS/DIARIES/ NEWSPAPER REPORTS</p>	<p>Key Text: Kensuke’s Kingdom By Michael Morpurgo</p> <p><i>including 1 session per week free write</i></p> <p>Poetry: Haikus and Tankas</p> <p>CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY DISCUSSION AND PERSUASION</p>	
<p>Reading</p>	<p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can read and join in discussions about a range of longer texts, expressing what I think and like. I can independently retell lots of age appropriate stories I can find some simple facts from a non-fiction text. I can discuss with others books I have read. I can retell a range of age appropriate stories, including interesting details. I can explain facts I have found in a non-fiction text using my own language. I can choose and use the right book for a purpose and talk about what I have done and why. 		<p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can talk about how words can have different meanings. I can usually make simple predictions of what will happen next using clues in the text. I can find words and phrases in the text that capture my imagination and explain why. I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. I can usually predict what will happen next using clues in the text. I can describe how the language, structure and lay-out of a book add to my understanding of it. 		<p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can spot and talk about key themes in a story. I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation. I can usually make simple inferences when I’m reading a story. I can talk about key themes found in different stories. I can usually self-evaluate my own understanding of stories, for instance, reflecting on characters’ thoughts and feelings. I can usually infer when I’m reading a story. 	
<p>Additional subjects + writing options</p>	<p>Science –: Magnets Non Chronological Report writing, Explanation text History – Ancient Egyptians</p>	<p>Science – Forces + friction Instructions, report writing History – Ancient Egyptians</p>	<p>Science: Materials Geography : Map work and geographical skills Non Chronological Report writing, Explanation text</p>		<p>Science: Humans Art, DT: Pop up books Computing: Programing</p>	<p>Science: Humans Art, DT: Meet the Artists Computing: Programing</p>
	<p>Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?</p>	<p>Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?</p>	<p>Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?</p>	<p>Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?</p>	<p>Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?</p>	<p>Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Units – Can the Buddha’s teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?</p>
<p>Links to subjects</p>	<p>Art + DT clay, creating artefacts, Draw pictures of the different expressions on Charlie's face at various points in the story, When Willy Wonka describes Loompaland, he explains that it</p>	<p>Art + DT Designing and constructing a creature that could be a character in the book Make a Canopic jar</p>	<p>DT History make links with Vikings to find out about how the characters would live Art + DT Look at existing images of dragons (see Draconika for</p>	<p>Geography draw a map of the school locating where the children sabotaged the TV company Art + DT Design posters for the TV show</p>	<p>Science Michael spots a lot of amazing creatures on his adventure. Can you find out more about one (or more) of them? Geography map the journey and the island Art + DT Look at the author's illustrations in the book. Could you create your own versions?</p>	



	<p>has 'thick jungles infested by the most dangerous beasts in the world - hornswogglers and snozzwangers and those terrible wicked whangdoodles.' Could you create a new creature from Loompaland? Could you add labels to show its different features?</p> <p>Geography – identify places on a map (Egypt) + physical geography – river Nile</p> <p>Find out where the ingredients of a chocolate bar come from. Could you plot these on a map?</p> <p>Research chocolate factories around the world. Could you visit some of them, e.g. Cadbury World.</p> <p>Make a map of the chocolate factory showing the different rooms described in the book.</p>		<p>some great examples) and use these as inspiration for designing your own moving dragon</p>		<p>Could you create a comic-strip version of the story?</p> <p>Draw some sketches of the things that Michael saw during his time on the Peggy Sue, while he was on the island and inside Kensuke's cave house.</p> <p>Choose a chapter (or a few pages) and create a storyboard that shows the main events</p> <p>Geography Create your own map of the island, using information in the book (and Michael Morpurgo's illustrations) to help you (<i>see Resources below</i>).</p> <p>Add the locations of the main events in the story to the map.</p> <p>Look at the map of the world, as shown in the book. Can you identify the places Michael travelled to? Can you find out more information about each place? Could you calculate the distance that he travelled?</p> <p>While on his journey on the Peggy Sue, Michael uses a sextant, takes compass bearings, plots a course and fills in the longitude / latitude in the ship's log. Can you learn how to do some (or all) of these tasks</p> <p>History Create a timeline that shows the main events in the story.</p>
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<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y3</p> <ul style="list-style-type: none"> I can explain what verb tenses are. I can identify the tense of a verb. I can change verb tenses. <p>I can use the present perfect form of verbs.</p>	<p>Y3</p> <ul style="list-style-type: none"> I can identify the main clause and subordinate clause in sentences. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. 	<p>Y3</p> <ul style="list-style-type: none"> I can identify the main clause and subordinate clause in sentences. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. 	<p>Y3</p> <ul style="list-style-type: none"> I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. I can spot and use pronouns. I can spot and use determiners. 	<p>Y3</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p> <p>I can identify main and subordinate clauses.</p>	<p>Y3</p> <p>EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING</p>
	<p>Y4</p> <ul style="list-style-type: none"> I can use standard forms of verbs. 	<ul style="list-style-type: none"> I can use different conjunctions to show time, place and cause. I can use different adverbs to show time place and cause in my writing. 	<ul style="list-style-type: none"> I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can use possessive apostrophes in words with a regular plural. 	<p>Y4</p> <ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use different sentence structures for effect. 	<ul style="list-style-type: none"> I can write sentences with more than one clause, using different subordinating conjunctions such as <i>when, if, because, although</i>. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can explain what verb tenses are. I can use the present perfect form of verbs. I can use possessive apostrophes in words with a regular plural. I can spot and use pronouns. I can spot and use determiners 	<ul style="list-style-type: none"> I can identify main and subordinate clauses. I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. I can use different conjunctions and adverbs to show time, place and cause. I can use speech marks to show dialogue. I can explain what verb tenses are. I can use the present perfect form of verbs. I can use possessive apostrophes in words with a regular plural. I can spot and use pronouns. I can spot and use determiners
		<p>Y4</p> <ul style="list-style-type: none"> I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma 	<p>Y4</p> <ul style="list-style-type: none"> can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma. I can use speech marks and other punctuation when I am writing speech. I can use possessive apostrophes in words with irregular plurals. 		<p>Y4</p> <p>FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING</p>	<p>Y4</p>
					<ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use adverbial phrases to start some sentences followed by a comma. I can use standard forms of verbs. I can use speech marks and other punctuation when I am writing speech. I can use possessive apostrophes in words with irregular plurals. 	<ul style="list-style-type: none"> I can use pronouns to avoid repeating the same noun in my writing. I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. I can use standard forms of verbs. I can use a and an correctly.



<p>Spelling – Read, Write Inc</p>	<p>Y3</p> <ul style="list-style-type: none"> Review children to identify those who require additional phonics input Y3 Unit 1 Adding prefixes dis- and in- Unit 2 adding im to root words beginning with m or p Special focus tricky words Unit 3 adding the suffix –ous Revision 	<p>Y3</p> <ul style="list-style-type: none"> Unit 4 adding the suffix – ly Unit 5 words ending in -ture Special focus Homophones Unit 6 adding - ation to verbs to form nouns Revision 	<p>Y3</p> <ul style="list-style-type: none"> Unit 7 Words with the c sound spelt ch Unit 8 Words with the sh sound spelt ch Special focus The short l sound spelt y Unit 9 adding the suffix –ion Revision – 	<p>Y3</p> <ul style="list-style-type: none"> Unit 10 adding the suffix –ian Unit 11 adding the prefix re- Special focus Homophones Unit 12 adding the prefix anti Revision 	<p>Y3</p> <ul style="list-style-type: none"> Unit 13 adding the prefix super- Unit 14 adding the prefix sub – Revision Y 3/4 key words 	<p>Y3</p> <ul style="list-style-type: none"> Revision Assessment
	<p>Y4</p> <ul style="list-style-type: none"> Unit 1 adding the prefix mis- and revising un-, in-, dis- Unit 2 words ending in zhuh, spelt –sure Special focus The short u sound spelt ou Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 3 adding the prefix auto- Unit 4 adding the suffix –ly Unit 5 adding the prefix inter- Special focus Homophones Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 6 words with the ay sound spelt eigh, ei, ey Unit 7 words ending with –ous Unit 8 Words with s sound spelt sc 	<p>Y4</p> <ul style="list-style-type: none"> Unit 9 words ending with zhun spelt sion Unit 10 Adding il and revising un-, in-, mis-, dis- Unit 11 The c sound spelt – que and the g sound spelt – gue Special focus Homophones Revision 	<p>Y4</p> <ul style="list-style-type: none"> Unit 12 adding ir- to words beginning with r Unit 13 adding the suffix –ion Unit 14 adding the suffix –ion Revision 	<p>Y4</p> <ul style="list-style-type: none"> Revision assessment

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Science	Magnets <i>How do we use magnets and why?</i>	Forces and Friction <i>Why is friction sometimes a good thing and other times not?</i>	States of Matter <i>What are states of matter?</i>		Humans – skeleton and muscles <i>How do we move our bodies?</i>	Humans – teeth and eating <i>What does my body do with the food I eat?</i>
	<ul style="list-style-type: none"> ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> ▪ compare how things move on different surfaces ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	<ul style="list-style-type: none"> ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 		<ul style="list-style-type: none"> ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions
	NEED TO KNOW					
<ul style="list-style-type: none"> • Magnets attract magnetic materials. • Magnetic materials contain the metals iron, nickel or cobalt. • Magnets have two poles a north pole and a south pole. • Attract means to pull towards. • Repel means to push away. • Like magnetic poles repel. 	<ul style="list-style-type: none"> • Forces affect the movement of a moving object. • Forces act between moving surfaces. • Friction is the force between 2 solid moving surfaces. • Friction slows down the movement of an object. • Some surfaces and materials have more friction than others. 	<ul style="list-style-type: none"> • Every material can exist in three states – solid, liquid and gas. • A solid keeps its shape and has a fixed volume. • A liquid has a fixed volume but changes shape to fit its container. It can be poured. • A gas fills all the available space and has no fixed shape or volume. • Melting is when a solid changes into a liquid. It is heated to achieve this. • Freezing is when a liquid becomes cold enough to turn solid. • The temperature that a solid becomes a liquid is its melting point. • The melting point of ice is 0°C. 	<ul style="list-style-type: none"> • Vertebrate animals have an internal skeleton. • Skeletons are made of bones, which are hard. • A skeleton has 3 functions: <ul style="list-style-type: none"> ○ To support a body. ○ To protect internal organs. ○ To allow the body to move. • Joints are places where 2 bones meet. As bones can't 	<ul style="list-style-type: none"> • Humans have 4 types of teeth – incisors, canines, pre-molars and molars. • Incisors are thin and sharp and used for cutting. • Canines are pointed and rip and tear food. • Pre-molars and molars are large and flat, and are used for grinding and chewing food. • Humans have 20 baby or milk teeth, and 32 adult teeth. • Our baby teeth fall out as we get older, so the larger adult teeth can grow in their place. 		



	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Discovery RE: GOD Y4 Summer 2 – Do people need to go to church to show they are Christians?</p>	<p>Understanding Christianity: GOSPEL 2a.4 – What kind of world did Jesus want?</p>	<p>Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Understanding Christianity: SALVATION 2a.5 – Why do Christians call the day Jesus dies ‘Good Friday’?</p>	<p>Understanding Christianity: PEOPLE OF GOD 2a.2 – What is it like to follow God?</p>	<p>Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?</p>
	<ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian’s special place has on him/her. 	<ul style="list-style-type: none"> Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man’s neighbour). They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. <p>Discovery RE: CHRISTMAS Y4 Autumn 2 – What is the most significant part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me. 	<ul style="list-style-type: none"> I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group’s symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus. 	<ul style="list-style-type: none"> Pupils will know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples’ feet at the Last Supper: Bread and wine at the Last Supper; Judas’ betrayal; Peter’s denial; the Crucifixion; the Resurrection. Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday They know that for some Christians today standing up for your faith can risk ridicule and even persecution. 	<ul style="list-style-type: none"> Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army. 	<ul style="list-style-type: none"> I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. <p>Y3 Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.





History			
Term 1 and 2	Learning Objectives linked to Outcomes		History Outcomes Y3/Y4
<p>How do we know so much about the Ancient Egyptians today?</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China <p>Vocabulary Pharaoh, Egypt, ancient, pyramid, scarab, Tutankhamun, river Nile, mummification, Canopic jars, archaeologists, artefacts, sarcophagus,</p> <p>Cross curriculum Links Geography – I can understand where Egypt is in relation to other countries. I can use an atlas to label a map with the correct information. I can understand the importance of the Nile to the Ancient Egyptians English I can take notes from the Tutankhamun video useful to rewriting Howard Carter’s diary entry I can write Howard Carter’s diary entry for the 26th Nov 1922 I can use my notes to create a really vivid, accurate account I can describe the process of mummification using words and pictures I can write an explanation texts describing the Ancient Egyptian belief in the afterlife I can write an information text about an Egyptian God I can create an information document about pyramids I can present my research Art I can choose a range of materials to present aspects of Ancient Egyptian life I can make a Canopic jar use a variety of mediums. I can make a pyramid I can represent Ancient Egyptian wall art using paint and pastels</p> <p>Keevil Characteristics Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	2,3,4,5,6	<ul style="list-style-type: none"> I can understand that a timeline is split into AD and BC and that dates increase in both directions I can place Ancient Egypt on a timeline and understand its location in relation to the modern day 	<ol style="list-style-type: none"> Knowledge and understanding of the achievements of the Egyptian ancient civilization. Place time studied and events from the period on a timeline. Sequence events and artefacts. Use terms related to the period. Begin to date events. Understand more complex terms eg. BCE, AD Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people’s actions. Understand why people may have had to do something. Study change through the lives of significant individuals. Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in the time studied. Offer a reasonable explanation for some events. Develop a broad understanding of ancient civilizations. identify and give reasons for different ways in which the past is represented look at representations of the period – museum, use of text books and historical knowledge look at the evidence available begin to evaluate the usefulness of different sources use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past ask a variety of questions use the library, e-learning for research select data and organise it in a variety of ways to answer historical questions work independently and in groups
	1,7,8,9,10,11,12,13,14,15,16,23,25,26	<ul style="list-style-type: none"> I can understand some of the experiences of people in Ancient Egypt. I can understand the importance of the Nile to the Ancient Egyptians I can identify and describe the reasons for the Nile’s importance in Ancient Egypt. I understand that farming was vital to the Ancient Egyptians I can understand Ancient Egyptian beliefs about life after death I can describe the process of mummification using words and pictures I know the importance of some of the key Egyptian Gods I can understand how Ancient Egyptians would have written I can create and decode hieroglyphic messages 	
	1,17,18,19,20,21,22,23,24,25,26	<ul style="list-style-type: none"> I can use a physical artefact to ask questions about the past I can state what the artefact tells me about the Ancient Egyptian people I can select and organise historical information I can explore Egyptian beliefs on the afterlife. I can research an Egyptian God using a range of sources I can carry out independent research on an area of my choice I can use a variety of materials in my research 	



History		
Term 3 Invaders and Settlers <i>Who has made Britain their home?</i> linked to work in English - <i>How To Train Your Dragon</i> by Cressida Cowell Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons	Learning Objectives linked to Outcomes	History Outcomes Y3/Y4
<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. Note connections, contrasts and trends over time. Use appropriate historical terms. Ask historically valid questions about change, cause, similarity, difference and significance. Construct informed responses involving the thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. The Roman Empire and its impact on Britain. Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>Vocabulary</p> <p>Cross curriculum Links Geography – I can use an atlas to label a map with the correct information. I</p> <p>English This study is part of the emersion for the text</p> <p>Art Draw dragons DT make a moving dragon</p> <p>Keevil Characteristics Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning</p>	4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22	<ol style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo Saxons and Scots Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/AD Use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Look at the evidence available Begin to evaluate the usefulness of different sources Use of text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library/e-learning for research Select data and organise it into a data file to answer historical questions Know the period in which the study is set Display findings in a variety of ways Work independently and in groups
	<ul style="list-style-type: none"> <i>I can place Viking era on a timeline and understand its location in relation to the modern day</i> <i>I can identify the differences between men and women during the Viking era</i> <i>I can identify aspects of daily life</i> 	




Geography												
Term 3 and 4	Learning Objectives linked to Outcomes		Geography Outcomes Y3/Y4									
<p>How do maps help us find out where we are? Map work/ Geographical skills</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world describe and understand key human and physical features and characteristics of their locality <p>Vocabulary GENERAL, SKILLS AND FIELDWORK – Google maps, Ordnance Survey Map, Plan, key, 8 point compass – North East, North West, South East, South West <i>EXTENSION – Terrestrial</i> LOCATIONAL KNOWLEDGE – Great Britain, British Isles, Wiltshire, Hampshire, Somerset, Dorset, Oxfordshire, Gloucestershire <i>EXTENSION – Other UK counties</i> PLACE KNOWLEDGE – Locality, Land use <i>EXTENSION – settlement, agriculture, recreation, community, facilities</i> HUMAN AND PHYSICAL GEOGRAPHY – Town, city, population, development <i>EXTENSION – settlement, agriculture, recreation, community, facilities</i></p> <p>Cross curriculum Links History Then and now maps, identifying key aspects of change in your local area drawing on historic resources and the current circumstances. Research the history of a landmark in the area Art sketch the different types of buildings in the locality (St Leonards and Tall Boys and the school) Sketching maps with a key English</p> <p>Keevil Characteristics Plan and write a geographical guide to Keevil/ Steeple Ashton Children <i>learn</i> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <i>communication</i> through demonstrating good listening and speaking skills. Children show <i>team work</i> when allowing everyone’s ideas and opinions to be acknowledged through working as part of a team. Children develop their <i>resilience</i> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <i>problem solving</i> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <i>diligence</i> by producing work and displaying their findings to the best of their ability.</p>	<table border="1"> <tr> <td style="text-align: center;">6,8</td> <td> <ul style="list-style-type: none"> I can use a compass to plan a route I can identify the 8 compass points </td> </tr> <tr> <td style="text-align: center;">1,2,3,5,6,7,8</td> <td> <ul style="list-style-type: none"> I can use maps, atlases and Google maps to locate my position I can identify symbols use on an OSM I can read an OSM I can name the 4 countries of the UK and their capital cities I can identify the counties with a boundary with Wiltshire </td> </tr> <tr> <td style="text-align: center;">4,5,7</td> <td> <ul style="list-style-type: none"> I can sketch a map including a key I can identify the humans features of a land scape I can identify the physical features of a land scape </td> </tr> <tr> <td style="text-align: center;">4</td> <td> <ul style="list-style-type: none"> I can identify how an area has changed over time I can use a historical map to compare land use in the present day </td> </tr> <tr> <td style="text-align: center;">2</td> <td> <ul style="list-style-type: none"> I can identify demarcations that mark significant longitude and latitude </td> </tr> </table> <p>NEED TO KNOW</p> <ul style="list-style-type: none"> I can identify the 8 compass points – North, North East, East, South East, South, South West, West, North West I know the difference between Great Britain, the United Kingdom and the British Isles. I can use maps, atlases and Google maps to locate my position I can read an Ordnance Survey Map. I can identify the counties with a boundary with Wiltshire – Somerset, Dorset, Hampshire, Gloucestershire, Oxfordshire 	6,8	<ul style="list-style-type: none"> I can use a compass to plan a route I can identify the 8 compass points 	1,2,3,5,6,7,8	<ul style="list-style-type: none"> I can use maps, atlases and Google maps to locate my position I can identify symbols use on an OSM I can read an OSM I can name the 4 countries of the UK and their capital cities I can identify the counties with a boundary with Wiltshire 	4,5,7	<ul style="list-style-type: none"> I can sketch a map including a key I can identify the humans features of a land scape I can identify the physical features of a land scape 	4	<ul style="list-style-type: none"> I can identify how an area has changed over time I can use a historical map to compare land use in the present day 	2	<ul style="list-style-type: none"> I can identify demarcations that mark significant longitude and latitude 	<ol style="list-style-type: none"> Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. Name and locate counties and cities in/around Wiltshire, identifying the physical features including rivers and consider how land use has changed over time. Describe and understand human geography including: types of settlement and land use. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; Learn the eight points of a compass, four-figure grid references.
6,8	<ul style="list-style-type: none"> I can use a compass to plan a route I can identify the 8 compass points 											
1,2,3,5,6,7,8	<ul style="list-style-type: none"> I can use maps, atlases and Google maps to locate my position I can identify symbols use on an OSM I can read an OSM I can name the 4 countries of the UK and their capital cities I can identify the counties with a boundary with Wiltshire 											
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2	<ul style="list-style-type: none"> I can identify demarcations that mark significant longitude and latitude 											

Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes
<p style="text-align: center;">Painting and 3D - Weaving Artist Study – David Hockney <i>What mediums can we use to create a landscape?</i> <i>What makes David Hockney's art unique?</i></p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. <p>Vocabulary</p> <p>Cross curriculum Links Geography. Physical features of the landscape English Biography writing</p> <p>Keevil Characteristics Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u></p>	<ul style="list-style-type: none"> • I can talk about the style and ideas of David Hockney. • I can develop my sense of perspective in my sketchbook. • I can use water to lighten colours. • I can paint a countryside landscape using tone. • I can mix 3 different tones of green • Pencil mark and cut the loom notches using the template. • Create the tree loom by following the instructions. • Create the trunk by wrapping the remaining wool around the bottom. • I can choose appropriate materials for the task • I can evaluate my product <p>David Hockney</p> <div style="display: flex; justify-content: space-around;">  </div> 	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Can discuss and describe well known artists work 2. Explain how their work is similar and different 3. Explain their reasons behind their choices 4. Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling <p>Drawing</p> <ol style="list-style-type: none"> 5. Use small sketches to produce a final piece 6. Write an explanation of their sketch 7. Use shading to create tone 8. Use different pressures to create hard and soft lines 9. Draw demonstrating an understanding of line, tone, scale, texture and depth 10. Use mirrors, viewfinders, magnifying glasses etc to aid observation 11. Show reflections 12. Explain why they have chosen specific materials to draw with <p>Painting</p> <ol style="list-style-type: none"> 13. Select an appropriate brush type, size and style depending on the task 14. Can mix colours with accuracy 15. Know where the colours are on the colour wheel (primary and secondary) 16. Create a background using a wash 17. Use different brushes for different effects 18. Explore links between colours and feelings 19. Use artists' work as a starting point and create work in the style of different artists 20. Look at and make paintings with background, foreground and middleground and use perspective 21. Create moods in their paintings 22. Use shading in their painting to create feelings 23. Mix and match colours for purposes (e.g. skin colours) 24. Mix different thicknesses of paints <p>3D - Sculpture</p> <ol style="list-style-type: none"> 25. Add onto their work to create texture 26. Build up from a flat surface 27. Can make a sculpture using a range of materials



Art		
Term 1 EXTENSION	Learning Objectives linked to Outcomes	Art Outcomes

<p style="text-align: center;">Drawing linked to transition into new class What can we tell about a person from their portrait? What is Cubism?</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Vocabulary Pablo Picasso, block colour, bold, abstract</p> <p>Cross curriculum Links PSHE becoming part of a new group - transition</p> <p>Keevil Characteristics Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u></p>	<ul style="list-style-type: none"> I can explore paintings by an artist and identify interesting/ important features I can record my ideas in a sketch book I can select colour I can use pastels and paint and compare the outcome I can show an awareness of space and form I can evaluate my work and suggest improvements I can adapt my ideas <p>Pablo Picasso</p> 	<p>Knowledge</p> <ol style="list-style-type: none"> Compare different artists of the same style Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling Can discuss and describe well known artists work Explain how their work is similar and different Explain their reasons behind their choices <p>Drawing</p> <ol style="list-style-type: none"> Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) Show facial expression in their drawing Use small sketches to produce a final piece Write an explanation of their sketch Use shading to create tone Use different pressures to create hard and soft lines Draw demonstrating an understanding of line, tone, scale, texture and depth Use mirrors, viewfinders, magnifying glasses etc to aid observation Begin to show facial expression and body language in their drawings Show reflections Explain why they have chosen specific materials to draw with
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Art		
Term 4 EXTENSION	Learning Objectives linked to Outcomes	Art Outcomes

3D

linked to Ancient Egypt history

What designs can we find in Ancient Egyptian culture?

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Vocabulary

canopic jars, sculpture, ancient Egypt, mummification, symbols, culture.

Cross curriculum Links

History creating artefacts in the style of Ancient Egyptians

English exploring design and style using information books

Keevil Characteristics

Children start collecting and developing ideas using sketchbooks. diligence. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, communication

- I can make observations of an object
- I can record my observations and use them to inform my design
- I can select materials to create my jar and explain why I have chosen them
- I can make decisions about colour, pattern
- I can add material to the jar to enhance 3D effects
- I can evaluate my work and suggest improvements
- I can adapt my ideas



Knowledge

1. Explore work from different cultures and time periods
2. Explain art from other periods of history

Drawing

3. Use small sketches to produce a final piece
4. Write an explanation of their sketch

Painting

5. Select an appropriate brush type, size and style depending on the task
6. Can mix colours with accuracy
7. Mix and match colours for purposes (e.g. skin colours)
8. Mix different thicknesses of paints

3D – Sculpture

9. Add onto their work to create texture
10. Build up from a flat surface.
11. Cover with tissue paper and glue
12. Can make a sculpture using a range of materials



Design and Technology		
Term 3 EXTENSION	Learning Objectives linked to Outcomes	
<p>Moving Monsters Linked to work in English study of <i>How To Train Your Dragon</i> by Cressida Cowell How will your mythical creature move?</p>		
<p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Vocabulary vehicle, battery, abrasive, hexagon, mechanism, belt drive, simple, compound, gear, worm and wheel, motor, chassis, periphery push to make switch, push to break switch, on-off switch, pulley axle wheel, forwards, backwards, reverse, flashing LED (light emitting diode), series circuit, parallel circuit, bulb holder, buzzer, network</p> <p>Cross curriculum Links Art clearly the decoration the outer frame will require art skills Science link to forces and friction English write explanation texts to explain how the buggy works</p> <p>Keevil Characteristics Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.</p>	<ul style="list-style-type: none"> I can use appropriate vocabulary to describe how things work I can explore mechanisms and explain how the function I can compare the effectiveness of different systems I can investigate products I can relate the way things work to their intended purpose I can use appropriate technical vocabulary to describe materials and mechanisms I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways I can evaluate my design ideas as these develop, indicating ways of improving them I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques I can join and combine materials and components accurately in temporary and permanent ways I understand simple mechanisms can be used to produce types of movement. 	<p>DT Outcomes</p> <p>Technical Knowledge</p> <ol style="list-style-type: none"> about the simple working characteristics of materials and components how mechanical systems such as pneumatic systems create movement how to make strong, stiff shell structures how to use learning from science to help design and make products that work how to use learning from mathematics to help design and make products that work that materials have both functional properties and aesthetic qualities the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> beginning to explore how products have been created design products that have a clear purpose and an intended user with support make simple diagrams to show a design develop design criteria with a group generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make</p> <ol style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics cut safely using tools provided begin to create products using electrical mechanisms begin to refine the design as work progresses begin to choose the right materials for making a product according to the properties needed follow procedures for safety and hygiene measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design <p>Evaluate</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved



Design and Technology			
Term 5	Learning Objectives linked to Outcomes		DT Outcomes
<p style="text-align: center;">Pop Up Books <i>Why are pop up books so popular?</i> <i>How could you make geography more exciting using pop up books?</i> <i>Do pop up books have to be complex?</i></p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [levers and linkages] <p>Vocabulary illustrated, fold, crease, slide, flap, tap, push rotate, spring, centre, path of travel, specification, score, mark and pull levers, linkages, split pins, three- evaluation, dimensional, two-dimensional improvement</p> <p>Cross curriculum Links History A book could be made to reflect an aspect of history that the children have studied Geography a popup book to demonstrate aspects of geography such as rivers, mountains or volcanoes etc. Art clearly the decoration of the features of the book will require art skills Science pop up books are an exciting method of showing things like the water system, habitats etc English Keevil Characteristics Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.</p>	6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	<ul style="list-style-type: none"> I can investigate products I can relate the way things work to their intended purpose I can use appropriate technical vocabulary to describe materials and mechanisms I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways I can evaluate my design ideas as these develop, indicating ways of improving them 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> how mechanical systems such as levers and linkages create movement that materials have both functional qualities and aesthetic qualities <p>Make</p> <ol style="list-style-type: none"> select tools and equipment suitable for the task explain their choice of tools and equipment in relation to the skills and techniques they will be using select materials and components suitable for the task explain their choice of materials and components according to functional properties and aesthetic qualities order the main stages of making select appropriate tools and techniques for making their product measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques join and combine materials and components accurately in temporary and permanent ways apply a range of finishing techniques, including those from art and design, with some accuracy <p>Design</p> <ol style="list-style-type: none"> show that a design meets a range of requirements put together a plan which shows the equipment and tools needed describe a design using an accurately labelled diagram generate realistic ideas, focusing on the needs of the user make design decisions that take account of the availability of resources develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail <p>Evaluate</p> <ol style="list-style-type: none"> refer to their design criteria as they design and make use their design criteria to evaluate their completed products identify the strengths and areas for development in their ideas and products consider the views of others, including intended users, to improve their work
	1, 2, 3, 4, 5, 7, 8, 9, 10, 11	<ul style="list-style-type: none"> I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques I can join and combine materials and components accurately in temporary and permanent ways I understand simple mechanisms can be used to produce types of movement. 	



Computing		
Term 5	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Programming (Scratch) <i>What key skills do I need to program successfully?</i></p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>Vocabulary Algorithm, program, programming, bug, debug. Loop, event, command, repeat, while loop, conditionals, binary</p> <p>Cross curriculum Links</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can reframe a sequence of steps as an encoded program I can explain constraints of translating problems from human language to machine language I can order movement commands as sequential steps in a program. I can modify an existing program to solve errors. I can break down a long sequence of instructions into the largest repeatable sequence. I can identify actions that correlate to input events. I can create an interactive game using sequence and event-handlers. I can share a creative artefact with other students. Construct a program using structures that repeat areas of code Improve existing code by finding areas of repetition and moving them into looping structures I can use an efficient procedure to simplify a program. I can use a sensor to detect a change which can select an action within my program. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I recognise that an algorithm will help me to sequence more complex programs. 	<ol style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content



Computing		
Term 1 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes
<p style="text-align: center;">E-safety</p> <p style="text-align: center;"><i>What can I do if I am worried about something on-line?</i></p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>Vocabulary Chat rooms, cyberbullying, spam, block, Instagram, password, internet, viruses,</p> <p>Cross curriculum Links PSHE – Keeping Safe</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I can help my friends make good choices about the time they spend online. I comment positively and respectfully online. <ul style="list-style-type: none"> I know that anything I post online can be seen by others. I use the safety features of websites as well as reporting concerns to an adult. I choose websites and games that are appropriate for my age. I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. 	<ol style="list-style-type: none"> Use technology safely and respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Children understand how they can use the internet safely for research and by following lines of enquiry Know how to guard against giving out personal information Know what to do if they are affected by cyber bullying Use digital etiquette when communicating on-line Children understand that good online research involves processing the information (rather than copying) and interpreting it for others. Children recognise issues of copyright and the importance of acknowledging sources



Computing			
Term 4 EXTENSION	Learning Objectives linked to Outcomes		Computing Outcomes
<p>Digital Literacy (Data Handling – Spreadsheets) <i>How can IT help with maths and science?</i></p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Vocabulary Data , spread sheet, graphs</p> <p>Cross curriculum Links Maths - statistics Science – data collection and analysis</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>		<ul style="list-style-type: none"> I can use a spreadsheet and database to collect and record data. I can choose an appropriate tool to help me collect data.. I can present data in an appropriate way. I can search a database using different operators to refine my search. I can talk about mistakes in data and suggest how it could be checked. 	<ol style="list-style-type: none"> Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. Selects a variety of software to accomplish given goals Selects, uses and combines internet services Analyses and evaluates information Collects and presents data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Spread sheets <ul style="list-style-type: none"> Used to support maths



Computing		
Term 6	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Creativity/Graphics (Publisher; Animation) <i>How can I use a computer program to present information?</i></p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Vocabulary Publisher, 2animate, motion, slide, capture</p> <p>Cross curriculum Links English, History, geography – use for presenting information, researching topic and for sharing knowledge Science to show plant growth or movement of light to create shadows</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can open a new or saved document I can set up page orientation and margins I can save work I can use photos, video and sound to create an atmosphere when presenting to different audiences. I am confident to explore new media to extend what I can achieve. I can change the appearance of text to increase its effectiveness. I can create, modify and present documents for a particular purpose. I can use a keyboard confidently and make use of a spellchecker to write and review my work. I can use images from the web I can tell you how to check who owns photos, text and clipart. 	<ol style="list-style-type: none"> Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. Selects a variety of software to accomplish given goals Selects, uses and combines internet services Analyses and evaluates information Collects and presents data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Presenting information <ul style="list-style-type: none"> PowerPoint slides Master slides Transitions and animations Presentations on topics etc.



	Gymnastics	Gymnastics	Swimming Netball	Swimming Football	Athletics	Rounders
PE	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <ul style="list-style-type: none"> Pass – chest, shoulder, bounce Receive Creating space Intercepting Defending Marking Shooting Footwork Rules of game Tactics and positions <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <ul style="list-style-type: none"> Pass Receive Dribble Creating shooting opportunities Shooting Defending Marking Rules of game Tactics Officiating games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Sprinting Race technique Relay running Throwing for distance - shotput Hurdles <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Throwing – underarm Throwing – overarm Bowling Catching Striking Tactics Working as a team Positions <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Keevil Characteristics	Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities



	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Friendships <i>(previously Relationships-peers)</i></p>	<p>Managing hurtful behaviour and bullying inc. aspects of Respecting self and others <i>(previously Anti-bullying)</i></p>	<p>Keeping Safe <i>(previously Keeping Safe)</i></p>	<p>Mental Health <i>(previously called Emotions)</i></p>	<p>Shared responsibilities <i>(previously Citizenship)</i></p>	<p>Ourselves, growing and changing AND Identity and individuality <i>(Previously Changes/ Moving On)</i></p>
PSHE	<p>KS1</p> <ul style="list-style-type: none"> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class COMMUNICATION to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) TEAMWORK AND PROBLEM-SOLVING <p>to offer constructive support and feedback to others TEAMWORK</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>KS2</p> <p>LKS2:to work collaboratively towards shared goals TEAMWORK to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices TEAMWORK AND PROBLEM-SOLVING</p> <p>UKS2: to work collaboratively towards shared goals TEAMWORK to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves TEAMWORK AND PROBLEM-SOLVING</p> <p>R10. about the importance of friendships; strategies for building positive</p>	<p>KS1:to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say RESILIENCE</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>KS2</p> <p>UKS2: to recognise and manage 'dares' RESILIENCE</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>KS1</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>H35. about what to do if there is an accident and someone is hurt</p>	<p>KS1</p> <ul style="list-style-type: none"> To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. RESILIENCE About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. RESILIENCE <p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves</p>	<ul style="list-style-type: none"> to help construct, and agree to follow, group and class rules and to understand how these rules help them begin to understand the fundamentals of a democratic process why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <p>KS1</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>KS2</p> <p>to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people COMMUNICATION</p> <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p>	<p>KS1: To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals. DILIGENCE AND LEARNING</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>KS2</p> <p>LKS2 to reflect on and celebrate their achievements, identify their strengths, areas for improvement DILIGENCE AND LEARNING</p> <p>UKS2 to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals DILIGENCE AND LEARNING</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not</p>



	<p>friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <ul style="list-style-type: none"> R18. to recognise if a friendship (online or offline) is making them feel unsafe or 	<p>R21. about discrimination: what it means and how to challenge it</p>	<p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>KS2 LKS2/UKS2: to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build RESILIENCE</p> <p>LKS2</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about)</p> <p>LKS2</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read</p>	<p>down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>KS2 LKS2: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE UKS2: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them RESILIENCE</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p>	<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><i>understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary</i></p>	<p>correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and responsibilities that increasing</p>
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	<p>uncomfortable; how to manage this and ask for support if necessary</p>		<p>online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries (Common injuries might include bruises, scalds, burns, bleeds (cuts or nose bleeds). Schools might also choose to teach about how to manage asthma attacks, allergic reactions, a person who is choking or unresponsive. For head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.) H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk (Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).</p>	<p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>		<p>independence may bring H36. strategies to manage transitions between classes and key stages</p>
<p>Keevil Characteristics</p>	<p>PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.</p>	<p>PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.</p>	<p>PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.</p>	<p>PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.</p>	<p>PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.</p>	<p>PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.</p>
<p>How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above. One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.</p>						