



TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Maths Number 4 Operations	Maths Fractions	Maths Decimals and Percentages Algebra Measurement – converting units	Maths Measurement – perimeter, area and volume Ratio Statistics	Maths Geometry	Maths Investigation
English Clockwork By Phillip Pullman	English Harry Potter and the Philosopher’s Stone/ Harry Potter and the Chamber of Secrets by JK Rowling	English The Explorers By Katherine Rundell	English Greek Myths	English The Hunger Games By Suzanne Collins Poetry – The Highway Man	
Science Forces and Friction <i>How can we use our understanding of forces to help us?</i>	Science Electricity <i>How can we make a bulb brighter?</i>	Science Materials <i>How can we change materials?</i>		Science Humans <i>How do our hearts work and how can we look after them?</i>	
RE Understanding Christianity: GOD 2b.1 – <i>What does it mean if God is holy and loving?</i>	RE Understanding Christianity: GOSPEL 2b.5 – <i>What would Jesus do?</i> Discovery RE: CHRISTMAS Y5 Autumn 2 – <i>Is the Christmas story true?</i> OR Y6 Autumn 2 – <i>How significant is it that Mary was Jesus’ mother?</i>	RE Discovery RE: SIKHISM Y5 Spring 1 – <i>Are Sikh stories important today?</i>	RE Understanding Christianity: SALVATION 2b.7 – <i>What difference does the resurrection make for Christians?</i>	RE Understanding Christianity: PEOPLE OF GOD 2b.3 – <i>How can following God bring freedom and justice?</i>	RE Discovery RE : SIKHISM Y5 Autumn 1 – <i>How far would a Sikh go for his/her religion?</i> COMBINED WITH Y5 Summer 1 – <i>What is the best way for a Sikh to show commitment to God?</i>
History A local History Study <i>How can we tell about the developments of Longleat from things that remain?</i>	History <i>How did the Mayan Culture affect our lives today?</i>		History linked to work in English on Greek Myths <i>What have we learnt from the Ancient Greeks?</i>		
		Geography Local study <i>Where on Earth are we?</i>	Geography Study of a region in North or South America <i>Are all South American countries the same? Why do Brazilians speak Portuguese?</i>		
				Art Drawing and 3D Linked to work in Science on Human Bodies <i>How can we show people are moving?</i>	Art Painting and Printing Artist Study Henri Rousseau – Tiger in a Tropical Storm <i>How does the work of artist Study - Henri Rousseau make you feel?</i>
		DT Biscuits Linked to work in Science on Changing Materials <i>How will you flavour your biscuits?</i>		DT Moving Vehicles <i>How will your buggy move?</i>	
Computing E-safety <i>How can I use technology responsibly?</i>			Computing Digital Literacy (Word Processing; Publisher; Powerpoint) <i>How can technology help us in other areas?</i>	Computing Programming (Scratch) <i>How is programming useful?</i>	Computing Creativity/Graphics (Images and Animation) <i>How can I use a computer to change images?</i>
Music Machine Music Choir	Music Critical Listening Project Choir	Music Indian Music Choir	Music Roundabout Choir	Music Production	Music Music Technology and Electronic Music Choir
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 Swimming Football	PE Swimming Netball	PE Gymnastics	PE Gymnastics	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)</i> (including RSE)



MATHS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y 5/6	Number PV x 2 <ul style="list-style-type: none"> Numbers to 10,000 Numbers to 100,000 Numbers to a million Roman numerals to 1,000 Compare and order numbers to 100,000 Compare and order numbers to one million Round to nearest 10, 100 and 1,000 Round numbers within 100,000 Round numbers to one million Counting in 10s, 100s, 1,000s, 10,000s and 100,000s Negative numbers Numbers to ten million Compare and order any number Round any number Negative numbers 	Fractions x 5 <ul style="list-style-type: none"> Equivalent fractions Compare and order fractions less than 1 Compare and order fractions greater than 1 Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Add and subtract fractions Add fractions within 1 Add 3 or more fractions Add mixed numbers Subtract mixed numbers Subtract – breaking the whole Simplify fractions Fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract fractions Mixed addition and subtraction 	Number Decimals and Percentages x 3 <ul style="list-style-type: none"> Decimals up to 2 d.p. Decimals as fractions Understand thousandths Thousandths as decimals Multiplying and dividing decimals by 10, 100 and 1,000 Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals Equivalent F.D.P. Three decimal places Decimals as fractions Multiply and divide by 10, 100 and 1,000 Multiply and divide decimals by integers Division to solve problems Fractions to decimals Fractions to percentages Equivalent F.D.P. Order F.D.P. Percentage of an amount Percentages – missing values 	Measurement Perimeter, area and volume x2 <ul style="list-style-type: none"> Measure perimeter Calculate perimeter Area of rectangles Area of compound shapes Area of irregular shapes What is volume? Compare volume Estimate volume Estimate capacity Area and perimeter Shapes – same area Area of a parallelogram Volume – counting cubes Volume of a cuboid 	Geometry Properties of shape x2 <ul style="list-style-type: none"> Measuring angles in degrees Measuring with a protractor Angles on a straight line Angles around a point Lengths and angles in shapes Regular and irregular polygons Draw lines and angles accurately Reasoning about 3D shapes Measure with a protractor Introduce angles Calculate angles Vertically opposite angles Angles in a triangle Angles in quadrilaterals Angles in polygons Drawing shapes accurately Nets of 3D shapes 	Consolidation + Investigation
	4 Operations x 4 <ul style="list-style-type: none"> Divide 4-digits by 1-digit Divide with remainders Prime numbers Square numbers Cube numbers Round to estimate and approximate Short division Division using factors Long division Primes Squares and Cubes Mental calculations and estimation Order of operations Reason from known facts 		Number Y5 – Decimals/ Y6 - Algebra x2 <ul style="list-style-type: none"> Adding and subtracting decimals within 1 Complements to 1 Adding decimals - crossing the whole Adding and subtracting decimals (same d.p.) Adding and subtracting decimals (different d.p.) Adding and subtracting wholes and decimals Decimal sequences Find a rule – one step Find a rule – two steps Forming expressions Substitution Formulae Forming equations Simple one-step equations Solve two-step equations Find pairs of values Enumerate possibilities 	Number Y5 - Fractions/ Y6 - Ratio x 2 <ul style="list-style-type: none"> Consolidate learning about fractions from Term 2 Using ratio language Ration and fractions Introducing the ratio symbol Calculating ratio Using scale factors Calculating scale factors Ratio and proportion problems 	Geometry Position and Direction <ul style="list-style-type: none"> Position in the first quadrant Reflection Reflection with co-ordinates Translation Translation with co-ordinates The first quadrant Four quadrants Reflections Translations 	
				Measurements Converting units <ul style="list-style-type: none"> Kilograms and Kilometres Milligrams and Millilitres Metric units Imperial units Converting units of time Metric measures Convert metric measures Calculate with metric measures Imperial measures Miles and kilometres 	Statistics x 2 <ul style="list-style-type: none"> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables Read and interpret line graphs Draw line graphs Use line graphs to solve problems Circles Read and interpret pie charts Pie charts with percentages Draw pie charts The mean 	



ENGLISH	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: Clockwork By Phillip Pullman Including 1 session per week free write	Key Text: Harry Potter and the Chamber of Secrets by JK Rowling Including 1 session per week free write	Key Text: The Explorers By Katherine Rundell Including 1 session per week free write	Key Text: Greek Myths Including 1 session per week free write	Key Text: The Hunger Games Including 1 session per week free write Poetry: The Highway Man	
GENRES	NARRATIVE – HORROR RECOUNTS – NEWSPAPER REPORTS	NARRATIVE – FANTASY PLAYSCRIPTS INSTRUCTIONS/PROCEDURAL	NARRATIVE- ADVENTURE EXPLANATIONS	NARRATIVE – TRADITIONAL TALES DISCUSSION AND PERSUASION	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY NON-CHRONOLOGICAL REPORTS	
Reading	Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <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 Comprehension <ul style="list-style-type: none"> I can explain my view giving reasons from the text. I can use key words from the text when I am summarising the main ideas of paragraphs/sections. I can usually identify and name different genres of writing. I can take part in discussions about books and I can politely challenge the views of others. I can summarise the main ideas of paragraphs/sections succinctly. I can explain and discuss information I have found in a text. I can take part in discussions about books, and use differences of opinions to build my own views. 		Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <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 Comprehension <ul style="list-style-type: none"> I can usually self-evaluate my own understanding of stories, for instance, making comparisons with other texts. I can usually use key details from the text to support my views when I am predicting what I think will happen. I can usually discuss the language an author has used and its effect on the reader. I can discuss how the context can change the meaning of words. I can usually self-evaluate my own understanding of stories, for instance, making comparisons within the text. I can usually provide a reasoned explanation from the text when I am predicting what I think will happen. I can usually discuss figurative language an author has used and its effect on the reader. 		Fluency <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage Prosody <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 Comprehension <ul style="list-style-type: none"> I routinely use evidence from the text to support my views when I am inferring. I can talk about key themes found in different genres of writing. I can explain in detail my understanding of what I have read through presentations and debates, preparing for opposing views. I can usually infer when I'm reading a story, using evidence from the text to support my ideas. I can make comparisons between texts. I can explain and discuss my understanding of what I have read through debates. 	
Additional subjects + writing options	Science – Forces and Friction – Non Chronological Report writing, Explanation text	Science – Electricity Instructions, report writing	Science – Materials Non Chronological Report writing, Explanation text		Science –Humans Report writing, Explanation text, Information text	
	Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving	Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?	Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today? DT Biscuit making linked to science changing materials Instructions	Understanding Christianity: SALVATION 2b.7 – What difference does the resurrection make for Christians?	Understanding Christianity: PEOPLE OF GOD 2b.3 – How can following God bring freedom and justice?	Discovery RE: SIKHISM Y5 Autumn 1 – How far would a Sikh go for his/her religion? COMBINED WITH Y5 Summer 1 – What is the best way for a Sikh to show commitment to God?



<p>Links to subjects</p>	<p>History Local study Geography – mapping Germany Identify the capital of Germany on the map Identify East and West Germany on the map Use a blue crayon to draw these major bodies of water on the map: Danube, Rhine, Elbe and Weser rivers Do research to determine if Glockenheim, Germany is a real or fictional city. If it is real, label it on the map. Find an important geographic fact about Germany and write it on the map. Colour your map as desired Art Portraits linked to People in Action</p>	<p>History The Ancient Mayans Art + DT make magic wands Design a room in Hogwarts Design a robe Christmas decorations build cars using craft materials and then use the cars to explore the relationship between force, mass, and acceleration</p>	<p>Geography Study of a region in North or South America</p>	<p>Emersion History of the Ancient Greeks Geography Local study Art + DT Make images or models of the rainforest either as a whole class or individually</p>	<p>DT moving vehicles Instructions Geography + History the children will use a charity such as ActionAid or Oxfam to explore world food crisis. Tracking the history of the charities and the impact they have on world hunger. They will locate areas of the world who are experiencing food shortages due to climate, human impact, war. Discussion and persuasion</p>	<p>Art Henri Rousseau – Tiger in a Tropical Storm Explanation text</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>Y5</p> <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>. I can use commas within a sentence to ensure meaning is clear. <p>Y6</p> <ul style="list-style-type: none"> I can use longer noun phrases. I can use adverbials to build cohesions within a paragraph. 	<p>Y5</p> <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>. I can use commas within a sentence to ensure meaning is clear. <p>Y6</p> <ul style="list-style-type: none"> I can use longer noun phrases. I can use adverbials to build cohesions within a paragraph. 	<p>Y5</p> <ul style="list-style-type: none"> I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. I can use commas within a sentence to ensure meaning is clear. I can use ellipsis in an appropriate way in my writing. <p>Y6</p> <ul style="list-style-type: none"> I can use a passive voice appropriately in my writing. I can use adverbials to build cohesion in a paragraph. I can use semi-colons, colons and dashes to mark independent clauses in a sentence. I can use hyphens to avoid confusion. I can use longer noun phrases. 	<p>Y5</p> <ul style="list-style-type: none"> I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. I can use commas within a sentence to ensure meaning is clear. I can use ellipsis in an appropriate way in my writing. <p>Y6</p> <ul style="list-style-type: none"> I can use a passive voice appropriately in my writing. I can use adverbials to build cohesion in a paragraph. I can use semi-colons, colons and dashes to mark independent clauses in a sentence. I can use hyphens to avoid confusion. I can use longer noun phrases. 	<p>Y5</p> <ul style="list-style-type: none"> I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>. I can use modal verbs and adverbs to show a range of possibility. I can use ellipsis in an appropriate way in my writing. I can use a passive voice appropriately in my writing. I can use adverbials to build cohesion in a paragraph. I can use semi-colons, colons and dashes to mark independent clauses in a sentence. I can use hyphens to avoid confusion. I can use longer noun phrases. I can use a colon to introduce a list and semi-colons within a list. I can use past perfect verbs to show relationships between time and cause. I can identify and use the subjunctive mood. 	<p>Y5</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can write complex sentences with relative clauses starting with <i>who, which, where, when, whose</i> or <i>that</i>. I can use modal verbs and adverbs to show a range of possibility. I can use present perfect verbs to show relationships between time and cause. I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used. I can use commas within a sentence to ensure meaning is clear. I can use ellipsis in an appropriate way in my writing. I can use modal verbs and adverbs to show a range of possibility. I can use present perfect verbs to show relationships between time and cause. <p>Y6</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use a passive voice appropriately in my writing. I can use adverbials to build cohesion in a paragraph. I can use semi-colons, colons and dashes to mark independent clauses in a sentence. I can use hyphens to avoid confusion. I can use longer noun phrases. I can use a colon to introduce a list and semi-colons within a list. I can use past perfect verbs to show relationships between time and cause. I can identify and use the subjunctive mood.
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<p>Spelling – Read Write Inc</p>	<p>Y5</p> <ul style="list-style-type: none"> Unit 1 words with silent letter b Special focus words that contain the letter string ough Unit 2 words ending in-ible Unit 3 Words ending able Revision 	<p>Y5</p> <ul style="list-style-type: none"> Special focus orange words Unit 4 words with a silent letter t Special focus orange words Unit 5 words ending –ibly, -ably Revision 	<p>Y5</p> <ul style="list-style-type: none"> Unit 6 words ending in –ent Special focus orange words Unit 7 words ending in –ence Special focus orange words Revision 	<p>Y5</p> <ul style="list-style-type: none"> Unit 8 the ee sound spelt ei Special focus homophones and other words that are often confused Unit 9 words ending in –ant, -ance and –ancy Special focus orange words Revision 	<p>Y5</p> <ul style="list-style-type: none"> Unit 10 words ending shus spelt –cious Special focus orange words Unit 11 words ending in shus spelt –tious Special focus orange words Unit 12 words ending in shul spelt cial or –tial 	<p>Y 5</p> <ul style="list-style-type: none"> Revision Assessment
	<p>Y6</p> <ul style="list-style-type: none"> Unit 1 suffixes Special focus words containing the letter string –ough Unit 2 suffixes Special focus Homophones and other words that are often confused Revision 	<p>Y6</p> <ul style="list-style-type: none"> Unit 3 suffixes Special focus homophone and other words that are often confused Unit 4 suffixes Special focus orange words Revision 	<p>Y6</p> <ul style="list-style-type: none"> Unit 6 The sh sound spelt ti or ci Special focus homophones and other words that are often confused Revision 	<p>Y6</p> <ul style="list-style-type: none"> Unit 7 the sh sound spelt si ot –ssi Special focus orange words Unit 8 silent letters Special focus orange words Revision 	<p>Y6</p> <ul style="list-style-type: none"> Unit 9 the spelling ei and ie Special focus hyphens Unit 10 words ending –iblee and –able Special focus words common mistakes Unit plural nouns Plual nouns 	<p>Y6</p> <ul style="list-style-type: none"> Revision assessment



Science	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Forces and Friction	Electricity	Materials		Humans	
	<i>How can we use our understanding of forces to help us?</i>	<i>How can we make a bulb brighter?</i>	<i>How can we change materials?</i>		<i>How do our hearts work and how can we look after them?</i>	
	<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. 		
NEED TO KNOW						
	<ul style="list-style-type: none"> A force is a push or a pull. Forces make an object start moving, stop moving, speed up, slow down or change direction. Gravity is a force which pulls things down towards the centre of the Earth. A forcemeter is a piece of equipment used to measure the size of a force. Newtons (N) are the unit for measuring force. Air resistance is the force that slows down objects that move through the air. 	<ul style="list-style-type: none"> A circuit is a complete path that an electric current can flow around, It flows from the battery, through wires and devices before returning to the battery, If the circuit is not complete the electric current cannot flow. A circuit diagram is a visual representation of an electrical circuit using symbols to represent electrical components. A symbol is used to represent various electronic components or functions in a diagram of a circuit. A cell is a single electrical energy source. 	<ul style="list-style-type: none"> Thermal insulators do not allow heat to pass through it easily. Thermal conductors allow heat to pass through it easily. Electrical insulators do not allow electricity to pass through it. Electrical conductors allow electricity to pass through it. Dissolving is when a solid completely mixes in with a liquid and cannot be seen. A solution is a mixture of a liquid with a dissolved solid or gas. Soluble solids and gases dissolve in liquids. Insoluble solids do not dissolve in a liquid. A sieve separates solids of different sizes. A filter separates an insoluble solid that is mixed in a liquid. Evaporation separates a soluble solid that is dissolved in a liquid. 	<ul style="list-style-type: none"> The heart pumps blood around your body. The blood flows through narrow tubes called blood vessels. These include arteries, veins and capillaries. The blood goes first to the lungs where carbon dioxide is removed and oxygen added. The blood goes back to the heart after the lungs, before being pumped around the body. The blood carries water, nutrients and oxygen to all the muscles and other tissues of the body. The blood carries back carbon dioxide and other waste products made in different parts of the body. The circulatory system is the name given to this system. Each time the heart beats it can be felt as a pulse in the arteries. Typically felt in the wrist and neck. Our pulse rate increases when we do exercise as our muscles need more oxygen and energy. Diet is the sort of food humans and animals eat regularly. 		



	<ul style="list-style-type: none"> Water resistance is the force that slows down objects moving through water. Changing the shape of an object to make it streamlined will reduce water and/or air resistance. When one surface rubs against another, the rubbing force that tries to stop them is called friction. It gives us grip. A mechanism is a device that allows a small force to be increased to a larger force. Simple machines are used to make tasks easier as they mean that you need to use less force. A lever tilts on a pivot which is nearer to the end with a heavy load. This makes it easier to lift or move something very heavy. Pulleys have a rope or cable which goes over a wheel. This is used to lift, lower or move heavy objects. Gears are toothed wheels which lock together and turn each other to form simple machines. Having different sized cogs in gears can mean that rotations can be made faster or slower. 	<ul style="list-style-type: none"> A battery is a device consisting of one or more cells. A switch is an electrical component that can make or break an electrical circuit. When a switch is open (off), there is a gap in the circuit and electricity cannot flow around the circuit. Volts are a measure of the energy of a flow of electricity. Mains electricity carries a voltage of 210-240 volts. A typical cell in school has 1.5 volts. Adding more cells to a circuit makes a bulb brighter or a buzzer louder, as there is more electrical energy in the circuit. Using a battery with a higher voltage will make bulbs brighter, as there is more electrical energy in the circuit. Adding more electrical components into a circuit will make each one work slower/less, as the electrical energy needs to be shared between more devices. 	<ul style="list-style-type: none"> Changes that can be switched back and are not permanent are reversible eg. dissolving, melting, freezing. Changes that cannot be reversed back to their original state are no-reversible eg. burning, rusting, a chemical reaction. Materials can be grouped together according to their properties (eg. hardness, solubility, transparency, thermal conductivity, electrical conductivity, response to magnets). These properties determine what uses these materials are put to in everyday life. 	<ul style="list-style-type: none"> Exercise is activity that requires physical effort, and is carried out to sustain or improve health and fitness. It is good for your mental health as well, strengthens your heart and improves your lung function. Drugs are medicines or other substances that have an effect in a person's body. Lifestyle is the way in which a person lives. Lifestyle choices impact on how our bodies function. These can be beneficial or harmful for our bodies. Smoking can cause shortness of breath, heart and lung disease. Too much alcohol can damage the liver, heart and stomach. 	
	VOCABULARY				
	force; gravity; forcemeter; Newton (N); air resistance; water resistance; friction; mechanisms; simple machines; level; pivot; pulley; gear	circuit; circuit symbol; circuit diagram; cell; battery; switch; complete; electrical components; voltage; current; electrical energy	Thermal insulator; thermal conductor; electrical insulator; electrical conductor; dissolve; solution; soluble; insoluble; sieve; filter; evaporation; reversible change; non-reversible change	heart; pulse; blood; blood vessels; arteries; veins; capillaries; lungs; circulatory system; diet; exercise; drugs; lifestyle	
Keevil Characteristics	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	



	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Understanding Christianity: GOD 2b.1 – What does it mean if God is holy and loving?</p>	<p>Understanding Christianity: GOSPEL 2b.5 – What would Jesus do?</p>	<p>Discovery RE: SIKHISM Y5 Spring 1 – Are Sikh stories important today?</p>	<p>Understanding Christianity: SALVATION 2b.7 – What difference does the resurrection make for Christians?</p>	<p>Understanding Christianity: PEOPLE OF GOD 2b.3 – How can following God bring freedom and justice?</p>	<p>Discovery RE : SIKHISM Y5 Autumn 1 – How far would a Sikh go for his/her religion? COMBINED WITH Y5 Summer 1 – What is the best way for a Sikh to show commitment to God?</p>
	<ul style="list-style-type: none"> Pupils know that Christians believe God is omnipotent, omniscient and eternal. They know that some people do not believe God exists (i.e. Humanist’s) and can say why i.e. Humanist’s don’t believe God is omnipotent omniscient and eternal because... They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice. That not all Christians agree about what God is like but that all try and follow his teachings as they understand it. They can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. Pupils can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world for example Coventry Cathedral. 	<ul style="list-style-type: none"> Pupils will know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. Pupils will know a range of Jesus teachings: The wise and foolish builder’s/the sermon on the mount/the healing of the centurion’s servant/Jesus and the moneylenders/the woman caught in adultery. (select specific detail to retell). Pupils will be able to relate these teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. Pupils will know that although these texts are fixed the way that different Christians have interpreted them over the years and in different cultures will vary. <p>Discovery RE: CHRISTMAS Y5 Autumn 2 – Is the Christmas story true? OR Y6 Autumn 2 – How significant is it that Mary was Jesus’ mother?</p>	<ul style="list-style-type: none"> I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. 	<ul style="list-style-type: none"> Pupils will know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). They can describe these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. Pupils know that most Christians believe that Jesus resurrection means that death isn’t the end and that they have hope in a new life with God in heaven. Pupils can explain how this is reflected in Christian worship in both modern and traditional songs. They can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings. They can explain why certain things might happen at a Christian funeral. 	<ul style="list-style-type: none"> Pupils will know that most Christians believe that God rescued his people from slavery in Egypt and that this story looks forward to Jesus death and resurrection that rescued people from the slavery of sin. Pupils know the outline story of Moses and the exodus (select detail) and they can show how these relate to the concepts of freedom justice and salvation Pupils know that most Christians believe the 10 commandments (and the Torah) were given to Moses to guide people in how to live in the way wanted them to live as part of the covenant. Pupils know that most Christians believe that Jesus brings a new covenant with his people showing them how to live through his teachings. They can relate this to the 5 Marks of Mission in the Anglican Church Pupils know that the story of the exodus has inspired Christians to work for justice and freedom and they can give at least one detailed example of a charity that does this today. They are aware that other people fight for justice and freedom too. 	<ul style="list-style-type: none"> I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.
	NEED TO KNOW					
	<ul style="list-style-type: none"> BIG FRIEZE order. That God is an oversight of the entire BIG FRIEZE. Not all Christians believe that God is the same but all believe he is worthy of worshipping Christians believe God is omnipotent, omniscient and eternal 	<ul style="list-style-type: none"> The order of the BIG FRIEZE. Where Gospel fits into the BIG FRIEZE That it takes place in the new testament in the bible. God the Son is Jesus. This is God in human form. God the holy spirit. A Christian is a disciple of God 	<ul style="list-style-type: none"> Main beliefs and values of Sikhism Who Sikhism consider to be their God Guru Granth Sahib in the Gurdwara How important it is as it teaches Sikhs how God 	<ul style="list-style-type: none"> Understand the BIG FRIEZE and where Salvation fits into this. Know it is in the new testament. Salvation is about God’s relationship with humans being restored after Jesus 	<ul style="list-style-type: none"> Understand the order of the BIG FRIEZE Where people of God fits into the BIG FRIEZE including the old testament. The story of Moses The story of Exodus 	<ul style="list-style-type: none"> Main beliefs and values of Sikhism Who Sikhism consider to be their God What Khalsa is Who Guru Nanak was What things Sikhs give up and why The five key Sikh beliefs



History		
Term1	Learning Objectives linked to Outcomes	History Outcomes Y5/Y6
<p style="text-align: center;">A local History Study</p> <p style="text-align: center;"><i>How can we tell about the developments of Longleat from things that remain?</i></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. A local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Vocabulary Analyse, Cause, Change, Development, Digital age, Effect, Entertainment, Impact, Leisure, Post war, Technology, Victorian. War year</p> <p>Cross Curriculum Links English</p> <ul style="list-style-type: none"> I can write an explanation text I can create informative presentations <p>ICT</p> <ul style="list-style-type: none"> I can use technology to help me research <p>Geography</p> <ul style="list-style-type: none"> Study of the local area <p>Keevil Characteristics See below</p>	<p>1,3,4,5,6,7,8,9 11,16,17,20</p> <ul style="list-style-type: none"> To create a timeline of key events. I can identify events that would have had an impact 	<ol style="list-style-type: none"> A local study –part of a geography and history topic – identify features and evidence of the history Study of a Non-European society that contrasts with British history - Mayan civilization c. 900 AD place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history use relevant dates and terms sequence up to ten events on a time line study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account use appropriate terms, matching dates to people and events record and communicate knowledge in different forms- work independently and in groups showing initiative select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations
	<p>6,7,10,11,13,14, 15,16,17,18</p> <ul style="list-style-type: none"> I can research developments and change over time I can explain the periods of history studied I can compare different time periods across history 	
	<p>19,20,21,22,23, 24,25,26,27,28, 29,30,31,32</p> <ul style="list-style-type: none"> I can carry out effective research I can use primary and secondary source to investigate the area I can present my information 	
<p style="text-align: center;">Term 2</p> <p style="text-align: center;"><i>How did the Mayan Culture affect our lives today?</i></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. A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 <p>Vocabulary Codex – codices, city state, glyph, hieroglyph, conquistador, obsidian, Pok-a-tok, quetzal, stela – stelae, tzlokin, pyramid, maize</p> <p>Cross Curriculum Links Art - I can gain a deeper understanding of Maya clothing, head dresses and hair – make and design a head dress for a Maya celebration</p> <p>Geography – I can find out where the Maya lived. I can explore Mesoamerica's physical and human geography. I can make sketches of places in the Maya region.</p> <p>English – I can write an explanation text I can write an information text I can write instructions I can write a recount – either diary entry, newspaper report</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>	<p>2,3,4,5,6,7,8,9,28</p> <ul style="list-style-type: none"> I can add periods of history to a time line I can create a chronological sequence of events in Mayan history I can explain the main periods of the Mayan civilization 	
	<p>2,10,11,12,13,14, 15,16,17,18,24,26, 27,28,29,30,31,32</p> <ul style="list-style-type: none"> I can research the legacy of the Maya and Anglo-Saxon cultures in their modern countries I can compare Maya calendar features to our own I can explain how the Dresden codex provides evidence of Maya number systems I can compare the achievements or the Mayan and Anglo Saxons I can explain Maya religious beliefs 	
	<p>2,19,20,21,22,23, 24,25,26</p> <ul style="list-style-type: none"> I can explore what historical evidence tells us about the Maya I can assess the usefulness of different evidence 	




History		
Term 4 EXTENSION linked to work in English on Greek Myths <i>What have we learnt from the Ancient Greeks?</i>	Learning Objectives linked to Outcomes	History Outcomes Y5/Y6
<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. Ancient Greece – a study of Greek life and achievements and their influence on the western world. <p>Vocabulary Sparta, Marathon, city state,</p> <p>Cross Curriculum Links English to write descriptively using my senses about the battle of Marathon Geography To use atlas skills to locate Greece on a map To think about a countries location in the world Art To make inferences and deductions about Greek life using a range of Greek pottery. because it is one of the ways we know so much about the past ICT I can use technology to help me research</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>	<p>1,2,3,4,5,6,7,8,10,11,16,23,24,25,26,27,28,30</p> <ul style="list-style-type: none"> I can identify Ancient Greece on the timeline I can understand what a city state was in ancient Greek times 	<ol style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history use relevant dates and terms sequence up to ten events on a time line study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account use appropriate terms, matching dates to people and events record and communicate knowledge in different forms· work independently and in groups showing initiative select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing
	<p>1,9,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30</p> <ul style="list-style-type: none"> I can understand when it happened and how the past can impact on our lives today. I can explain the differences between Athens and Sparta I can understand how different people lived and compare to our own lives. I can understand an Ancient battle and reasons it occurred because all major battles influence our future To learn about the Greek alphabet and to learn to write our name in Greek! to understand that not everyone writes in the same alphabet I can understand the belief structure of the Ancient Greeks 	



Geography		
Term3	Learning Objectives linked to Outcomes	Geography Outcomes Y5/Y6
Local study Where on Earth are we?	2,5,7,8, 9,10,11	
<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital resources 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 Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Vocabulary GENERAL, SKILLS AND FIELDWORK – Satellite images, Google Earth, grid reference, contours EXTENSION – Relief, topographical LOCATIONAL KNOWLEDGE – EXTENSION - Other cities in Brazil - Salvador, Recife, etc, Neighbouring countries to Brazil/other South American Countries - French Guiana, Suriname, Guyana, Venezuela, Colombia, Peru, Bolivia, Paraguay, Argentina, Uruguay, etc, Other major UK Rivers – River Severn, River Avon, River Trent, River Mersey, etc PLACE KNOWLEDGE - Rural, urban, Impact EXTENSION - Other Biomes – eg. Temperate Deciduous/ Coniferous Forest, Prairie, etc HUMAN AND PHYSICAL GEOGRAPHY - Tourist, trade link EXTENSION - Eco-tourism, Indigenous people, Migration, Other River features – meanders, ox bow lake, etc, Other Mountain features – ridge, outcrop, tree line, Magma, etc</p> <p>Cross Curriculum Links English</p> <ul style="list-style-type: none"> Collate knowledge of the local area, including its features and characteristics and identify those features which may appeal to others who live elsewhere. <ul style="list-style-type: none"> Identify their local area’s unique selling point to tourists from outside the area. Prepare and present a pitch to the panel about their local area <p>Art</p> <ul style="list-style-type: none"> Map making <p>Keevil Characteristics As below</p>	6,7,8	<ol style="list-style-type: none"> locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Term 4 Study of a region in North or South America Are all South American countries the same? Or Why do Brazilians speak Portuguese?	Learning Objectives linked to Outcomes	
	<ul style="list-style-type: none"> I can place the key lines of latitude on a map and explain their purpose I can locate the countries of South America I can identify and mark some of the key features or Brazil on a map 	



<ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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) <p>Vocabulary GENERAL, SKILLS AND FIELDWORK – Satellite images, Google Earth EXTENSION – Relief, topographical LOCATIONAL KNOWLEDGE – Prime/Greenwich Meridian, Time Zones, Brazil, Brasilia, Sao Paulo, Rio De Janeiro, Manaus, Curitiba, Regions, Amazon Rainforest, Tropics of Cancer and Capricorn EXTENSION - Other cities in Brazil - Salvador, Recife, etc, Neighbouring countries to Brazil/other South American Countries - French Guiana, Suriname, Guyana, Venezuela, Colombia, Peru, Bolivia, Paraguay, Argentina, Uruguay, etc, PLACE KNOWLEDGE - Rural, urban, Impact, Climate graph EXTENSION - HUMAN AND PHYSICAL GEOGRAPHY - Tourist, trade link, Urbanisation, Poverty EXTENSION - Eco-tourism, Indigenous people, Migration</p> <p>Cross Curriculum Links English to link with research on climate zones and population – I can create a tourist guide explaining the variety environmental aspects of Brazil (persuasive writing) Art collage/ mix media artwork depicting the rainforest History I can explain reasons for change in Brazil</p> <p>Keevil Characteristics 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>	<ul style="list-style-type: none"> I can use an atlas to identify and place the countries that border Brazil on a map I can explain what a physical/ human feature of the landscape is I can locate the different climate zones in Brazil I can locate the major cities and environmental regions of Brazil. (urbanisation) I can identify key physical and human characteristics of the city Rio de Janeiro. I can locate the Amazon rainforest using maps and focus key physical and human characteristics. I can compare lives of the indigenous population and others who live in Brazil <p>NEED TO KNOW</p> <ul style="list-style-type: none"> I can find Brazil on a world map. I know the capital city of Brazil is Brasilia I know some of the main cities in Brazil: São Paulo, Rio de Janeiro, Manaus. I know some features of the climate in different regions of Brazil. I know that urbanisation is the movement of people from rural to urban areas. I can describe some push and pull factors that are causing people to move to urban areas in Brazil. I can describe how poverty can arise from urbanisation. I know some threats to the Amazon Rainforest. 	<ol style="list-style-type: none"> On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics and major cities. Use key vocabulary to demonstrate knowledge and understanding: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
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Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes
<p>Painting and Printing Artist Study Henri Rousseau – Tiger in a Tropical Storm How does the work of artist Study - Henri Rousseau make you feel?</p>	<ul style="list-style-type: none"> I can research the artist Henri Rousseau I can make comments on the art of HR with supporting reasons for my thoughts I can mix tones and shades of green I can explore mark making to add textures, shadows I can use sketch books to record my ideas and practice of techniques I can combine different materials to add texture and effects to my work I can using printing to create different versions of a picture <p>Henri Rousseau</p> 	<p>Knowledge</p> <ol style="list-style-type: none"> Use research and knowledge on different artist styles to experiment in their own work Learn about the work of others by looking at books, the internet and galleries. Use observational skills to replicate artists work Make a record about the styles and qualities in their work Can use features of researched artists in their own work Explore the impact of the artist's work on society at the time. <p>Drawing</p> <ol style="list-style-type: none"> Make a collection of drawings around a theme Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber Shade to show mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement <p>Painting</p> <ol style="list-style-type: none"> Use layers of paint to add detail to background colours Create mixed media work Create mood and feelings in their paintings Use a wide range of techniques in their work Explain why they have chosen specific painting techniques Can add texture into their paintings by using different materials in conjunction with paint Use brushes in different ways <p>Printing</p> <ol style="list-style-type: none"> Print using a number of colours Create a print that meets a given criteria Work back into prints with collage, drawing etc. Children can overprint using different colours Look carefully at the methods that they use and make decisions about the effectiveness of their printing method

- 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

line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, develop, refine, texture, shape, form,

Cross curriculum Links

Geography research plants from tropical area

Science link to plant adaptation

English auto biography

Keevil Characteristics

Children start collecting more information and resources to present in sketchbooks. diligence. They continue to build their knowledge of techniques by experimenting and predicting what might happen, learning Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve, resilience and communication



Art			
Term 5 EXTENSION	Learning Objectives linked to Outcomes		Art Outcomes
<p style="text-align: center;">Drawing and 3D Linked to work in Science on Human Bodies <i>How can we show people are moving?</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 line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, develop, refine, texture, shape, form,</p> <p>Cross curriculum Links Science link how the body moves</p> <p>Keevil Characteristics Children start collecting more information and resources to present in sketchbooks. <u>diligence</u>. They continue to build their knowledge of techniques by experimenting and predicting what might happen, <u>learning</u> Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve, <u>resilience and communication</u></p>		<ul style="list-style-type: none"> I can question and make thoughtful observations about starting points for their work I can select and record from first-hand observation and to explore ideas for different purposes. I can use ovals to create a realistic moving figure. I can represent ideas and feelings and apply these to materials and processes, including drawing. To use a variety of methods and techniques to show movement I can investigate methods and approaches used by others to show figures and forms in movement. 	<p>Knowledge</p> <ol style="list-style-type: none"> Make a record about the styles and qualities in their work Say who and what their work has been influenced by Include technical aspects in their work (e.g. architectural design) <p>Drawing</p> <ol style="list-style-type: none"> Use new media such as pen and ink Make a collection of drawings around a theme Use hard and soft lines to show the detail in the distance, foreground and avoid using a rubber Draw with pastel and charcoal Draw simple objects including texture Shade to show mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement Sketches communicate emotions and a sense of self within accuracy and imagination Explain why they combined different tools to create their drawing Explain why they have chosen specific drawing techniques <p>3D - Sculpture</p> <ol style="list-style-type: none"> Make maquettes (small prototype sculptures) Experiments and combine materials and process to design and make 3D art Create models on a range of scales Create work which is open to interpretation by the audience Include visual and tactile elements to their work



Design and Technology		
Term 5	Learning Objectives linked to Outcomes	
Moving Vehicles <i>How will your buggy move?</i>	DT Outcomes	
<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 [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <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 buggy will require art skills Science link to forces and friction and electricity English write an explanation text</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 how electrical power to move an object I can explore techniques for making simple movements I can use appropriate vocabulary to describe how things work 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 join and combine materials and components accurately in temporary and permanent ways I understand simple mechanisms can be used to produce types of movement. I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> how mechanical systems such as cams or pulleys or gears create movement how more complex electrical circuits and components can be used to create functional products how to reinforce and strengthen a 3D framework 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 that materials can be combined and mixed to create more useful characteristics that mechanical and electrical systems have an input, process and output the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> come up with a range of ideas after collecting information take a user's view into account when designing produce a detailed step-by-step plan share and clarify ideas through discussion model their ideas using prototypes and pattern pieces use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas use computer-aided design to develop and communicate their ideas generate innovative ideas, drawing on research make design decisions, taking account of constraints such as time, resources and cost <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 produce appropriate lists of tools, equipment and materials that they need formulate step-by-step plans as a guide to making assemble components make working models use tools safely and accurately construct products using permanent joining techniques make modifications as they go along achieve a quality product cut and join with accuracy to ensure a good-quality finish to the product demonstrate resourcefulness when tackling practical problems use techniques that involve a number of steps <p>Evaluate</p> <ol style="list-style-type: none"> test and evaluate my final product evaluate the design to suggest improvements, considering the materials and methods that have been used evaluate the appearance and function against the original criteria practise my evaluation skills by evaluating existing products against criteria set explain why my finished product is going to be of good quality explain how my product will appeal to the audience



Design and Technology		
Term 3 EXTENSION	Learning Objectives linked to Outcomes	DT Outcomes
<p>Biscuits Linked to work in Science on Changing Materials <i>How will you flavour your biscuits?</i></p>	<ul style="list-style-type: none"> I can evaluate a biscuit I can create a survey to research people's biscuit eating habits I can test combination of ingredients to inform my decision making I can research the origin of ingredients I can create a design criteria <ul style="list-style-type: none"> I can design a biscuit for a specific audience / purpose I can design packaging suitable to hold the biscuits I can make and evaluate my biscuits suggesting and making amendments for the future I can follow safe hygiene and food practices when working 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking that a recipe can be adapted by adding or substituting one or more ingredients understand the importance of correct storage and handling of ingredients begin to measure accurately and calculate ratios of ingredients to scale up or down from a recipe begin to create and refine recipes, including ingredients, methods, cooking times and temperatures that recipes can be adapted to change the appearance, taste, texture and aroma that different food and drink contain different substances – nutrients, water and fibre – that are needed for health how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking 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 ingredients can be combined and mixed to create a higher quality product the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> come up with a range of ideas after collecting information take a user's view into account when designing produce a detailed step-by-step plan share and clarify ideas through discussion model their ideas using prototypes and pattern pieces use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas use computer-aided design to develop and communicate their ideas generate innovative ideas, drawing on research make design decisions, taking account of constraints such as time, resources and cost <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 produce appropriate lists of tools, equipment and materials that they need formulate step-by-step plans as a guide to making assemble components make working models use tools safely and accurately construct products using permanent joining techniques make modifications as they go along pin, sew and stitch materials together create a product achieve a quality product Weigh and measure accurately (time, dry ingredients, liquids) apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens cut and join with accuracy to ensure a good-quality finish to the product demonstrate resourcefulness when tackling practical problems use techniques that involve a number of steps <p>Evaluate</p> <ol style="list-style-type: none"> test and evaluate my final product evaluate the design to suggest improvements, considering the materials and methods that have been used evaluate the appearance and function against the original criteria practise my evaluation skills by evaluating existing products against criteria set explain why my finished product is going to be of good quality explain how my product will appeal to the audience
<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"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Vocabulary Texture, flavour, mixture, dough, centigrade, cinnamon, vanilla, hygiene</p> <p>Cross curriculum Links Geography country of origin for ingredients Art + DT design packaging for the product Science link to changing materials – irreversible reactions English writing recipes; creating adverts</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>		



Computing		
Terms 5	Learning Objectives linked to Outcomes	Computing Outcomes
Programming (Scratch) <i>How is programming useful?</i>	<ul style="list-style-type: none"> • I can order movement commands as sequential steps in a program. • I can break down a long sequence of instructions into the largest repeatable sequence. • I can define “sprite” as a character or object on the screen that can be moved and changed. • I can create new sprites and assign them costumes and behaviours. • I can predict where a program will fail. • I can modify an existing program to solve errors. Reflect on the debugging process in an age-appropriate way • I can modify an existing program to solve errors. • I can create an interactive computer program that expresses who I am with text and custom images. 	<ol style="list-style-type: none"> 1. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 3. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. 4. 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 5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
<p>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Vocabulary Algorithm, program, programming, bug, debug. Loop, event, command, repeat, while loop, conditionals, binary, function, behaviour, sprite, variable</p> <p>Cross curriculum Links Maths – algorithms relate to maths, sequencing etc.</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>		



Computing		
Term 1	Learning Objectives linked to Outcomes	Computing Outcomes
<p>E-safety <i>How can I use technology responsibly?</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 Cyber bullying, cyberstalking, respect, netiquette, chat rooms, Instagram, Tic Toc, grooming,</p> <p>Cross curriculum Links PSHE Digital Safety</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 protect my password and other personal information. I can explain the consequences of sharing too much about myself online. I can explain the consequences of spending too much time online or on a game. I protect my computer or device from harm on the Internet. I can explain the consequences to myself and others of not communicating kindly and respectfully. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. 	<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. 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 can begin to use a range of online communication tools eg. Forums, polls and email to exchange and develop ideas with other learners and experts in a range of curriculum contexts



Computing		
Term 4 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Digital Literacy (Word Processing; Publisher) <i>How can technology help us in other areas?</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</p> <p>Cross curriculum Links English, History, Geography research project involves information texts and writing skills and could be focussed around topics relating to and of the foundation subjects as well as science</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"> • 	<ol style="list-style-type: none"> 1. 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. 2. Combines a variety of software to accomplish given goals 3. Selects, uses and combines software on a range of digital devices 4. Analyses and evaluates data 5. Designs and creates systems 6. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in their evaluation of digital content. 7. Writing reports <ul style="list-style-type: none"> • Cover page • Contents page • Page numbers • Titles and headings • Headers and footers 8. Desktop publishing <ul style="list-style-type: none"> • Making posters



Computing		
Term 6	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Creativity/Graphics (Digital Painting and Photography) <i>How can I use a computer to change images?</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</p> <p>Cross curriculum Links Art – improving and creating images</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"> • 	<ol style="list-style-type: none"> 1. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in their evaluation of digital content. 2. Art and Design <ul style="list-style-type: none"> • Natural Revelation art and Publisher to extend art concepts and enhance presentation • To use Microsoft/ paint to edit photos



	Machine Music <i>Choir</i>	Critical Listening Project <i>Choir</i>	Indian Music <i>Choir</i>	Roundabout <i>Choir</i>	Production	Music Technology and Electronic Music <i>Choir</i>
Music	<ul style="list-style-type: none"> • Uses machines as the basis for an exploration into graphic scores and repeating cyclic patterns. • Pupils will explore sounds created by trains and listen to train inspired music. • They will then move on to cyclic sounds created by machines using vocal and body sounds. • Exploration into video game sound effects, recording their ideas using graphic notation. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations 	<ul style="list-style-type: none"> • Develops pupil's abilities to recognise and describe the interrelated dimensions of music. • Pupils will listen to a wide variety of western classical music and build their musical vocabularies. • Pupils will be confident describing tempo, dynamics, instrumentation, pitch, texture and timbre. • They will also be confident in recognising and describing instruments of the orchestra. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<p>(Link to RE topic – Sikhism)</p> <ul style="list-style-type: none"> • Students will learn about Indian Raga and Tala and will compose and perform their own. • Pupils will listen to examples and learn how the music is constructed. • They will also learn about Indian instruments and how this music is used at events and festivals. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Develops children's ability to sing and play music in 2 or more parts. • They explore the effect of harmony including concords and discords. • They will sing rounds and experiment with ostinati, drones and single note accompaniments. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Learn songs for the summer production • They will also explore music from popular musicals. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • Students will first explore the features of Chrome Music Lab. • They will compose rhythms and melodies using non standard notation and will manipulate sounds with interesting visual effects. • They will learn to use the features in Bandlab. This will allow them to create tracks and loops that they can 'perform' to the class. • Throughout the unit, pupils will listen to and discuss electronic music. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.
Keevil Characteristics	Children need to work together as a team to produce and perform a variety of musical works. This requires good communication skills, as well as using music as a different means through which to share, express and communicate with others. Children show resilience to keep going even when it is tricky and diligence to produce a quality performance. They learn a variety of musical skills and techniques, and problem-solve how to use these to best effect when composing and performing.					



	Swimming Football	Swimming Netball	Gymnastics	Gymnastics	Athletics	Rounders
PE	<ul style="list-style-type: none"> • <p>NATIONAL CURRICULUM</p> <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"> • <p>NATIONAL CURRICULUM</p> <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. 	<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"> • 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



	Term 1	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 friendships; how positive friendships support wellbeing</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>R21. about discrimination: what it means and how to challenge it</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>H36. how to get help in an emergency (how to dial 999 and what to say)</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 down and/or change their mood when they don't feel good</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 correspond with their biological sex</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> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</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 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 H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content</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</p> <p>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</p> <p>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>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</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> <ul style="list-style-type: none"> understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary 	<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 independence may bring</p>
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			<p>and contact</p> <p>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.)</p> <p>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</p> <p>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>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>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</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>		<p>H36. strategies to manage transitions between classes and key stages</p>
Keevil Characteristics	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.
	<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.</p> <p>One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.</p>					