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|  |  | **Y3/4** | | **Y5/6** | |
|  |  | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| **A U T U M N**  **1** | **Theme** | **Roaming Romans** | **The Gift of the Nile** | **Glorious Greeks** | **The Mighty Mayans** |
| **British Values** | * Democracy - vote after debate * Individual liberty -Slavery-Gladiators earning freedom * Rule of law - Roman society and rules. Roman citizenship rules | * Rule of law - Egyptian rules and laws * Individual liberty - Slavery and hierarchy in society * Mutual respect for and tolerance, respect for different cultures and religions | * Democracy & rule of law – democracy today (locally, nationally and within our community), laws and impact of everyday school rules | * Tolerance & mutual respect - comparing life, society and civilisation of both ancient and modern Mayans * Rule of law – Mayan laws and religion |
| **SMSC** | * Cultural - food tasting * Spiritual - Worship/ gods * Moral - Slavery/ Gladiators. Rich and poor * Social - Roman society and rules | * Cultural - Pyramids, use of the Nile * Spiritual - Worship/ gods. Beliefs around afterlife * Moral - Slavery/ rich and poor Egyptians * Social - Hierarchy and difference between rich and poor | * Moral – consequences of war * Spiritual – Greek Gods & Goddesses * Cultural – legacies from Ancient Greece | * Democracy – Spanish invasion * Social – meeting modern day Mayans * Moral – rainforests and Fairtrade * - Culture – Mayan arts, temples, murals and models |
| **English** | The Lost Happy Ending - Carol Ann Duffy | The Lost Happy Ending - Carol Ann Duffy | Cosmic – Frank Cottrell Boyce | There’s a Boy in the Girls’ Bathroom – Louis Sachar |
| **Humanities** | * Roman empire and its impact on Britain | * Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Describe and understand key aspects of 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 | * Ancient Greece – a study of Greek life and achievements and their influence on the western world * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America,   concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   * Describe and understand key aspects of 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/comp | * 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 * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and 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 of the United Kingdom, a region in a European country, 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 * Describe and understand key aspects of 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 |
| **Science** | **Y3 - Movement and feeding**   * K - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat * K - Identify that humans and some other animals have skeletons and muscles for support, protection and movement. * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Asking relevant questions and using different types of scientific enquiries to answer them * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * WS - Using straightforward scientific evidence to answer questions or to support their findings.   **Y4 - Electricity**   * K - Identify common appliances that run on electricity * K - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * K - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * K - Recognise some common conductors and insulators, and associate metals with being good conductors. * K - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * WS - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * WS - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * WS - Using straightforward scientific evidence to answer questions or to support their findings. * WS - Asking relevant questions and using different types of scientific enquiries to answer them * WS - Identifying differences, similarities or changes related to simple scientific ideas and processes | | **Y5 - Life Cycles**   * K - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * K - Describe the changes as humans develop to old age. * K - Describe the life process of reproduction in some plants and animals. * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Using test results to make predictions to set up further comparative and fair tests * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments.   **Y6 - Light and Sight**   * K - Explain that we see things because light travels from light sources to our eyes or from light * K - Use the idea that light travels in straight lines to explain that objects are seen because they sources to objects and then to our eyes * K - Recognise that light appears to travel in straight lines give out or reflect light into the eye * K - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | |
| **Computing** | **Y3 - Online Detectives**   * 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   **Y4 - Is it fake?**   * 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 | | **Y5 - Girls versus Boys STEM Challenges**   * 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 * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs   **Y6 - My Online Life**   * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | |
| **Art/DT** | **Mosaics and Reproductions of Roman Artefacts**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials | **Papyrus Egyptian Art/Cartouche/Egyptian Jewellery**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials | **3D Comedy and tragedy masks/Greek pottery**   * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials * About great artists in history   **Model of Parthenon**   * 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 * 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 * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures | **3D Mayan Masks**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials   **Mayan Model Temple**   * 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 * 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 * Evaluate their ideas and products against their own design criteria and consider the   views of others to improve their work   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| **Music** | **Y3 – Let Your Spirit Fly**   * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression   **Y4 – Mamma Mia**   * 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 | | **Y5 – Livin’ On a Prayer**   * Use and understand staff and other musical notations   **Y6 - Happy**   * 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. | |
| **MFL** | **Y3 - Getting to know you**   * Listen attentively to spoken language and show understanding by joining in and responding * Engage in conversations * Ask and answer questions * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * Speak in sentences using familiar vocabulary, phrases and basic language structures. * Hello * What’s your name * How are you? * Goodbye * Numbers 0-10 * How old are you?   **Y4 - All Around Town**   * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words * Listen carefully and pronounce unfamiliar words with increasing accuracy. * Listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * Present ideas and information orally to a range of audiences. * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material including using a dictionary   **Where Do You Live?**   * In My Town * Counting in Tens * Counting to 100 * My address is * How Do You Say…? | | **Y5 - Getting to know you**   * Listen attentively to spoken language and show understanding by joining in and responding. * Describe people, places, things and actions orally and in writing. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * Write phrases from memory, and adapt these to create new sentences, to express ideas * Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases, * Appreciate stories, songs, poems and rhymes in the language.   **The Body**   * What Do I Look Like? * What Are You Doing? * Fashion * How Are You Feeling Today? * What’s the matter?   **Y6 - Let’s visit a French town**   * Understand basic grammar and apply to build sentences * Appreciate stories, songs, poems and rhymes. * Present ideas and information orally to a range of audiences * Broaden their vocabulary and develop their ability to * Understand new words that are introduced into familiar written material, including through using a dictionary * Describe people, places, things and actions orally and in writing. * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Listen attentively to spoken language and show understanding by joining in and responding * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words   **Who Lives Where?**   * I Go to School to Learn. * Where Is the Library? * Maths * Welcome to My Home! * Ordinal Numbers | |
| **PE** | **Invasion Games** | **Gymnastics** | **Invasion Games** | **Gymnastics** |
| **PSHE** | * Why we need rules and laws (set up class charter etc...) (democracy) (rule of law) * Resolving conflicts – working with others and looking at other points of view (democracy) (respect and tolerance) * What are my rights and responsibilities? (rule of law) (moral) * Our Behaviour Code (respect and tolerance) | * Why we need rules and laws (set up class charter etc...) (democracy) (rule of law) * Resolving conflicts – working with others and looking at other points of view (democracy) (respect and tolerance) * What are my rights and responsibilities? (rule of law) (moral) * Our Behaviour Code (respect and tolerance) | * Why we need rules and laws (set up class charter etc...) (democracy) (rule of law) * Resolving conflicts – working with others and looking at other points of view (democracy) (respect and tolerance) * What are my rights and responsibilities? (rule of law) (moral) * Discuss topical events – what worries me? (moral) (social) | * Why we need rules and laws (set up class charter etc...) (democracy) (rule of law) * Resolving conflicts – working with others and looking at other points of view (democracy) (respect and tolerance) * What are my rights and responsibilities? (rule of law) (moral) * Discuss topical events – what worries me? (moral) (social) |

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|  |  | **Y3/4** | | **Y5/6** | |
|  |  | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| **A U T U M N**  **2** | **Theme** | **Victorious Victorians** | **The Gift of the Nile** | **Freedom Fighters** | **The Mighty Mayans** |
| **British Values** | * Individual liberty - Workhouses, indenture * Democracy - Debating and voting on child labour. Who had the vote in Victorian times? Was it fair? New laws to protect children, provide education | * Rule of law - Egyptian rules and laws * Individual liberty - Slavery and hierarchy in society * Mutual respect for and tolerance, respect for different cultures and religions | * Individual liberty – what does slavery look like today? * Democracy – Black suffrage * Rule of law – slavery legislation, pro abolition movement * Mutual respect & tolerance– tackling racism in our communities | * Tolerance & mutual respect - comparing life, society and civilisation of both ancient and modern Mayans * Rule of law – Mayan laws and religion |
| **SMSC** | * Moral - Child labour, rich and poor * Social - Looking at sides of child labour. Education | * Cultural - Pyramids, use of the Nile * Spiritual - Worship/ gods. Beliefs around afterlife * Moral - Slavery/ rich and poor Egyptians * Social - Hierarchy and difference between rich and poor | * Social – What does it mean to be part of a community? How are people’s values and customs different in other areas of the world? * Moral – Slavery/civil rights movement * Cultural - Black Lives Matter campaign, Toxteth/Tottenham riots, Cultural, national, regional and religious identities in the UK | * Democracy – Spanish invasion * Social – meeting modern day Mayans * Moral – rainforests and Fairtrade * Culture – Mayan arts, temples, murals and models |
| **English** | Pebble in my Pocket - Meredith Hooper | The Lost Happy Ending - Carol Ann Duffy | Cosmic – Frank Cottrell Boyce | There’s a Boy in the Girls’ Bathroom – Louis Sachar |
| **Humanities** | * A study of an aspect or theme in British history that extends pupils’ chronological   knowledge beyond 1066   * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities | * Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Describe and understand key aspects of 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 | * A local History study | * 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 * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and 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 of the United Kingdom, a region in a European country, 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 * Describe and understand key aspects of 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 |
| **Science** | **Y3 - Light and Shadows**   * K - Recognise that they need light in order to see things and that dark is the absence of light * K - Notice that light is reflected from surfaces * K - Recognise that shadows are formed when the light from a light source is blocked by a solid object * K - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes * K - Find patterns in the way that the size of shadows change. * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions   **Y4 - Danger to Living Things**   * K - Recognise that environments can change and that this can sometimes pose dangers to living things. * K - Construct and interpret a variety of food chains, identifying producers, predators and prey. * WS - Asking relevant questions and using different types of scientific enquiries to answer them * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Using straightforward scientific evidence to answer questions or to support their findings. | | **Y5 - Earth & Space**   * K - Describe the Sun, Earth and Moon as approximately spherical bodies * K - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system * K - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. * K - Describe the movement of the Moon relative to the Earth * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Using test results to make predictions to set up further comparative and fair tests   **Y6 - Our Bodies**   * K - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * K - Describe the ways in which nutrients and water are transported within animals, including humans. * K - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations | |
| **Computing** | **Y3 - T-Shirt Designer**   * 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 * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content   **Y4 - Hour of Code**   * 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 * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | **Y5 - Music Composers**   * 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   **Y6 - Quiz Show Hosts**   * 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 * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | |
| **Art/DT** | **Pre-Raphaelites/decoupage/William Morris**   * Use sketchbooks to review and revisit ideas * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials * About great artists in history * About great designers in history | **Papyrus Egyptian Art/Cartouche/Egyptian Jewellery**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials | **Art- African masks**   * Collect information, sketches and resources and present ideas imaginatively in a sketchbook * Spot the potential in unexpected results as the work progresses * Combine colours tones and tints to enhance the mood of a piece * Combine visual and tactile qualities. * Give details (including own sketches) about the style of some notable artists, artisans and designers. * Create original pieces that show a range of influences and styles. | **3D Mayan Masks**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials   **Mayan Model Temple**   * 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 * 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 * Evaluate their ideas and products against their own design criteria and consider the   views of others to improve their work   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| **Music** | **Y3 – Glockenspiel Stage 1**   * 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   **Y4 – Glockenspiel Stage 2**   * Listen with attention to detail and recall sounds with increasing aural memory | | **Y5 – Classroom Jazz 1**   * 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   **Y6 – Classroom Jazz 2**   * Develop an understanding of the history of music. | |
| **MFL** | **Y3 - All about me**   * Listen attentively to spoken language and show understanding by joining in and responding. * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in French * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material including using a dictionary * Understand basic grammar of feminine and masculine nouns   **Classroom instructions**   * My Body * Actions * Colours * Clothes 1: What’s in your wardrobe? * What are you wearing?   **Y4 - On the Move**   * Present ideas and information orally to a range of audiences * Understand basic grammar appropriate to the language * Develop accurate pronunciation and intonation so that others * Understand when they are reading aloud or using familiar words and phrases * Describe people, places, things and actions orally and in writing, * Engage in conversations; ask and answer questions     **Transport**   * How Do You Go to School? * Directions * I Like to Move it! * How Do I Get to…? * We All Go Together! | | **Y5 - All About Ourselves**   * Listen attentively to spoken language and show understanding by joining in and responding, * Describe people, places, things and actions orally and in writing, * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Develop accurate pronunciation and intonation so that others understand when reading aloud or using familiar words and phrases * Appreciate stories, songs, poems and rhymes in French   **The Body**   * What Do I Look Like? * What Are You Doing? * Fashion * How Are You Feeling Today? * What’s the Matter?   **Y6 - Let’s Go Shopping**   * Engage in conversations; ask and answer questions; express opinions and respond to those of others. * Understand basic grammar rules and apply them to build sentences. * Read carefully and show understanding of words, phrases and simple writing.     **Shopping Conversations**   * At the Shops * Clothes * French Money * Shopping Lists * A Shopping Experience | |
| **PE** | **Invasion Games** | **Gymnastics** | **Invasion Games** | **Gymnastics** |
| **PSHE** | * What does it mean to be part of a community? (social) (cultural) * Cultural, national, regional and religious identities in the UK (cultural) (respect and tolerance) * How are people’s values and customs different in other areas of the world? (cultural) (respect and tolerance) (spiritual) * Growth Mindset & Resilience | * What does it mean to be part of a community? (social) (cultural) * Cultural, national, regional and religious identities in the UK (cultural) (respect and tolerance) * How are people’s values and customs different in other areas of the world? (cultural) (respect and tolerance) (spiritual) * Growth Mindset & Resilience | * What does it mean to be part of a community? (social) (cultural) * Cultural, national, regional and religious identities in the UK (cultural) (respect and tolerance) * How are people’s values and customs different in other areas of the world? (cultural) (respect and tolerance) (spiritual) * How truthful is social media? (moral) (social) * Extremism – look at truths and myths through the media and case studies (cultural) | * What does it mean to be part of a community? (social) (cultural) * Cultural, national, regional and religious identities in the UK (cultural) (respect and tolerance) * How are people’s values and customs different in other areas of the world? (cultural) (respect and tolerance) (spiritual) * How truthful is social media? (moral) (social) * Extremism – look at truths and myths through the media and case studies (cultural) |

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|  |  | **Y3/4** | | **Y5/6** | |
|  |  | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| **S**  **P**  **R**  **I**  **N**  **G**  **1** | **Theme** | **Earth, Wind and Fire** | **The Prehistoric World** | **The Three Graces** | **Invade, Conquer and Divide** |
| **British Values** | * Rule of law - environmental laws * Individual liberty - impact of laws on liberty * Democracy - Debating alternative sources of power | * Rule of law - environmental laws * Individual liberty - impact of laws on liberty * Democracy - Debating what should be done with fossils, should we be digging them up/ putting them in museums? | * Individual liberty – freedom from slavery * Democracy – Debating and voting on child labour. * Rule of law – Liverpool’s role in the slave trade, laws to protect children * Mutual respect & tolerance – Class divide | * Individual liberty – recognise and describe the different perspectives of the Viking invasions * Democracy – unification * Rule of law – role King Alfred played in   making England a unified country |
| **SMSC** | * Moral - Use of water, impact on environment. Treaties and laws to protect environment * Spiritual - beliefs about the Earth, Native Americans, Aboriginal. Our link to the Earth | * Moral - Is it right to farm animals? What impact does it have on the environment? * Cultural - Development of art through cave paintings * Social - How communities changed from being hunters and gatherers to settling into farming communities | * Moral – Victorian childhood/workhouses/slavery links * Social – housing, perceptions of Liverpool/stereotypes, trade, employment * Spiritual – melting pot community * Cultural - fashion | * Moral – Battles and fighting – was it wrong or right? Why? * Social – seven Anglo-Saxon kingdoms and find out what life was like for everyday * Cultural – identify similarities & differences between Viking and Anglo-Saxon life |
| **English** | Leon & Bob – Simon James | Belonging – Jeannie Baker | The Promise - Nicola Davies and Laura Carlin | Street Child - Bertie Doherty |
| **Humanities** | * Locate the world’s countries, using maps to focus of Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Describe and understand key aspects of 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) * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | * Changes in Britain from the Stone Age to the Iron Age | * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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; * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * 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, a region in a European country, 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 * Describe and understand key aspects of 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 |
| **Science** | **Y3 - What Plants Need**   * K - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * WS - Identifying differences, similarities or changes related to simple scientific ideas and processes * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Using straightforward scientific evidence to answer questions or to support their findings. * WS - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions   **Y4 - Human Nutrition**   * K - Describe the simple functions of the basic parts of the digestive system in humans * K - Identify the different types of teeth in humans and their simple functions * WS - Asking relevant questions and using different types of scientific enquiries to answer them * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * WS - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | | **Y5 - Separating Mixtures**   * K - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * K - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Using test results to make predictions to set up further comparative and fair tests * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments.   **Y6 - Classifying Living Things**   * K - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * K - Give reasons for classifying plants and animals based on specific characteristics. * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Using test results to make predictions to set up further comparative and fair tests | |
| **Computing** | **Y3 - Dancing Robot**   * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs   **Y4 - Minecraft Challenges (Byte Size)**   * 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 | | **Y5 - My Online Life**   * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content   **Y6 - Online Safety Dilemmas**   * 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 | |
| **Music** | **Y3 – Three Little Birds**   * 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   **Y4 – Stop!**   * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations | | **Y5 – Make You Feel My Love**   * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   **Y6 – A New Year Carol**   * Develop an understanding of the history of music. | |
| **MFL** | **Y3 - Food glorious food**   * Appreciate stories, songs, poems and rhymes in French * Understand key features and patterns of basic grammar * Describe people, places, things and actions orally and in writing * Engage in conversations, ask and answer questions, express opinions and respond to those of others. seek clarification and help * The very greedy dog * Please may I have? * Preferences * What colour is it? * What did he eat? * I’m hungry!   **Y4 - Gone Shopping**   * Understand basic grammar appropriate to the language * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Engage in conversations; ask and answer questions: express opinions and respond to those of others. * Write phrases from memory and adapt these to create new sentences      * Fruit. * Vegetables * Clothes. * Where can I Buy? * French Money. * Let’s go shopping. | | **Y5 - That’s Tasty**   * Engage in conversations, ask and answer questions * Read carefully and show understanding of words, phrases and simple writing. * Write phrases from memory and adapt them to create new sentences to express ideas clearly. * Understand basic grammar rules and apply them to build sentences. * I’m Thirsty * Open and Closed * Breakfast * Sandwiches * I Like to Eat * Pizzas   **Y6 - This is France**   * Write phrases from memory and adapt these to create new sentences to express ideas clearly. * Engage in conversations; ask and answer questions. * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material including using a dictionary * Describe people, places, things and actions in writing. * Understand basic grammar and apply to build sentences. * Neighbours * Distances * Directions * Paris * Famous French People * Nationalities | |
| **Art/DT** | **Albert Bierstadt/Nicholas Roerich**   * To improve their mastery of art and design   techniques, including painting with a range of materials   * About great artists in history | **3D Dinosaur sculptures/cave paintings**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials | **Titanic painting/3D Titanic model**   * 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 | **Draw Viking knots, animals heads, dragons and warrior portraits/make Viking jewellery**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials |
| **PE** | **Dance** | **Athletics** | **Dance** | **Athletics** |
| **PSHE** | * E-Safety – keeping safe on line, not sharing information, cyber bullying * Making friendships (social) * Feelings (wider range of emotions and feelings of others) (social) * Different types of relationships (friends, acquaintances, relatives, family units) (social) * Working collaboratively towards a goal (democracy) (respect and tolerance) * Personal boundaries with friends (what should we keep private?) (individual liberty) * Our Behaviour Code (respect and tolerance) | * E-Safety – keeping safe on line, not sharing information, cyber bullying * Making friendships (social) * Feelings (wider range of emotions and feelings of others) (social) * Different types of relationships (friends, acquaintances, relatives, family units) (social) * Working collaboratively towards a goal (democracy) (respect and tolerance) * Personal boundaries with friends (what should we keep private?) (individual liberty) * Our Behaviour Code (respect and tolerance) | * E-Safety – keeping safe on line, not sharing information, cyber bullying, exploitation * Making friendships (social) * Feelings (wider range of emotions and feelings of others) (social) * Working collaboratively towards a goal (democracy) (respect and tolerance) * Personal boundaries with friends (what should we keep private?) (individual liberty) (social) * Understanding different types of relationships (civil partnerships/marriage/forced marriages etc...) (rule of law) (cultural) | * E-Safety – keeping safe on line, not sharing information, cyber bullying, exploitation * Making friendships (social) * Feelings (wider range of emotions and feelings of others) (social) * Working collaboratively towards a goal (democracy) (respect and tolerance) * Personal boundaries with friends (what should we keep private?) (individual liberty) (social) * Understanding different types of relationships (civil partnerships/marriage/forced marriages etc...) (rule of law) (cultural) |

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|  |  | **Y3/4** | | **Y5/6** | |
|  |  | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| **S**  **P**  **R**  **I**  **N**  **G**  **2** | **Theme** | **Earth, Wind and Fire** | **Under the Sea** | **The Three Graces** | **Invade, Conquer and Divide** |
| **British Values** | * Rule of law - environmental laws * Individual liberty - impact of laws on liberty * Democracy - Debating alternative sources of power | * Rule of law - Laws relating to the sea and fishing * Individual liberty - Making choices for ourselves | * Individual liberty – freedom from slavery * Democracy – Debating and voting on child labour. * Rule of law – Liverpool’s role in the slave trade, laws to protect children * Mutual respect & tolerance – Class divide | * Individual liberty – recognise and describe the different perspectives of the Viking invasions * Democracy – unification * Rule of law – role King Alfred played in making England a unified country |
| **SMSC** | * Moral - Use of water, impact on environment. Treaties and laws to protect environment * Spiritual - beliefs about the Earth, Native Americans, Aboriginal. Our link to the Earth | * Moral - How can we protect sea life? * Cultural - How do different cultures use the sea? * Social - What responsibility do we have to look after the sea? | * Moral – Victorian childhood/workhouses/slavery links * Social – housing, perceptions of Liverpool/stereotypes, trade, employment * Spiritual – melting pot community * Cultural - fashion | * Moral – Battles and fighting – was it wrong, or right? Why? * Social – seven Anglo-Saxon kingdoms and find out what life was like for everyday * Cultural – identify similarities & differences between Viking and Anglo-Saxon life |
| **English** | Mousehole Cat - Antonia Barber and Nicola Bayley | Belonging – Jeannie Baker | Floodland - Marcus Sedgwick | Rose Blanche - Ian McEwan |
| **Humanities** | * Locate the world’s countries, using maps to focus of Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Describe and understand key aspects of 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) * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America * earthquakes, and the water cycle * Human geography, including: types of settlement and land use, economic activity * Human and Physical geography of a region within North or South America * 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * 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) * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Describe and understand key aspects of 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 | * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * 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; * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * 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, a region in a European country, 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 * Describe and understand key aspects of 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 |
| **Science** | **Y3 - Rocks and Soils**   * K - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * K - Describe in simple terms how fossils are formed when things that have lived are trapped within rock * K - Recognise that soils are made from rocks and organic matter. * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Setting up simple practical enquiries, comparative and fair tests   **Y4 - Sound**   * K - Identify how sounds are made, associating some of them with something vibrating * K - Recognise that vibrations from sounds travel through a medium to the ear * K - Find patterns between the pitch of a sound and features of the object that produced it * K - Find patterns between the volume of a sound and the strength of the vibrations that produced it * K - Recognise that sounds get fainter as the distance from the sound source increases. * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Identifying differences, similarities or changes related to simple scientific ideas and processes | | **Y5 - Types of Change**   * K - Demonstrate that dissolving, mixing and changes of state are reversible changes * K - 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. * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Using test results to make predictions to set up further comparative and fair tests * WS- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary   **Y6 - Changing Circuits**   * K - Use recognised symbols when representing a simple circuit in a diagram. * K - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * K - 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 * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Using test results to make predictions to set up further comparative and fair tests * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | |
| **Computing** | **Y3 - Keyboard Adventures (Byte Size)**  **Y4 - My Online Life**   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | **Y5 - YouTuber**   * 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 * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   **Y6 - VR Worlds**   * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | |
| **Art/DT** | **Albert Bierstadt/Nicholas Roerich**   * To improve their mastery of art and design techniques, including painting with a range of materials * About great artists in history | **Mosaics/myths of Atlantis**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials   **Model aquarium/soft sea toy**   * 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 * 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 * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | **Titanic painting/3D Titanic model**   * 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 | **Draw Viking knots, animals heads, dragons and warrior portraits/make Viking jewellery**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials |
| **Music** | **Y3 – The Dragon Song**   * 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   **Y4 – Lean on Me**   * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations | | **Y5 – The Fresh Prince of Bel Air**   * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   **Y6 – New Unit**   * Develop an understanding of the history of music. | |
| **MFL** | **Y3 - Friends and Family**   * Present ideas and information orally to a range of audiences * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. conjugate high-frequency verbs and words * Develop accurate pronunciations and intonation so that others understand when they are reading aloud or using familiar words and phrases * Understand basic grammar and conjugate high-frequency verbs from memory and adapt these to create new sentences, to express ideas clearly * Speak in sentences using familiar vocabulary, phrases and basic language structures * Say or write phrases from memory and adapt these to create new sentences to express ideas clearly * Meet my family * Pets * Alphabet * What’s his name? * How do you spell…? * My home   **Y4 - Where in The World**   * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Write phrases from memory, and adapt these to create new sentences. * Understand basic grammar rules appropriate to the language * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. * Understand basic grammar rules to build sentences; * Write phrases from memory, and adapt these to create new sentences.      * The United Kingdom * Where do they speak French? * The Equator * Continents * Animals * Which Continent are they from? | | **Y5 - Friends and Family**   * Present ideas and information orally to a range of audiences * Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary. * Speak in sentences using familiar vocabulary, phrases and basic language structures * Say or write phrases from memory and adapt these to create new sentences to express ideas clearly * Engage in conversations, ask and answer questions, express opinions and respond to those of others. * Describe people, places, things and actions orally and in writing. * Meet my family * At the Farm * I Live in a... * In My House * Do You Like Animas? * What Can I Say?   **Y6 - All in a Day**   * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Describe people, places, things and actions orally and in writing. * Understand basic grammar rules and apply them to build sentences * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Read carefully and show understanding of words, phrases and simple writing.      * O'Clock, Half Past, Quarter Past, Quarter To * am and pm * 5 Minute Intervals * 24 Hour Times * At the Airport * The School Week | |
| **PE** | **Dance** | **Athletics** | **Dance** | **Athletics** |
| **PSHE** | * Confidences and secrets (when is it ok/not ok?) (individual liberty) (moral) * How do my actions affect others and myself? (moral) * Anti-bullying (inc different forms of bullying) (respect and tolerance) * What is a healthy/unhealthy relationship? * Respecting the views and opinions of others (respect and tolerance) * How are people affected by discrimination, teasing, bullying and aggressive behaviour? (respect and tolerance) * Growth Mindset & Resilience | * Confidences and secrets (when is it ok/not ok?) (individual liberty) (moral) * How do my actions affect others and myself? (moral) * Anti-bullying (inc different forms of bullying) (respect and tolerance) * What is a healthy/unhealthy relationship? * Respecting the views and opinions of others (respect and tolerance) * How are people affected by discrimination, teasing, bullying and aggressive behaviour? (respect and tolerance) * Growth Mindset & Resilience | * Confidences and secrets (when is it ok/not ok?) (individual liberty) (moral) * How do my actions affect others and myself? (moral) * What is a healthy/unhealthy relationship? * Respecting the views and opinions of others (respect and tolerance) * How are people affected by discrimination, teasing, bullying and aggressive behaviour? (respect and tolerance) * Recognising and challenging stereotypes (respect and tolerance) * Acceptable and unacceptable physical contact (link to PE and self-defence techniques) (individual liberty) | * Confidences and secrets (when is it ok/not ok?) (individual liberty) (moral) * How do my actions affect others and myself? (moral) * What is a healthy/unhealthy relationship? * Respecting the views and opinions of others (respect and tolerance) * How are people affected by discrimination, teasing, bullying and aggressive behaviour? (respect and tolerance) * Recognising and challenging stereotypes (respect and tolerance) * Acceptable and unacceptable physical contact (link to PE and self-defence techniques) (individual liberty) |

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|  |  | **Y3/4** | | **Y5/6** | |
|  |  | **Cycle A** | **Cycle B** | **Cycle A** | **Cycle B** |
| **S**  **U**  **M**  **M**  **E**  **R** | **Theme** | **There’s No Place Like Home** | **Parlez vous Francais?** | **Extreme Earth** | **Keep Calm and Carry On** |
| **British Values** | * Rule of law - Which traffic laws help us to keep safe? | * Rule of law - Compare and contrast laws between France and the UK * Individual liberty - Freedom to travel * Democracy - Voting for most convincing advert. | * Individual liberty – Farmers having the freedom to dictate prices so they can make living * Rule of law – laws to protect farmers and their livelihoods * Mutual respect – how a charity supported difficulties that cocoa farmers face | * Individual liberty – freedom of all – concentration camps and genocide * Democracy – voting * Rule of law – peace treaties and union with European countries post war. Hitler’s regime and laws which persecuted others * Mutual respect & tolerance – racism and persecution. Then and now. |
| **SMSC** | * Moral - How can we protect the local environment? * Cultural - What leisure activities do we have locally? * Social - What is it like to live in our area? | * Moral - Taking responsibility for choices * Cultural: What is special about the French culture? * Social - Skyping a school in France | * Social – economics of farming, managing finances * Spiritual – price of farming – economics and profits * Cultural - impact of Fairtrade (Kenco advert), attitude across the world | * Moral – case studies of those who helped the persecuted * Social – impact of war on British society * Spiritual – Judaism * Cultural – role of women in WW2 |
| **English** | The Iron Man – Ted Hughes (Laura Carlin version) | Gorilla – Anthony Browne | Wonder - R J Palacio | Rooftoppers - Katherine Rundell |
| **Humanities** | * 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 * Describe and understand key aspects of 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 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 | * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and 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 of the United Kingdom, a region in a European country, and a region within North or South America * Describe and understand key aspects of 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 | * 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) * Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| **Science** | **Y3 - Parts of Plants**   * K - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * K - Investigate the way in which water is transported within plants * K - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. * WS - Asking relevant questions and using different types of scientific enquiries to answer them * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Using straightforward scientific evidence to answer questions or to support their findings.   **Y3 - Magnets and Forces**   * K - Compare how things move on different surfaces * K - Notice that some forces need contact between two objects, but magnetic forces can act at a distance * K - Describe magnets as having two poles * K - Predict whether two magnets will attract or repel each other, depending on which poles are facing. * K - Observe how magnets attract or repel each other and attract some materials and not others * K - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * WS - Using straightforward scientific evidence to answer questions or to support their findings. * WS - Identifying differences, similarities or changes related to simple scientific ideas and processes * WS - Asking relevant questions and using different types of scientific enquiries to answer them   **Y4 - Grouping Living Things**   * K - Recognise that living things can be grouped in a variety of ways * K - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * WS - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * WS - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * WS - Using straightforward scientific evidence to answer questions or to support their findings.     **Y4 - Changes of State**   * K - Compare and group materials together, according to whether they are solids, liquids or gases * K - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * K - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. * WS - Identifying differences, similarities or changes related to simple scientific ideas and processes * WS - Setting up simple practical enquiries, comparative and fair tests * WS - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * WS - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | | **Y5 - Materials**   * K - 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 * K - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Using test results to make predictions to set up further comparative and fair tests   **Y5 - Forces**   * K - Identify Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * K - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces * K - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Using test results to make predictions to set up further comparative and fair tests * WS - Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs   **Y6 - Evolution and Inheritance**   * K - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * K -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * K - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * WS - Identifying scientific evidence that has been used to support or refute ideas or arguments. * WS - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * WS - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations | |
| **Computing** | **Y3 - Rainforests**   * 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 * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   **Y3 - My Online Life**   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content   **Y4 - Dinosaurs**   * 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 * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   **Y4 - Wizard School**   * 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 | | **Y5 - Making AR Games**   * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * 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   **Y5 - News Reporter and Podcast**   * 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   **Y6 - Crossy Road**   * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs   **Y6 - Solve IT Club**   * 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 | |
| **Art/DT** | **Photography – taking images of the local environment**   * Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | **Seurat and Pointillism**   * To create sketch books to record their observation * Use sketchbooks to review and revisit ideas * To improve their mastery of art and design techniques, including painting with a range of materials * About great artists in history | **The Great Wave – Hokusai/tornado sketches /animal clay sculptures**   * Improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials * To improve their mastery of art and design techniques, including sculpture with a range of materials * About great artists in history   **Waterproof container/Natural disaster information box**   * 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   * 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 * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * Understand and use electrical systems in their products | **Wartime Propaganda posters/sketching WW2 aircraft**   * To improve their mastery of art and design techniques, including drawing with a range of materials * To improve their mastery of art and design techniques, including painting with a range of materials   **Morse code/rationed war dish/replica gas mask**   * 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 * 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 * 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 * Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |
| **Music** | **Y3 – Bringing Us Together**   * 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   **Y4 - Blackbird**   * Listen with attention to detail and recall sounds with increasing aural memory * Use and understand staff and other musical notations | | **Y5 – Dancing in the Street**   * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   **Y6 – You’ve Got a Friend**   * Develop an understanding of the history of music. | |
| **MFL** | **Y3 - Our School**   * Listen attentively to spoken language and show understanding by joining in and responding. * Engage in conversations, ask and answer questions * Speak in sentences using familiar vocabulary, phrases and basic language structure * Understand appropriate grammar structures and know how to apply them. * Develop ability to understand new words into familiar written material * What’s in the classroom? * What’s in your pencil case? * School subjects * PE lesson * Around school * What do you like to do?   **Y3 - Time**   * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Explore the patterns and sounds of language and link the spelling, sound and meaning of words * Listen attentively to spoken language and show understanding by joining in and responding * Read carefully and show understanding of words, phrases and simple writing * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Present ideas and information orally to a range of audiences * Understand basic grammar rules appropriate to the language and how to build sentences      * Days of the Week * Months of the Year * Mon Anniversarie * What’s the Date Today? * Yesterday, Today, Tomorrow   **Y4 - What’s the Time?**   * Speak in sentences, using familiar vocabulary and basic language structures. * Listen attentively to spoken language and show understanding by joining in and responding. * Read carefully and show understanding of words phrases and simple writing * Engage in conversation: ask and answer questions * O’Clock and Half Past * My Day * What’s on Television? * Quarter past Quarter To * The School Day * A Maths Lesson on Time.   **Y4 Holidays and Hobbies**   * Write phrases from memory, and adapt these to create new sentences * Understand basic grammar rules to build sentences, * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Present ideas and information orally to a range of audiences. * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Engage in conversations; ask and answer questions; express opinions and respond to those of others.      * The Seasons * The Weather * Weather Around the World * Holidays * Sports * Hobbies | | **Y5 - School Life**   * Understand basic grammar rules and apply to build sentences. * Read carefully and show understanding of words, phrases and simple writing. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Engage in conversations, ask and answer questions. * Present ideas and information orally to a range of audiences. * Where are they in the Classroom? * Where Are the Objects * School Subjects * Maths Lessons * Asking Questions   **Y6 - Time Travelling**   * Broaden their vocabulary and develop ability to understand new words that are introduced into familiar material. * Listen attentively to spoken language and show understanding by joining in and responding. * To understand basic grammar rules and how to apply to build sentences * Count with Me * I'm 500 Years Old! * French History * What Year Was It? * I Was Born... * Famous Lives | |
| **PE** | **Net & wall** | **Striking and fielding** | **Net & wall** | **Striking and fielding** |
| **PSHE** | * How do rules and laws keep us safe? (rule of law) * What is a balanced diet? * Who can I talk to? (individual liberty) (social) * How do we use mobile phones safely? (social) * Y3 content- Effects on the body of alcohol, drugs, tobacco, energy drinks) ‘Why people smoke’ DAE lesson 1 (individual liberty) (rule of law) * Positive and negative effects on our physical, mental and emotional health (spiritual) * ‘Physical effects of smoking’ DAE lesson 2 * Taking care of my body ‘No smoking’ DAE lesson 3 * Y4 content- Effects on the body of alcohol, drugs, tobacco, energy drinks) ‘Effects of alcohol’ DAE lesson 1 * ‘Alcohol and risk’ DAE lesson 2 * ‘Limits to drinking alcohol’ DAE lesson 3 * (individual liberty) (rule of law) * Our Behaviour Code (respect and tolerance) * My strengths and aspirations (goals for their lifestyle) (individual liberty) * Hygiene (social) * When my feelings get mixed up. * Changes in our lives (bereavement, divorce) (social) (spiritual) * Keeping myself and others safe as I get older * Pressure on our behaviour (media, peers) and how to say no (social) * Y3 content- ‘Differences: Male and Female’ SRE lesson 1‘ * Family Differences’ SRE lesson 2 * ‘Personal Space’ SRE lesson 3 * Y4 content - Taking care of my body * ‘Growing and Changing’ SRE lesson 1 * ‘What is puberty’ SRE lesson 2 * ‘Puberty Changes and Reproduction’ SRE lesson 3 * Growth Mindset & Resilience | * How do rules and laws keep us safe? (rule of law) * What is a balanced diet? * Who can I talk to? (individual liberty) (social) * How do we use mobile phones safely? (social) * Y3 content- Effects on the body of alcohol, drugs, tobacco, energy drinks) ‘Why people smoke’ DAE lesson 1 (individual liberty) (rule of law) * Positive and negative effects on our physical, mental and emotional health (spiritual) * ‘Physical effects of smoking’ DAE lesson 2 * Taking care of my body ‘No smoking’ DAE lesson 3 * Y4 content- Effects on the body of alcohol, drugs, tobacco, energy drinks) ‘Effects of alcohol’ DAE lesson 1 * ‘Alcohol and risk’ DAE lesson 2 * ‘Limits to drinking alcohol’ DAE lesson 3 * (individual liberty) (rule of law) * Our Behaviour Code (respect and tolerance) * My strengths and aspirations (goals for their lifestyle) (individual liberty) * Hygiene (social) * When my feelings get mixed up. * Changes in our lives (bereavement, divorce) (social) (spiritual) * Keeping myself and others safe as I get older * Pressure on our behaviour (media, peers) and how to say no (social) * Y3 content- ‘Differences: Male and Female’ SRE lesson 1‘ * Family Differences’ SRE lesson 2 * ‘Personal Space’ SRE lesson 3 * Y4 content - Taking care of my body * ‘Growing and Changing’ SRE lesson 1 * ‘What is puberty’ SRE lesson 2 * ‘Puberty Changes and Reproduction’ SRE lesson 3 * Growth Mindset & Resilience | * How do rules and laws keep us safe? (rule of law) * Who keep us safe? * Positive and negative effects on our physical, mental and emotional health (spiritual) * What is a balanced diet? * Who can I talk to? * Taking care of my body * Year 5 content- Restricted and illegal drugs (what are habits and why are they hard to break?) (individual liberty) (rule of law) * ‘Legal and illegal drugs’ DAE lesson 1 * ‘Attitudes to drugs’ DAE lesson 2 * Resisting peer pressure –how can I say no? (social) * ‘Peer Pressure’ DAE lesson 3 * Year 6 content - Restricted and illegal drugs (what are habits and why are they hard to break?) (individual liberty) (rule of law) * ‘Cannabis’ DAE lesson 1 * Who can I talk to? * ‘VSA and getting help’ DAE lesson 2 * Resisting peer pressure –how can I say no? (social) * ‘Help, advice and support’ DAE lesson 3 * When my feelings get mixed up. * Keeping myself and others safe as I get older * Making informed lifestyle choices (individual liberty) * My strengths and aspirations (reflect on previous goals and set new ones) (individual liberty) * How does the media reflect reality and affect our self-image? (social) * Changes in our lives (loss, separation, transitions) (social) (spiritual) * Year 5 content- -How is my body changing? * ‘Talking about puberty’ SRE lesson 1 * ‘Male and Female changes’ SRE lesson 2 * Hygiene (social) ‘Puberty and hygiene’ SRE lesson 3 * Year 6 content - How is my body changing? * ‘Puberty and reproduction’ SRE lesson 1 * ‘Conception and pregnancy ‘ SRE lesson 3- When my feelings get mixed up. * ‘Understanding relationships’ SRE lesson 2 * ‘Communication in relationships’ SRE lesson 4 | * How do rules and laws keep us safe? 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