Bexton Primary

Long Term Plan

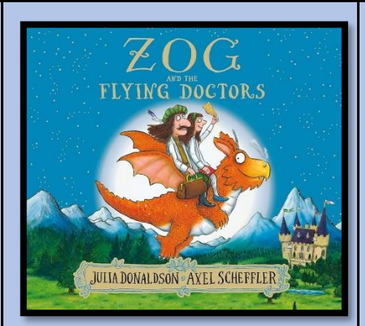
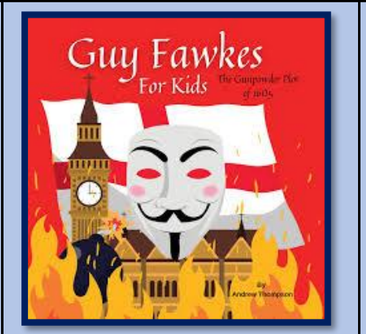
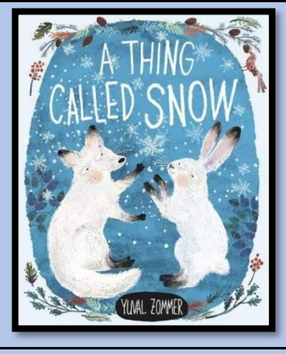
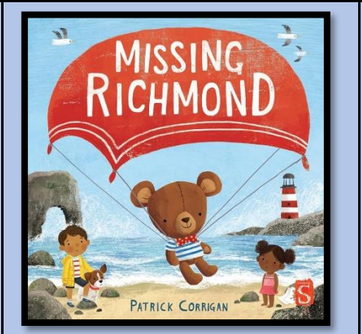
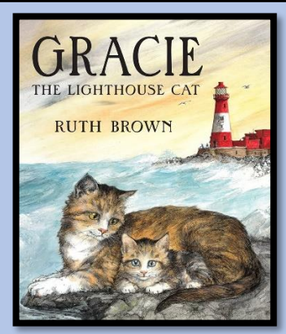
Use real life
learning experiences

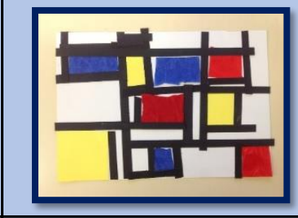
Encourage a
love of learning

Enriching
memorable moments

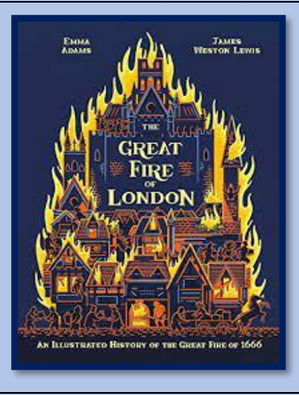
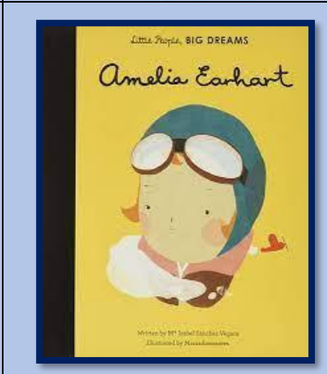
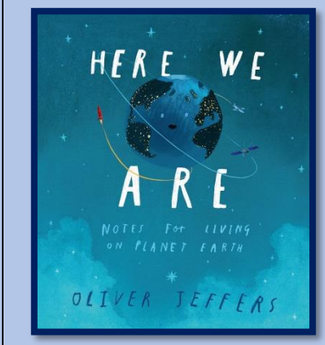
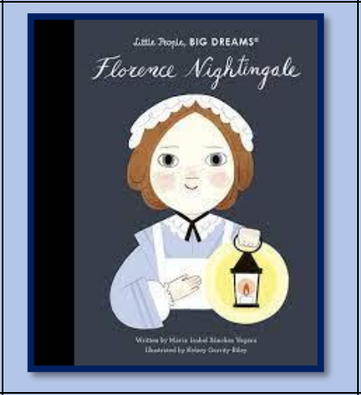
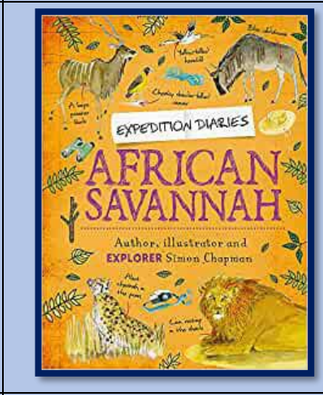
Year 1 to Year 6

The curriculum acts as a vehicle for building what it is children need to know, but also a tool with which they can better shape their school experience, their relationships with others and the future world they will inhabit.		
		
The curriculum offers the child the right to experience, develop and practice creativity as an entitlement. Creativity extends beyond the artistic sense and allows for development of fluency of knowledge and ideas through **experimentation, connection and play**.	The curriculum enables children to develop **empathy** with other points of view and perspectives. They will use that empathy to move into action to improve the lives of others.	The curriculum is clear about **what the children will know** (propositional knowledge) and **will be able to do** (procedural knowledge). It is ambitious & covers the National Curriculum.
The curriculum will utilise use big questions, real life projects, stories and drama to take learning from the hypothetical into the **real and relevant**.	Teachers will **personalise** the key knowledge that children need to know, to deliver the learning in ways that **engage, motivate and inspire** children in issues they are passionate about. Teachers will be given time together to plan quality learning experiences, to inspire ideas and to evaluate the impact on children's learning.	The curriculum is planned so that it builds a **progressive** understanding of ideas, key concepts, chronology and themes.
The curriculum aims to **involve** the community, to **utilising the skills** and knowledge in the local community and parent body. The curriculum enables children to **make a difference** in their local and wider community	The curriculum also acts compassionately towards all children, it is **inclusive** and **celebrates diversity**.	The curriculum will allow for natural links between subjects, **connecting learning** within and across domains of knowledge. It then can strengthen & deepen children's learning experiences.
How do we know our curriculum is working? Where appropriate, we use robust assessment methods to measure if children are meeting age-appropriate expectations and above. Children will be able to talk confidently about what they have learnt and connect it to learning in previous years. Children will share their learning in different ways, demonstrating high standards of oracy and presentation. Children will demonstrate an empathy towards others and will give examples of how their learning has helped improve the local and wider community.		

Year 1						
	Autumn 1 (7 ½ wks)	**Autumn 2 (7 ½ wks)**	**Spring 1 (6wks)**	**Spring 2 (5wks)**	**Summer 1 (6wks)**	**Summer 2 (7wks)**
English Class texts & Writing Opportunities						
Maths	Place Value to 10 (5 wks) Addition & Subtraction within 10 (2 wks)	Addition & Subtraction within 10 (3 wks) Geometry (1 wk) Consolidation (1 wk) Revision/assessment (2 wk)	Place Value within 20 (3 wks) Addition & Subtraction within 20 (3 wks) Place Value within 50 (1 wk)	Place Value cont (1 wk) Length & Weight (2 wks) Mass & Volume (2 wks)	Multiplication & Division (3 wks) Fractions (2 wks) Geometry (1 wk)	Place Value within 100 (2 wks) Money (1 wk) Time (2 wk) Consolidation (1 wk) Revision/assessment (1 wk)
White Rose Science	The Human Body (5 weeks) Seasonal Changes (1 week)	Seasonal Changes (1 week) Materials (5 weeks)	Planting (1 week) Animals (5 week)	Caring for the planet (2 weeks) Seasonal Changes (1 week) Planting (1 week) Consolidation (1 week)	Plants (5 weeks) Planting (1 week)	Growing and cooling (3 weeks) Seasonal Changes (1 week) Consolidation (2 weeks)
End Points	Children can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense and ask simple questions. Children can observe changes across the four seasons and ask simple questions.	Children can identify changes that happen in autumn and collect and record data. Children can identify, describe and sort different materials.	Children can identify and sort the animal groups: mammal, bird, fish, reptile and amphibian. Children will learn about animal diets and differences between herbivores, carnivores and omnivores.	Children can identify changes that happen in spring and collect and record data. Children can identify why it is important to care for our planet.	Children can identify changes that happen in summer and collect and record data. Children can identify and describe the basic structure of common flowering plants, including trees.	Children can identify different types of plants including deciduous and evergreen trees and wildflowers and garden plants. Children explain where there food comes from.
Geography	**Our School**		**What's it like living in Knutsford?**			**Beaches & Beach Holidays**
End Points	Children can use maps to see different views of their school and begin to make their own maps to plot a route around the school grounds. They can do a traffic survey to find out when is the busiest time around the school.		Children visit Knutsford Leisure Centre to find out more about Knutsford's leisure activities. They use this information to make suggestions for improvements.			Children find out if all beaches are the same and before visiting a beach, ask questions about it. They learn about compass points and look on a map to find out which direction they will travel to get to the beach.
History		**The Gunpowder Plot**		**Toys from the past**	**Seaside in the past**	
End Points		Children know the main facts about the Gunpowder Plot and can find answers to simple questions about the past from sources of information. They can also understand different points of view regarding people from the past.		Children can order events and artefacts from the past. They can describe how childhood has changes and recognise similarity and difference with toys and games throughout the past.	Children understand that people in the past enjoyed different leisure activities and know why they enjoyed seaside holidays. They can compare and contrast photographs of the past and now and know that these are sources of evidence. Children learn about Grace Darling and why she was remembered.	

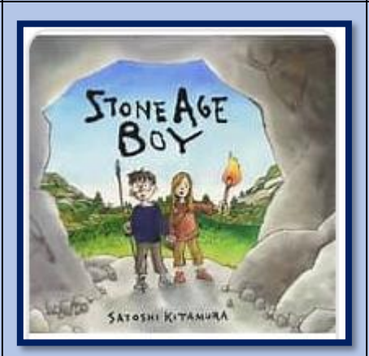
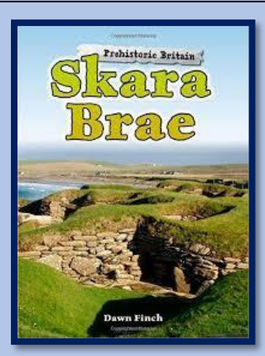
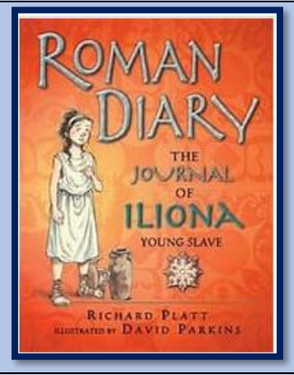
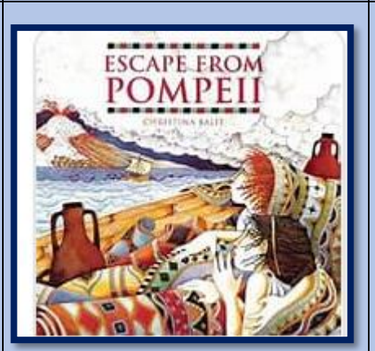
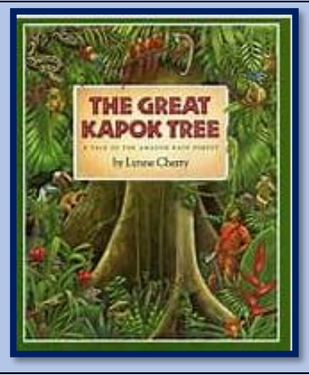
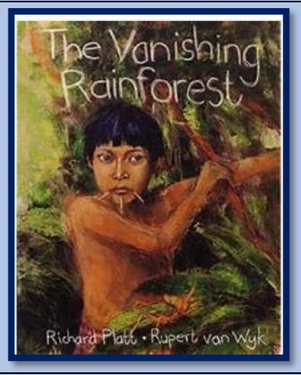
Art & Design		**Self-portraits** 	**'My Dream Home'** 	**Artist Study- Piet Mondrian** 		**Artist Study- Andy Goldsworthy** 
End Points		Children can experiment with drawing and colour in their sketch books. Children develop their fine motor control with lines of different sizes and thickness. They hold a paint brush correctly and apply paint with some control.	Children can experiment with drawing and colour in their sketch books. Children can use a combination of materials that are cut, torn and glued. They sort and arrange these materials so that they fold, crumple and overlap.	Children can experiment with drawing and colour in their sketch books. Children can represent familiar objects by combining shape and colour. They know about Piet Mondrian and how he used colour.		Children can use natural materials to create shapes and patterns. They can make drawings of these patterns using line and tone in their sketchbooks. Children know about Andy Goldsworthy and that he creates sculptures from natural surroundings.
Design Technology	**Cooking & Nutrition- making smoothies**		**Moving story book- explore movement & sliders**		**Making Puppets**	
End Points	Children can describe fruits and vegetables and explain why they are a fruit or vegetable. They can name a range of places that fruits and vegetables grow. They can prepare fruits and vegetables to make a smoothie.		Children can identify sliders and make drawings, labeling which part of their drawing will move. They can make a moving picture and evaluate the strengths and weaknesses of their design.		Children can join fabrics together using pins, staples or glue. Children can design a puppet making a template. Children can decorate a puppet to match their design and join their two puppets faces together as one.	
Outdoor PE	**Multi-skills: Throwing and catching**	**Invasion Games**	**Attacking & Defending**	**Multi-skills: Running & jumping**	**Multi-skills: Sports Day**	**Multi-skills: Bat & Ball**
End Points	Children can throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Children can travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Children can begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Children can vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Children can perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power	Children can use hitting skills in a game. Practise basic striking, sending and receiving.
	Children can describe how the body feels before, during and after exercise. Carry and place equipment safely.					
Indoor PE	**Gymnastics (Traditional Tales)**	**Dance (Starry Skies)**	**Circuit training**	**Dance (Seasons)**	**Gymnastics (Animals)**	**Yoga (Salute to the Sun)**
End Points	Children can create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through	Children can put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Begin to perform learnt skills with some control.	Children can go round obstacles, perform leaps, hop and jump with control, demonstrate a remaining balanced while travelling, roll a ball along a path and travel forwards whilst bouncing a ball.	Children can put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Begin to perform learnt skills with some control.	Children can create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through	Children can stretch their body up smoothly, move between poses whilst keeping balanced, arch their back up and back down, balance on one leg, create a short sequence of yoga poses and breathe smoothly while in poses.

	different objects and equipment. Begin to move with control and care.				different objects and equipment. Begin to move with control and care.	
Music	**My Musical Heartbeat** Composer-Sergei Prokofiev Focus piece- Peter & the Wolf	**Dance, Sing and Play!**	**Exploring Sounds**	**Learning to Listen**	**Having Fun with Improvisation**	**Let's Perform Together**
End Points	Children explore the pulse or beat of music, can keep a steady beat together, recognise long and short rhythms and high and low sounds through listening, playing instruments and singing to hip hop, jazz, pop and soul styles.	Children can recognise long and short rhythms and high and low sounds and understand how they are used in music through listening, playing instruments and singing to 20th and 21st Century orchestral pieces, pop, lullaby and reggae styles.	Children can recognise long and short sounds, high and low and loud and quiet sounds and create simple melodies. Listen to, play instruments to and sing pop, funk, reggae, lullaby and waltz styles.	Children can listen with their eyes, ears and feel sounds with their bodies. They can respond to questions thinking about the music, through listening, playing instruments and singing to jazz swing, pop, waltz and lullaby songs.	Children can improvise with melody and rhythm individually, in pairs and in groups. Children can listen to, play instruments to and sing to pop, lullaby and jazz swing styles.	Children can use their singing, dancing and playing together skills to learn about the act of performing through listening to and performing songs in the styles of pop, 20th and 21st century orchestral music, reggae, gospel, country and jazz.
Religious Education	**Personal Belief** What do Christians believe about God?	**Marking Life's Journey** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	**Religious/Non-Religious Viewpoint** Judaism Enquiry 1 Who is God to the Jews?	**Authority** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	**Belonging** Judaism Enquiry 2 Is Shabbat important to Jewish children?	**God, the World and Self** Islam Enquiry 1 Who is God to Muslims? (free choice)
Computing		**Using a computer**	**Internet Safety Day**	**All about instructions**	**Programming Bee-Bots**	**Introduction to Data**
End Points		Children can log into a computer and use a mouse to navigate around it. They can use art software tools to create a picture using drag, drop, click and control.	Children know what the internet is and how it can be used. They understand that the internet may affect mood or emotions. They know which information is ok to share online and which is not.	Children know what an algorithm is and can write and follow one. They can explain inputs and outputs and create a simple program in steps. They can spot and fix bugs in an algorithm.	Children can understand cause and effect when pressing buttons on a Bee Bot. They give clear instructions in a sequence and fix mistakes.	Children log in and use mouse and keyboard skills to navigate a computer. They represent some data in a pictogram, table or chart. They can click and drag objects.
PSHE (Jigsaw)	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
End Points	Children understand rights and responsibilities, choices and consequences. They can say how they are special and how to make sure everyone in their class feels safe.	Children understand that people are different, unique and special. They understand what bullying is and what isn't. They know who to ask for help if they see bullying.	Children can set simple goals and can explain what to do when they need to overcome difficulties.	Children can talk about healthy and unhealthy choices and how these choices make them feel. They know how to stay clean and how to cross the road safely.	Children learn about different people in their community and why they are special and important. Children learn that touch can be used in kind and unkind ways.	Children understand the life cycle of a frog and compare this with a human life cycle. They are taught the correct words for parts of the body, including those kept private by underwear. They are taught no-one has the right to hurt their body and how to get help if they are worried.

Year 2						
	Autumn 1 (6 ½ wks)	**Autumn 2 (7 ½ wks)**	**Spring 1 (6wks)**	**Spring 2 (5wks)**	**Summer 1 (6wks)**	**Summer 2 (7wks)**
English Class texts & Writing Opportunities						
Maths	Place Value (4 wks) Addition & Subtraction (3 wks)	Addition & Subtraction cont (2 wks) Shape (3wks) Revision/assessment (2 wks)	Money (2wks) Multiplication & Division (5 wks)	Length & height (2 wks) Mass, capacity & temperature (3 wks)	Statistics (2 wks) Fractions (3 wks) Assessment (1 wk)	Position & Direction (1 wk) Position & Direction cont (1wk) Problem Solving (2 wks) Time (3 wks)
White Rose Science	Animal needs for survival (3 week) Humans (2 weeks)	Materials (5 weeks) Plastic (1 week)	Plants light and dark (3 weeks) Living things and their habitats (3 weeks)	Living things and their habitats (3 week) Light and dark (1 week) Consolidation (1 week)	Plants bulbs and seeds (2 weeks) Growing up (4 weeks)	Bulbs and seeds (1 week) Growing up (1 week) Wildlife (2 weeks) Consolidation (2 weeks)
End Points	Children can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and ask simple questions. Children can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene and ask simple questions.	Children can identify natural or man-made materials. They can explore a range of materials through investigations. They are encouraged to sort materials in more than one way. In the plastic topic, children can understand how plastic is helpful or harmful and how it can be recycled.	Children can find out and describe how plants need water, light and a suitable temperature to stay healthy. Children can ask simple questions and recognise they can be answered in different ways. Children can recognise the different habitats on planet Earth and identify some animals and plants that live in each habitat, comparing how these habitats provide for their individual needs.	Children can identify animals and plants in different habitats, understand diet and habitat and food chains. They can describe differences between living things, dead things and things that have never been alive. They can identify and classify information, gather and record data. Children observe changes from their previous light and dark investigation and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Children recognise the differences between bulbs and seeds and consider the best conditions for plant growth. They can describe how bulbs and seeds grow under different temperatures and perform simple tests to observe and describe results.	Children can observe and reflect on findings for the bulbs and seeds experiment. Children explore the life cycle of humans and mammals and recognise that animals, including humans have offspring that grow into adults. They can explain patterns between life cycles of different animals. They use their observations, ask simple questions and recognise that they can be answered in different ways. Children can explain how wildlife is beneficial for humans and how they can care for wildlife in their local area. They can use their observations and ideas to suggest answers to questions.
Geography		**UK Cities London**		**Seven Continents and Five Oceans**		**Africa/ Safari**
End Points		Children find out about London and plot a route around London on a bus, visiting tourist attractions. Children can explain about a compass rose and use this to give directions to a destination.		Children know the names of the seven continents and five oceans. They can plot around the world journey, visiting all the continents.		Children can find Africa and Tanzania on a map. They can describe the main features of Tanzania, e.g. weather, climate and land features. They can explain how the climate affects the people who live there.
History	**Great Fire of London**		**Air travel/exploration - Amelia Earhart, Neil Armstrong and George Mallory**		**Nurturing nurses – Florence Nightingale, Mary Seacole and Edith Cavell**	

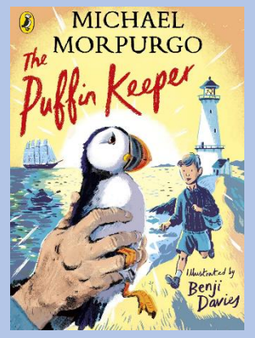
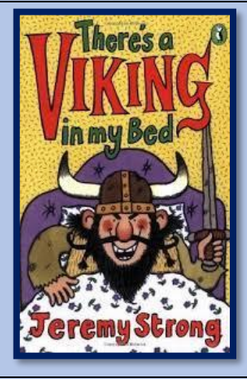
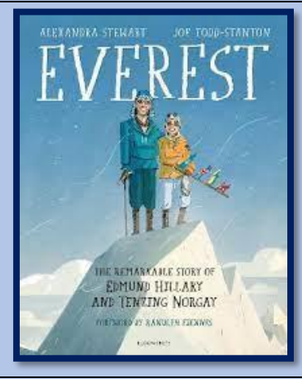
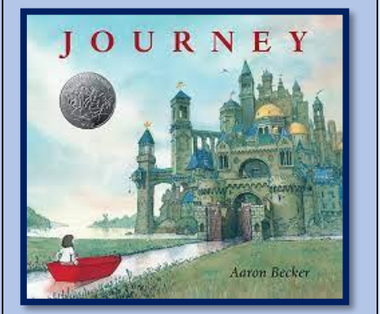
End Points	Children know when the GFoL happened and why and can explain how life in London changed as a result. They can also explain what sources of evidence they used to find out about the past.		Children know about famous explorers. They can explain why people wanted to explore in the past and can explain their legacy.		Children can explain who Florence Nightingale, Mary Seacole and Edith Cavell were and why they are remembered. They can compare nursing in the past with today.	
Art & Design	**Cityscapes** 	**3D Tudor Houses** 	**Artist Study- Matisse** 			Self-portraits- Ink & Wax Painting/Line & Tone 
End Points	Children can experiment with drawing and colour in their sketch books. Children can use different materials to draw, e.g. charcoal and chalk. They can show different tones and add texture. They know that Lowry created cityscapes using charcoal.	Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can replicate patterns by using a combination of shapes. They can add interesting details by adding materials.	Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can use objects to create their own prints (to embellish patterns on paper) and cut, join and position materials to create an interesting effect.			Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can draw confidently and experiment with line and tone. They can refine their work by using a pencil back and forth to improve and refine pencil marks, lines, curves and outlines. They can use lighter and darker tones for effect.
Design Technology		**Cooking & Nutrition- making a healthy wrap**	**Baby bear's chair**		**Moving Monster**	
End Points		Children can name the main food groups and identify foods that belong to each group. They can describe the taste, texture and smell of a given food. Children can think of four different wrap ideas, considering flavour combinations. Children can make a wrap and evaluate the design.	Children can identify stable and unstable structures. They can identify which features make a chair stable. They can work to make a stable structure that will support a teddy, using appropriate materials and construction techniques. Children can explain how they made their model strong and stable.		Children can identify levers, linkages and pivots. They can create functional linkages that produce the desired input and output motions. Children design a monster and assemble materials together with linkages.	
Outdoor PE	**Multi-skills: Throwing & Catching**	**Invasion Games**	**Attacking & Defending**	**Multi-skills: Target Games**	**Animal Olympics**	**Multi-skills: Bat & Ball**
End Points	Children can throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Children can understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Children can begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Children know how to pass the ball in different ways. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Children can run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different	Children can strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.

					distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	
	Children can recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.					
Indoor PE	**Gymnastics (Cityscapes)**	**Dance (The Gunpowder Plot)**	**Circuit training**	**Dance (Toys)**	**Gymnastics (Under the Sea)**	**Dance (Plants)**
End Points	Children can copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Children can copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Children can use a pivot movement to change direction, perform different types of jumps with control, show control and accuracy when rolling a ball and aiming for a target, combine skills within an activity, identify ways they or a partner can improve their movements.	Children can copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Children can copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Children can copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.
Music	**Pulse, Rhythm and Pitch**	**Playing in an Orchestra**	**Inventing a Musical Story**	**Recognising Different Sounds** Composer- Gustav Holst Focus piece- The Planets	**Exploring Improvisation**	**Our Big Concert**
End Points	Children can recognise the pulse of music, long and short, and high and low sounds. They can identify these and understand how they are used within music through listening, playing along to and singing to jazz, soul and pop styles.	Children understand that playing together is an important part of learning music through listening and responding to, playing instruments with and singing to jazz, pop and 20th and 21st century orchestral music.	Children understand how music can help to tell a story and express feelings. They can recognise that music can be loud or soft, fast or slow, smooth and connected or short and detached and how different instruments can communicate different stories and emotions through listening to, playing instruments and singing with pop and kwela styles.	Children understand that when voices or instruments work together to play different pitches it creates harmony. They identify how and when harmony takes places though listening to, playing instruments and singing pop, marching band and gospel styles.	Children can Improvise with up to 5 notes, keeping a steady beat and creating long and short sounds. Listen to, play instruments to and sing rock, jazz and calypso styles.	Children can use their singing, dancing and playing together skills to further their performance skills through listening to and performing songs in the styles of pop, calypso and reggae.
Religious Education	**Authority** Is it possible to be kind to everyone all of the time?	**God, the World and Self** Why do Christians believe God gave Jesus to the world?	**Belonging** Judaism Enquiry 3 Does visiting the synagogue help Jewish children feel closer to God?	**Personal Belief** How important is it to Christians that Jesus came back to life after his crucifixion?	**Religious/Non-Religious Viewpoint** Humanism Enquiry	**Marking Life's Journey** Hindu Dharma Enquiry 1 Who is God to Sanatanis? (free choice)
Computing	**What is a computer?**	**Word Processing**	**Internet Safety Day**	**Algorithms and debugging**		**International Space Station**
End Points	Children can name some computer peripherals and their function and that technology follows instructions. Children understand the role of computers in the world around them.	Children can explain which are the home row keys and how to find them when typing. They can use the spacebar and backspace correctly. Children can modify text in a document and use copy and paste.	Children can explain what information is safe to be shared online and why we need strong passwords. They understand they need to ask permission before sharing information online. They know who to go to for help with online worries.	Children can decompose a game to predict the algorithms. They can give a definition for 'decomposition' and create algorithms to solve problems.		Children can identify and digitally draw items which astronauts need aboard the ISS. They can design a display showing everything that needs to be monitored by sensors.
PSHE (Jigsaw)	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
End Points	Children can talk about what to do when they're worried and who can help them. They talk about their rights and responsibilities and how to work collaboratively. Children can talk about choices and the consequences of different choices.	Children understand gender stereotypes and that boys and girls can have similarities and differences and that's ok. They talk about feelings associated with being bullied and how and where to get help.	Children can talk about things they find difficult and what they're good at. They can talk about working in a group and know who they work well with.	Children can talk about healthy food choices and can make a healthy snack. They know what makes them feel relaxed or stressed. They know how to use medicines safely.	Children learn about family relationships including roles and responsibilities. Children understand how trust is developed in a relationship and why worry secrets should always be shared with a trusted adult.	Children learn about life cycles in nature, including humans. Children are taught the correct words for private parts of the body that are kept private by underwear. They understand no-one has the right to hurt these parts of the body, including inappropriate touch and assertiveness.

Year 3						
	Autumn 1 (6 ½ wks)	**Autumn 2 (7 ½ wks)**	**Spring 1 (6wks)**	**Spring 2 (5wks)**	**Summer 1 (6wks)**	**Summer 2 (7wks)**
English Class texts & Writing Opportunities						
Maths	Place Value (3 wks) Addition & Subtraction (4wks)	Addition & Subtraction cont (1 wk) Multiplication & Division (4 wks) Revision/assessment (2 wks)	Multiplication & Division (3 wk) Length & Perimeter (3 wk) Fractions (1 wk)	Fractions (2 wk) Mass & Capacity (3 wks)	Fractions (2 wk) Money (2 wk) Time (2 wk)	Time (1 wk) Shape (2 wk) Statistics (2 wk) Revision/assessment (2 wk)
White Rose	Skeletons (3 weeks) Movement (1 week) Nutrition and diet (2 weeks)	Nutrition and diet (1 weeks) Food water (1 week) Rocks (3 weeks) Consolidation (1 week)	Fossils (2 weeks) Soils (3 weeks) Light (1 weeks)	Light (5 weeks)	Plants (6 weeks)	Forces (2 weeks) Magnets (2 weeks) Biodiversity (1 week) Consolidation (1 week)
End Points	Children can identify that humans and some other animals have skeletons and muscles for support, protection and movement. Children can ask relevant questions and using different types of scientific enquiries to answer them.	Children can sort foods into different groups and why we need a balanced diet. They understand what food waste is and how we can reduce this in school. In the rocks topic, they can identify different rocks and how they are used.	Children can describe in simple terms how fossils are formed when things that have lived are trapped within the rock. Children can ask relevant questions and use different types of scientific enquiries to answer them.	Children can describe the difference between natural and artificial sources of light. They understand how we see and can describe the harmful effects of the sun's rays. Children can set up simple practical enquiries around shadows and reflect on their findings.	Children can identify the different parts of a plant and describe their functions. They can describe pollination and seed disposal. Children can Identify differences and similarities in processes.	Children can describe push, pull and friction forces and how different materials affect friction. They can understand non-contact forces of magnets and identify north and south poles. They can group, compare and draw simple conclusions from investigations. Children can describe how biodiversity can affect the range of different plants or animals that live within a habitat and the impact of humans.
Geography		**Land use linked to Stone Age & Skara Brae**	**The UK & Italy**	**The UK & Italy – physical geography, climate and consequences of natural disasters**	**Rainforests**	
End Points		Children can explain how land was used in Skara Brae and why people settled there. They can compare the settlements of Skara Brae and Knutsford and plot a route between the two places.	Children can compare the climate and physical geography of Great Britain and Italy. They can locate both places on a map.	Children can explain why natural disasters happen and the main consequences of them. They can locate places on a world map where natural disasters have occurred.	Children can explain the features of a rainforest and the climate. They can link the climate to the locations of the rainforests. They can explain how animals have adapted to life in a rainforest. They can explain the consequences of deforestation.	
History	**Stone Age to Iron Age**		**The Romans**			
End Points	Children can explain dates and terms related to the Stone Age, Bronze Age and Iron Age. They know how farming, inventions and homes changed during the Stone Age. They can use a range		Children know dates and terms related to the Romans and know why the Romans invaded and how life changed and what their legacy is. They			

	of sources of evidence to find out about the past.		begin to understand different versions of the same event.			
Art & Design	**Stone Age Art** 	**Giacometti Hunter/Gatherer** 		**Andy Warhol Volcanoes** 		**Jungle Printin** 
End Points	Children can experiment with drawing and colour in their sketch books, developing their ideas with some support. Children can sketch lightly and use different hardness of pencils to show line, tone and texture. Children can draw representations of objects (Stone Age animals and artefacts) with correct proportions. When making a clay pot they can experiment with pattern and textures.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children can show an awareness of of objects having a third dimenson and perspective. They can shape, form, model and construct malleable materials for effect. They can sketch 3D shapes and objects from observations to represent form.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children can explore the work of Andy Warhol and his use of colour. Children can mix secondary colours (orange, purple, green) and make independent decisions about colour. Children can add detail to their work using line.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children can replicate different and repeating patterns fron observations, imagination and illustration. Children can add line and pattern to a printing block and press ink to create a repeating picture.
Design Technology	**Making a Christmas Decoration**		**Constructing a Roman Fort**		**Eating British Seasonal Foods**	
End Points	Children learn to cross-stitch to join two pieces of fabric together. They design and make a template for a decoration and cross stitch and applique to decorate.		Children can draw and label a simple fort that includes the most common features. They recognise that the fort is made up of multiple 3D shapes. Make 3D shapes by scoring along the lines on the net of a 2D shape and use glue to assemble. As a group build a complex structure from simple geometric shapes and evaluate their work.		Children know that fruits and vegetables grow in different countries based on their climates. They understand that seasonal fruits and vegetables are those that grow in a given season and taste best then and this has a positive effect on the environment. Children understand good hygiene and safety and follow the instructions within a recipe.	
Outdoor PE	**Invasion Games: Fundamentals**	**Outdoor Adventures**	**Net & Wall Games: Fundamentals**	**Striking & Fielding Games: Fundamentals**	**Athletics**	**Invasion Games: Football & Swimming**
End Points	Children can move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates.	Children can identify and demonstrate a range of effective team work skills to achieve goals, understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities, follow multi-step instructions, using strategies to aid them, identify the problem and come up with possible solutions and a plan of action of how to solve it. Understand and use directional language to effectively navigate others.	Children can throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl	Children can demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Children can identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	See skills for invasion games. KS2: Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.
	Children can recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.					
Indoor PE	**Dodgeball**	**Gymnastics: Movement**	**Dance: Romans**	**Circuit Training**	**Dance: Rainforest**	**Dance: Carnival of the Animals**

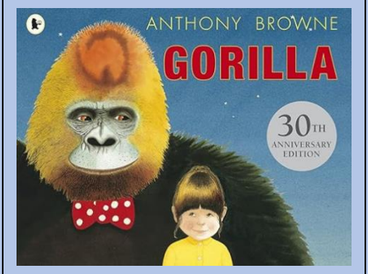
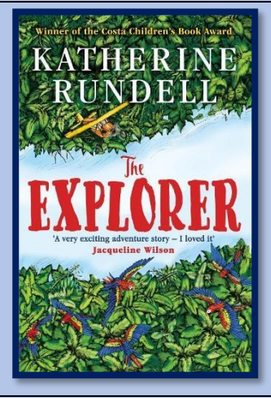
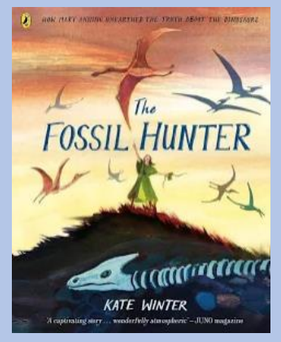
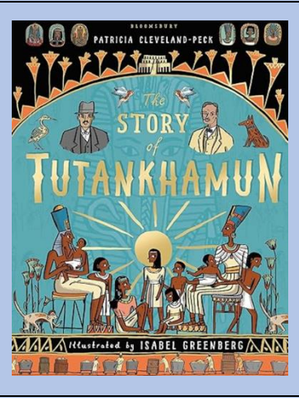
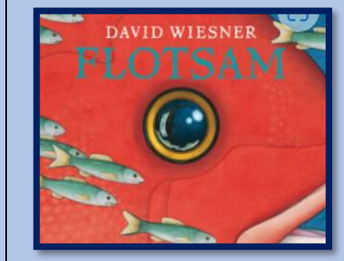
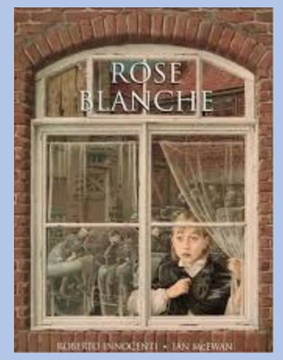
End Points		Children can choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.		Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.
Music	**Writing Down Music**	**Playing in a Band**	**Glockenspiels 1**	**More Musical Styles**	**Recorders** Composer- Antonio Vivaldi Focus piece- The Four Seasons	**Recorders**
End Points	Children understand that long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols, organised by staves with names such as quavers, crotchets and minims. Explore notes and rhythm through listening to, playing instruments to and singing to country and pop styles.	Children understand that playing together is fun and exciting. Children explore reading notation whilst playing an instrumental part. Children understand that beats in a bar are shown by time signatures. They explore notation, time signatures and harmony through listening, playing instruments and singing to disco, New Orleans jazz and sea shanty styles.	Children can understand the language of music through playing the glockenspiel through exploring and developing playing skills through the glockenspiel. Children can play, compose and perform music using the notes C, D, E and F.	Children can appreciate that different musical styles has changed and shaped lives around the world. Children can understand dynamic (forte and piano) and explore changes in dynamics through listening to, playing instruments with and singing to pop, rock and soul music.	Children can correctly hold and play the recorder, learning notes B, A, G and C, exploring rhythm, time signatures and notation. Children can play in an ensemble in unison.	Children can correctly hold and play the recorder, learning notes B, A, G and C, exploring rhythm, time signatures and notation. Children can play in an ensemble in unison and perform to an audience.
Religious Education	**God, the World and Self** Judaism Enquiry 1 What is the best way for a Jew to lead a good life?	**Religious/Non-Religious Viewpoint** Has Christmas lost its true meaning?	**Personal Belief** Could Jesus heal people? Did He perform miracles or was there some other explanation?	**Belonging** What is 'good' about Good Friday?	**Authority** Judaism Enquiry 2 What is the best way for a Jew to lead a good life?	**Marking Life's Journey** Judaism Enquiry 2 How does celebrating Shavuot help Jewish children feel closer to God?
Computing	**Networks & the Internet**	**Programming Scratch**	**Internet Safety**	**Journey Inside a Computer**	**Video Trailers**	
End Points	Children explain what a network, server, router and a packet is. They can explain some of the journey a website goes through to reach your computer.	Children can explain what some of the blocks do in Scratch. They can explain what a loop is and include one in their program. They can use a systematic approach to find bugs.	Children can explain the difference between fact, opinion and belief and how to deal with upsetting content online. They can explain what social media platforms are and why they are age-restricted.	Children can recognise inputs and outputs that the computer sends and receives. Children can explain what an algorithm is and what memory is for inside a computer.	Children can create a storyboard book trailer. They consider camera angles when taking photos or videos and import these into editing software and add text to a video.	
Languages	**Phonetics & I'm Learning French**	**I'm learning French**	**Ice-creams**	**Ice-creams**	**Fruit**	**Fruit**
End Points	Children can locate France, Paris and a few key cities on a map. They can say their name, how they are feeling,	Children can learn up to 10 colours and count from 1-10 in French.	Children can name, recognise and remember up to 10 ice-cream flavours in French. They can attempt to spell some of these flavours. They can use the structure 'je voudrais…' plus an ice-cream flavour.	. Children can say whether they would like a cone or pot and possibly how many scoops. Children can learn how to say 'please' and 'thank you' in French	Children can name, recognise and remember up to 10 fruits in French. They can attempt to spell some of these nouns with their correct article/ determiner.	Children can ask somebody in French if they like a particular fruit. They can say what fruits they like and dislike in French.
PSHE (Jigsaw)	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
End Points	Children can identify positive things about themselves and their achievements. They can talk about new challenges and how to face them positively.	Children understand they are different and that sometimes they fall out with each other. They understand techniques to solve problems and not to use hurtful words.	Children learn about people who have overcome challenges and say what they can learn from these people. They can talk about strategies for overcoming challenge.	Children know how exercise makes them healthy and know the role of their heart and lungs. They understand that there are drugs that keep you healthy and other ones.	Children understand stereotypes and that different roles exist in the family home. They learn about online relationships and how to stay safe online.	Children understand how babies grown and develop and what they need from their parents. Children understand some of the changes that happen in puberty and that females have eggs and makes have sperm.

Year 4						
	Autumn 1 (6 ½ wks)	**Autumn 2 (7 ½ wks)**	**Spring 1 (6wks)**	**Spring 2 (5wks)**	**Summer 1 (6wks)**	**Summer 2 (7wks)**
English Class texts & Writing Opportunities						
Maths	Place Value (4 wk) Addition & Subtraction (3 wk)	Measurement (1 wk) Multiplication & Division (3 wk) Revision/assessment (3 wk)	Multiplication & Division (3 wk) Length & Perimeter (2 wk) Fractions (2 wk)	Fractions (2 wk) Decimals (3 wk)	Decimals (2 wk) Money (2 wk) Time (2 wk)	Shape (2 wk) Statistics (1 wk) Position & Direction (2 wk) Revision/ assessment (1 wk)
White Rose Science	Group and classify living things (3 weeks) Data collection (1 week) States of matter (2 weeks)	States of matter (5 weeks) Consolidation (1 week)	Sound (5 weeks) Data Collection (1 week)	Electricity (4 weeks) Energy (1 week)	Data collection (2 weeks) Habitats (2 weeks) Deforestation (1 week) The digestive system (1 week)	The digestive system (3 weeks) Food Chains (2 weeks)
End Points	Children can recognise that living things can be grouped in a variety of ways. Children can talk about criteria for grouping, sorting and classifying (non-statutory).	Children can group materials into solids, liquids and gases. They relate this to common uses of materials and explore the differences between them.	Children can identify how sounds are made, associating some of them with vibrating. They can ask relevant questions and use different types of scientific enquiries to answer them.	Children can draw and build series circuits and identify why circuits may not be working. They can identify the role conductors and insulators and investigate the difference between them in circuits. They are able to draw simple conclusions and make predictions. Children can explain what energy is and how we can reduce our energy consumption.	Children collect data and can understand how seasonal changes affect plant and animal life, analyse and present their findings. Children investigate plants and animals locally, considering biodiversity and can identify the differences between urban and rural habitats and the needs of plants and animals living there. Children can sort and classify both plants and animals based upon their physical characteristics and human impacts on habitats. Children can explain deforestation and identify the impacts in the UK and worldwide.	Children can compare the tooth structure of animals based on diet. They can identify the different type of teeth in humans and their functions. They can explain the causes and impact of tooth decay. Children can define digestion and describe the process.
Geography	**Scandinavian Europe**			**Settlement – York Today**	**Mountains**	
End Points	Children can locate Scandinavian counties on a map. They can explain about the biomes, the features and features of human settlement. Children can link these features to farming and energy use.				Children can explain how mountains are formed and the main physical features of mountains. Children can find out how the climate of mountains affects tourism.	
History		**Anglo-Saxons**	**The Vikings**			**King Canute – local link**
End Points		Children know who the Anglo-Saxons were, how they lived and what their legacy is. They understand what primary and secondary sources are and how they give evidence of Anglo-	Children know where the Vikings came from and where they settled. Understand what life was like and how the Vikings and Anglo-Saxons struggled for power. Children can use			Children know who King Canute was and why he is linked to Knutsford. They understand why he is significant to Knutsford and can use evidence to say if he was a wise or foolish King.

		Saxon life. Children can ask their own questions about the Anglo-Saxons and use the library and internet to find answers.	primary and secondary sources to draw conclusions about Vikings. They also understand the common perceptions about Vikings and why this may not have been true.			
Art & Design		**Anglo-Saxon Crosses** 	**Viking Weaving** 		**Mountain Collages** 	**Portraits-** 
End Points		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children draw from pictures, Anglo-Saxon crosses to plan their sculptures. They annotate their sketches to explain and elaborate their ideas. Children use moldable materials to create large scale sculptures. Children replicate patterns using materials.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Children create weavings and use layers of two or more colours. Children can use precise repeating patterns.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Children select and arrange materials for a striking effect. They arrange materials to create a picture with texture and layers.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Children draw self-portraits and use shading to show light and shadow. Children apply tone to show edges and curves. Children create light and dark tones and colour mix to add contrasting colours to their portrait.
Design Technology	**Making a slingshot car**			**Adapting a recipe for Viking Day**	**Making an Electric Torch**	
End Points	Children work independently to produce an accurate, functioning car chassis. They attempt to reduce air resistance through the design of the shape. They produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Children construct car bodies effectively and complete a trial and evaluate for improvements.			Children follow a recipe with some support. They adapt the recipe by adding extra ingredients and stick to a budget.	Children help make a working switch and identify the features of a torch and how it works. They create suitable designs that fit the success criteria and create a functioning torch with a switch.	
Outdoor PE	**Invasion Games**	**Multi-skills**	**Tag Rugby**	**Hockey**	**Athletics**	**Cricket & Swimming**
End Points	Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance.	Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Vary the tactics they use in a game. Adapt rules to alter games.	Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Vary the tactics they use in a game. Adapt rules to alter games.	Children can confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.
	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.					
Indoor PE	**Gymnastics: Movement**	**Circuit Training**	**Gymnastics: Shape**	**Dance: Carnival of the Animals / Diwali / Easter skills**	**Dance: Water**	**Dance: Extreme Earth**
End Points	Children can create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their	Children can follow instructions to complete a set of exercises, describe the different effects of aerobic and anaerobic	See autumn 1	Children can identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to		

	sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	exercise, identify parts of the body and participate in exercises that use different muscles, set their own targets for improvement.		stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy		
Music	**Musical Structures**	**Exploring feelings When You Play**	**Glockenspiels 2**	**Expression and Improvisation**	**Violins** **Composer- Hans Zimmer** **Focus piece- Earth**	**Violins**
End Points	Children understand that musical sections that repeat or change help create the structure, or form, of a piece of music or a song. They can identify patterns in the sections of music and songs and recognise verses and choruses can repeat or alternate and these provide structure in music. Listen, play instruments and sing to 20th and 21st century orchestral music, soul ballad and contemporary R&B styles.	Children can identify how special effects in music can make the words we sing more meaningful and that the sounds that we hear in music can also help to communicate specific moods. Listen, perform instrument and sing to electronic dance music and folk styles.	Children develop their playing skills further and can read the notes C. D. E F and G, play, compose and perform music using these notes considering rhythm, pitch, melody and tempo.	Children can recognise that improvisation is a way to express our feelings. Children can use glockenspiels to improvise and explore improvisation and expression through listening, playing instruments and singing to gospel and 20th and 21st century orchestral music.	Children can hold the violin and bow effectively and create long and short notes through plucking and the use of the bow. Children develop their rhythm skills, learn to play using all four strings and can play as an ensemble.	Children can hold the violin and bow effectively and create long and short notes through plucking and the use of the bow. Children develop their rhythm skills, learn to play using all four strings, can play as an ensemble and perform a selection of pieces to an audience.
Religious Education	**God, the World and Self** Islam Enquiry 1 Does praying at regular intervals help Muslims in their everyday lives?	**Personal Belief** What is the most significant part of the nativity story for Christians today?	**Marking Life's Journey** Islam Enquiry 2 Does completing a pilgrimage make a person a better Muslim?	**Personal Belief** Is forgiveness always possible for Christians?	**Belonging** Do people need to go to church to show they are Christians? OR Why are there four Gospels and how are they relevant for Christians?	**Authority/ Religious/Non-Religious Viewpoint** Islam Enquiry 3 What is the best way for a Muslim to lead a good life? + Humanism Enquiry (lessons 1-2) What motivates Humanists to lead good lives?
Computing	**Collaborative Learning**	**Further Coding with Scratch**	**Internet Safety**	**HTML**	**Computational Thinking**	
End Points	Children understand the need to be thoughtful when working on a collaborative document. They plan a survey for Microsoft Form with a range of different question types and export data to a spreadsheet to calculate averages and sums of numbers.	Children can create a simple script in Scratch and use decomposition to identify key features and create variables within a program.	Children can describe how to search over multiple platforms and aware of the accuracy of the results presented. They can describe some of the methods used to persuade people to buy online.	Children can add text between the heading and paragraph tags. They can easily activate the goggles to investigate a web page. They can change the colours and sizes of their object elements and choose an image to create their own news story.	Children can understand that problems can be solved more easily using computational thinking. They create a Scratch program and solve problems using computational thinking.	
Languages	**Phonetics & Instruments**	**Instruments**	**Presenting Myself**	**Presenting myself**	**Classroom**	**Classroom**
End Points	Children name and recognise up to 10 instruments in French. They attempt to spell some of these nouns with their correct definite article/determiner in French.	Children learn how to say I play an instrument in French.	Children know how count to 20 in French, ask somebody how they are feeling and give an appropriate response back.	Children can ask somebody their age, name, where they live and reply.	Children can recall from memory a selection of nouns and indefinite articles for common classroom objects. They can learn how to use the negative in French.	Children can describe what we have and do not have in our pencil case. Children can respond to simple classroom commands

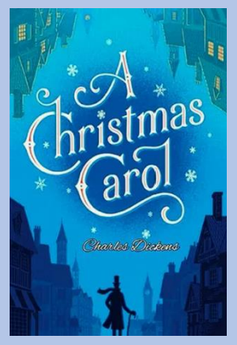
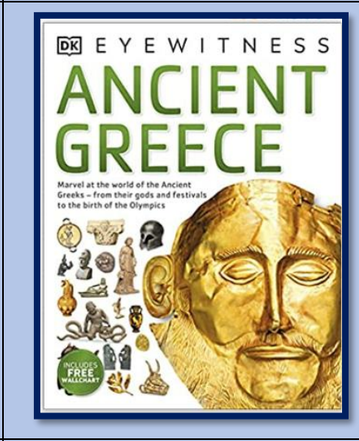
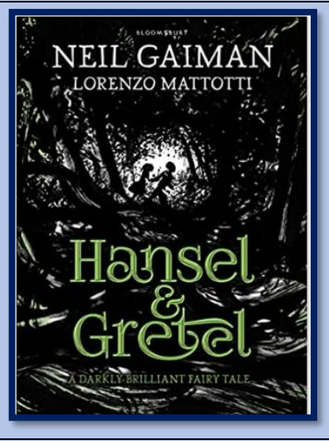
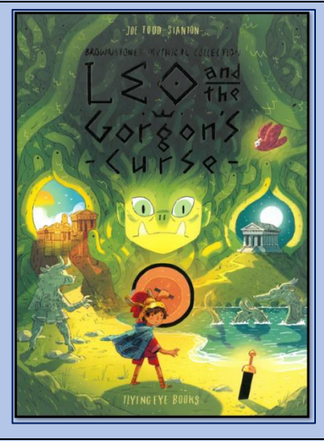
PSHE (Jigsaw)	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
End Points	Children can talk about being part of a team and how their attitudes and actions affect different people. They learn about group work and how to make positive contributions.	Children talk about judging people by their appearances, first impressions and what influences their thinking of what is normal. They can talk about their own uniqueness and what is special about themselves.	Children explore overcoming feelings of disappointment and how to set new goals and plans. Children can talk about strategies they have for overcoming challenges together.	Children understand different people make them feel different emotions and understand the effect of smoking or drinking alcohol. They understand about peer pressure and how to deal with it.	Children explore jealousy, loss and bereavement. They understand feelings associated with this and strategies for coping with the change. Children understand that sometimes relationships end and this can be amicable.	Children understand bodily changes at puberty, particularly around menstruation and personal hygiene products. Children understand how a baby is forms by the joining of an ovum and sperm.

Year 5						
	Autumn 1 (6 ½ wks)	**Autumn 2 (7 ½ wls)**	**Spring 1 (6wks)**	**Spring 2 (5wks)**	**Summer 1 (6wks)**	**Summer 2 (7wks)**
English Class texts & Writing Opportunities						
Maths	Place Value (3 wk) Addition & Subtraction (2 wk) Multiplication & Division (2 wk)	Multiplication & Division (1 wk) Fractions A (4 wks) Revision/assessment (3 wks)	Multiplication & Division (3 wk) Fractions B (2 wk) Decimals & Percentages (2 wk)	Decimals & Percentages (1 wk) Perimeter & Area (2 wks) Statistics (2 wk)	Shape (3 wk) Position & Direction (2 wk) Decimals (1 wk)	Decimals (2 wk) Negative Numbers (1 wk) Converting Units (2 wk) Volume (1 wk) Revision/assessment (1 wk)
White Rose Science	Forces (5 weeks)	Space (5 weeks)	Properties of materials (4 weeks) Animals including humans (2 weeks)	Animals including humans (3 weeks) Life cycles (2 weeks)	Reproduction (3 weeks) Reversible and irreversible changes (3 weeks)	Reversible and irreversible changes (1 weeks) Plastic Pollution (1 week) Reproduction (2 weeks) Consolidation
End Points	Children can identify the effects of air resistance, water resistance and friction that act between moving surfaces. Children can use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Children can describe parts of the Solar System, they can describe the movement of the Earth and other planets relative to the Sun in the Solar System and use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	Children can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets. They can use and develop keys and other information to identify, classify and describe living things and materials.	Children can identify the six stages of the human life cycle and can describe the physical and developmental changes that occur in each stage. They understand gestation periods of animals and humans and can analyse data and draw conclusions on relationships between gestation periods and lifespans. Children can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird, identifying similarities and differences.	Children can describe the process of reproduction in mammals. They can identify the reproductive parts in plants and describe pollination, asexual reproduction and clone plants. They can use relevant scientific language and illustrations to discuss ideas and findings. Children can describe dissolving and the difference between soluble and insoluble substances with examples. Children can describe how to separate materials through sieving and filtering and evaporating and explain reversible and irreversible changes. Children can plan experiments to identify, explain and reflect on changes.	Children can describe plastic pollution and explain the impact of plastic pollution on the planet. Children can compare and discuss results of their plant experiments, interpret data and draw conclusions.
Geography	**Mexico**		**Rivers**		**Coastal Features & Colwyn Bay**	
End Points	Children can locate South America and North America on a map. They can explain what the weather, climate and cities of Mexico are like. They can explain how the physical geography affects the population and land use in Mexico.		Children can explain the physical features of a river and explain how they are used. Children can investigate how rivers are cared for and why.		Children can explain how coastlines change and how different coastal features are formed. They use fieldwork skills to investigate a coastal area and what evidence there is of human influence around the coast.	

History		**Mayans**		**Ancient Egyptians**		**Crime and Punishment**
End Points		Children know who the Mayans were and when they lived. They understand their religious beliefs and what life was like in a city. Children can compare life in Mayan era to previous eras studied. Children can use primary and secondary sources to make an account of the past.		Children know where Ancient Egypt fits onto a timeline and what was life like for the Pharaohs and their burial rituals. They understand why life revolved around the River Nile. They can compare accounts from different sources and explain what the Ancient Egyptians had in common with the Mayans.		Children know how laws and justice has changed over the last 200 years. They know the key events of Highwayman Higgin's life and why he is important to Knutsford. They can use primary and secondary sources of evidence to build up a picture of Highwayman Higgins.
Art & Design	**Freda Kahlo Artist Study** 	**Mayan Celebration Masks** 		**Ancient Egypt** 	**Conway Art- Mola Artist Study** 	
End Points	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Know that Freda Kahlo was one of Mexico's greatest artists and is remembered for her striking self-portraits. Children can create a self-portrait inspired by Freda Kahlo using colours to enhance the mood of the painting.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can create a life-like mask with real life proportions and then use detail and colour to create a more abstract interpretation. Children can build up layers of colours to create a visually interesting piece.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work Children can experiment with a range of varying marks using cross hatching, stippling and pattern for effect. Children can colour match colours for a contrasting effect.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can sketch lightly before painting to create a visually interesting piece. Children can experiment with symmetry in their work. Children can use pattern and texture in colour for effect.	
Design Technology	**Mexican Themed Cooking**		**Electrical Systems- Doodlers**		**Arch & Beam Bridges**	
End Points	Children can contribute ideas to what a healthy Mexican meal will contain. Children can find out the different nutritional qualities of foods in the recipe and work as a team to prepare the ingredients.		Children identify circuit components (battery, bulb, switch) and that they are assembled in a series circuit. Children can describe how a motor works. I can create a functional Doodler that creates scribbles on paper with or without a switch.		Children can identify stronger and weaker shapes and understand that supporting shapes can help increase the strength of a bridge. Children can use triangle to create a simple truss bridge that can support a weight.	
Outdoor PE	**Invasion Games**	**Lacrosse**	**Basketball**	**Striking & Fielding Games: Rounders**	**Athletics**	**Rounders**
End Points	Children can pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Children can use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game	Children can consolidate different ways of throwing and catching, and know when each is appropriate in a game. Keep and win back possession of the ball effectively in a team game. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.	Children can accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping	Children can use different techniques to hit a ball. Identify and apply techniques for hitting a ball. Explore when different shots are best used. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.

					techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	
	Children can know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.					
Indoor PE	**Handball**	**Gymnastics: Space**	**Gymnastics: Rivers and Mountains**	**Gymnastics: Ancient Egypt**	**Circuit Training**	**Gymnastics: Movement**
End Points	Children can take part in agility drills with good technique and control, use the correct grip when throwing, use an overhead pass, catch a ball effectively, combine skills to move and pass, know how to mark a player, react and intercept a ball, shoot with accuracy and follow the rules.	Children can select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences			Children can set challenges that are achievable, identify speed, agility and quickness and evaluate their strengths in these areas, plan exercises to form a varied circuit.	See autumn 1, spring 1 & 2
Music	**Melody and Harmony in Music**	**Sing and Play in Different Styles**	**Composing and Chords**	**Enjoying Musical Styles**	**Ukuleles**	**Ukuleles**
End Points	Children understand that a melody is a group of notes played one after another and how this contrasts with harmony. They can identify the voices that sing the melodies and the instruments that create the harmonies. Listen, perform instruments and sing to 20th and 21st century orchestral music and joyful gospel styles.	Children understand that Singing and playing in different styles with different grooves is part of being in a band or an ensemble. They explore music from all around the world, considering tempo. Listen to, perform instruments to and sing pop, 20th and 21st century orchestral music and gospel styles.	Children understand that if we play three or more pitches together, we can create chords in music, providing the basis for accompaniment in music. They can use chords to create an accompaniment. Listen to, play instruments and sing to South African pop and 20th and 21st century orchestral styles.	Children understand that layers of sound in music (texture) makes music interesting and recognise that this can be achieved through voices and instrument. They can identify that different styles of music have different textures and how they combine to create this. Listen to, play instruments to and sing to reggae, pop and 20th and 21st century orchestral music styles.	Children can hold the ukulele effectively and use simple strumming patterns. They can play C, F, G, and Am chords and perform a selection of pieces using chord patterns. Children can play as an ensemble.	Children can hold the ukulele effectively and use simple strumming patterns. They can play C, F, G, and Am chords and perform a selection of pieces using chord patterns. Children can play as an ensemble and perform to an audience.
Religious Education	**God, the World and Self** Hindu Dharma Enquiry 1 What is the best way for a Sanatani to show commitment to God?	**Personal Belief** Is the Christmas story true?	**Marking Life's Journey** Hindu Dharma Enquiry 2 How can Brahman be everywhere and in everything?	**Authority** How significant is it for Christians to believe that God intended Jesus to die?	**Religious/Non-Religious Viewpoint** Hindu Dharma Enquiry 3 Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? + Humanism (1 lesson) How do inspirational people impact on how Humanists live today?	**Belonging** What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole?
Computing	**Search Engines**	**Mars Rover 1**	**Internet Safety**	**Programming Music**		**Stop Motion Animation**
End Points	Children understand what a search engine is and understand that things online aren't always true and know what to check for. They use keywords and know what TASK, copyright and 'fair use' mean.	Children can identify what types of data the Mars Rover could collect and explain how it transmits this back to Earth. Children can read any number in binary up to eight bits.	Children understand that passwords need to be strong. Know who to go to if they need help with online matters. Know that bullying can happen online and in the real world.	Children can iterate ideas, test and change them during the lesson. They can code a piece of music that combines a variety of structures and loops in their programming.		Children can create a toy with simple images in a single movement. They can create a short stop motion with small changes between images. They can add effects such as extending parts and titles.
Languages	**Phonetics & Pets**	**Family**	**Weather**	**At the tea room**	**My Home**	**Clothes**
End Points	Children know how count to 20 in French. They can ask somebody how they are feeling and give an appropriate response back. They can ask somebody their age, name, where they live and reply	Children remember the nouns for family members in French from memory. They can describe our own or a fictitious family in French by name, age and relationship, count up to 100 in French. Children can understand possessive adjectives better in French ('my' form only).	Children can recognise and recall the 9 weather expressions in French from memory. They ask what the weather is today and give a reply in French. Children describe the weather in France, in French using a weather map with symbols.	Children can recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. They understand better how to make nouns plural in French. They can improve our knowledge of French currency. Children order in French	Children can say whether they live in a house or an apartment and say where it is. They can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. They can tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their	Children recognise and recall from memory 21 items of clothing. They can explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Children revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour.

				what we would like to eat and drink in a role-play.	home. Children can attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	
PSHE (Jigsaw)	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
End Points	Children can think about challenges they may face in the year ahead and understand democracy, how it affects the school and how they can contribute to it.	Children can talk about culture and cultural differences. They understand what racism is and how to be aware of their own feelings towards people from different cultures.	Children talk about their dreams and goals and what will help them achieve them. They learn about different jobs and think about what they might like to do when they're older.	Children understand the risks linked to smoking and alcohol use. They can demonstrate the recovery position and know how to contact the emergency services.	Children understand about self-esteem and ways this can be boosted. They understand their mental health can be affected by their online lives and how to have healthy screen time limits. They also learn how to stay safe online and what online grooming is.	Children understand self-esteem and body image. They understand the bodily changes in males and females and simple ways of conception, e.g. IVF and the development of the foetus.

Year 6						
	Autumn 1 (6 ½ wks)	**Autumn 2 (7 ½ wks)**	**Spring 1 (6wks)**	**Spring 2 (5wks)**	**Summer 1 (6wks)**	**Summer 2 (7wks)**
English Class texts						
Maths	Place Value (2wks) Addition, subtraction, multiplication & division (5 wks)	Fractions A (2 wks) Fractions B (2 wks) Measurement (1 wk) Revision/assessment (1wk)	Ratio (2 wk) Algebra (2 wk) Decimals (2 wk) Fractions, decimals & percentages (1 wk)	Fractions, decimals & percentages (1 wk) Area, perimeter and volume (2 wk) Statistics (2 wk)	Shape (3 wk) Geometry (Position & Direction) (1 wk) Revision/assessment (2 wk)	Themes projects, consolidation & problem solving
White Rose Science	Living things and their habitats (6 weeks)	Electricity (5 weeks) Renewable energy (1 week)	Light (5 weeks) Light pollution (1 week)	The circulatory system (3 weeks) Diet, drugs and lifestyle (2 weeks)	Variation (2 weeks) Adaptations (4 weeks)	Fossils (2 weeks) Consolidation (1 week) Year 7 ready themed projects (4 weeks)
End Points	Children can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Children can identify scientific evidence that has been used to support or refute ideas or arguments.	Children can use recognised symbols when representing a simple circuit in a diagram, compare and give reasons for variations in how components in circuits function, take measurements with increasing accuracy and repeat readings when appropriate.	Children can explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Children can use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Children can Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They can use relevant scientific language and illustrations to support them. Children can explain the impacts of diet, drugs and lifestyle on overall body health. They can plan a fair test to explore whether the duration of exercise affects heart rate and analyse the data, draw conclusions to evaluate their experiment.	Children understand that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They can explain inheritance and characteristics They can recognise adaptations of various animals and how these allow them to survive in their habitats. They can describe evolution and recognise Charles Darwin's contribution to understanding the process. Children can recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.	Children can explain that a fossil is the imprint in a rock of a living thing that lived a long time ago, how fossils have changed over time and how this can provide evidence for how organisms have evolved over time. Children can identify scientific evidence that has been used to support or refute ideas or arguments.
Geography	**Trade & Economy**				**Knutsford local study**	
End Points	Children can use maps to identify places that Britain trades with. They can explore trade routes around the world and how many miles our food travels. Children deepen their understanding with a trip to Booths to find out about fair trade.				Children use maps and plans to find out more about the local area. They understand different points of view related to a local issue (and use fieldwork skills to gather a range of information to make suggested improvements to the local area.	
History		**Victorians**	**Ancient Greeks**			
		Children significant dates linked to the Victorian era in the British Empire. They	Children know key dates linked to the Ancient Greeks and how this connects on a timeline to Ancient Rome, Ancient Egypt and the Mayan civilization. Children can use			

		understand the main changes in British society, e.g. transport, life for the poor. They can explain the impact of the Industrial Revolution and use primary and secondary sources to find out more information about the Victorian era.	primary and secondary source information to make inferences about life in Ancient Egypt and the beliefs and behaviour of people who lived in this time. Children can talk about the legacy of the Ancient Greeks.			
Art & Design	**Zentangles** 	**William Morris Block Prints** 		**Ancient Greek Pottery** 	**Liz Atkin Perspective Work** 	**Landscapes of Tatton Park Hockney Colour Study** 
End Points	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas and a personal response to their work. Children can choose a style of drawing suitable for the task. Children can draw for a sustained period of time over a number of sessions working on one piece. Children can colour match colours to create atmosphere /mood/ emotions. Children can use pattern and texture for effect.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children know that William Morris used block printing and repeated patterns during the Victorian era. Use materials to create blocks for printing. Combine colour and pattern for effect.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children use clay to practice pinching, coiling and using a slip to add texture and detail. Finish this piece with images, demonstrating control with a small brush.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children use a variety of techniques to create a realistic picture, e.g. perspective, reflections, shodows, or direction of sunlight. Children can work in a sustained and independent way to develop their own style of drawing.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches, give a personal response to their work and show their personal style. Children can develop a personal style of painting in response to a stimuli. Children explore how David Hockney uses colour and pattern for effect. Children can paint a landscape painting from observations and imagination.
Design Technology		**Cooking & Nutrition – come dine with me**	**Steady hand game**		**Textiles- Waistcoat Design**	
End Points		Children can write and follow a recipe and make adaptations using their own research. They can work safely and hygienically to a given timescale. Children can evaluate a recipe, suggesting points for improvements and they can evaluate health and safety in production to minimise cross contamination.	Children can explain what is meant by 'form' and 'function'. They can identify the components of a steady hand game according to a design criterion. Children can make and test a functioning circuit and assemble it within a case.		Children can consider a range of factors in their design criteria and use this to create a waistcoat design. They can use a template to mark out and cut out a design. They can use a running stitch and attach a secure fastening as well as decorative objects.	
Outdoor PE	**Netball**	**Invasion Games**	**Volleyball**	**Striking & Fielding Games**	**Athletics**	**Golf & Swimming**
End Points	Children can throw and catch accurately and successfully under pressure in a game. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.	Children can show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate a good awareness of space.	Children can throw and catch accurately and successfully under pressure in a game. Demonstrate a good awareness of space. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.	Children can hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.	Children can recap, practice and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and	Children can use good hand-eye coordination to be able to direct a ball when striking or hitting. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.

					with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.	
	Children can understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.					
Indoor PE	**Gymnastics: Movement**	**Dance: Electricity**	**Dance: Through the Decades**	**Leadership in PE**	**Circuit training**	**Dance: WWII**
End Points	Children can create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.	Children can identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.		Children can lead a game or activity, giving clear instructions, demonstrate confidence and positivity when leading, direct others and know about safety and can explain how this is paramount within the lesson, demonstrate good communication skills. Able to listen to others and demonstrate teamwork skills and encouraging others. Evaluate their own and others' leadership skills when planning and leading a physical activity.	Children can understand what circuit training involves and can follow instructions to complete a range of exercises, use the talk test to measure exercise intensity, create a personal target, work towards it and can express how this feels, identify which muscle groups are targeted in different exercises and give instructions to complete exercises with adaptations for ability.	See autumn 2 and Spring 1
Music	**Music and Technology**	**Developing Ensemble Skills**	**Creative Composition**	**Musical Styles Connect Us**	**Improvising with Confidence**	**Farewell Tour** **Composer- Anna Meredith** **Focus Piece- Connect it**
End Points	Children understand that music and songs are often created and composed using a DAW (Digital Audio Workstation). They compare live instruments with a DAW. Listen, play instruments and sing to soul and pop styles.	Children can extend their ensemble playing skills further through the use of dynamics (crescendo and decrescendo) and expression to make their performance more exciting, and read a notated instrumental part. They can listen to one another and follow the leader where appropriate. Listen, perform instruments to and sing to soul, swing and rock styles.	Children can use chords in compositions to can create music that is more harmonically interesting. They can explore how chords are used within the music in this unit by listening and responding to, playing instruments to and singing disco, pop and rock styles.	Children can recognise that music is powerful and brings people from different backgrounds and parts of the world together. They explore how the different styles of music in this unit developed from different social themes and listen to, play instruments to and sing rock, folk and pop styles.	Children can build on their prior improvisation skills and think about phrasing and dynamics. They can explore how phrases fit together to make a melody and change the dynamics to make the music more interesting, considering a gradual change for greater effect. Listen to, play instruments to and sing to hip hop, gospel and salsa styles.	Children can effectively prepare, practice and play as an ensemble, listening to eachother and considering texture, dynamics, phrasing and notation. Listen to, play instruments to and sing to reggae, pop and soul styles. Perform a show to an audience to include solo, small group and larger group performances.
Religious Education	**God, the World and Self** Islam Enquiry 1 What is the best way for a Muslim to show commitment to God?	**Belonging** How significant is it that Mary was Jesus' mother? OR Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	**Religious/Non-Religious** Viewpoint Is anything ever eternal?	**Personal Belief** Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	**Marking Life's Journey** Islam Enquiry 2 How is the Qur'an vital to Muslims today?	**Religious/Non-Religious Viewpoint** Authority Islam Enquiry 3 Does belief in Akhirah (life after death) help Muslims lead a good life? + Humanism How do inspirational people impact on how Humanists live today? (1 lesson)
Computing	**Bletchley Park**	**Intro to Python**	**Internet Safety**	**Big Data 1**		**History of Computing**
End Points	Children can explain that codes can be used for a number of reasons and how to ensure a password is secure. Children can explain the importance of Bletchley Park and building electronic thinking machines to solve cipher codes.	Children can iterate ideas, test and change their program throughout the lesson. They can use nested loops and explain what they do. Children can show a level of understanding of what their code does.	Children can explain how sharing online can have positive and negative impacts. They understand the need to seek consent before sharing online and know what a 'digital reputation' is. They can explain ways to increase their privacy settings.	Children understand why barcodes and QR codes were created. Children create their own QR code and can take real-time data and enter it effectively into a spreadsheet. Children recognise the value of analysing real time data.		Children can create a document that includes the correct date information and facts about computers and the difference they make. They can describe all the features including RAM, ROM, hard drive and processor.

Languages	**Phonetics & Habitats**	**At School**	**The Weekend**	**Planets**	**Healthy Lifestyle**	**WW II**
End Points	Children can give some key facts in French about things that animals and plants need to survive in their various habitats. They can say in French types of animals live in different habitats and what their particular adaptations are to best suit their environment. Children can discuss what types of plants live in different habitats and what their particular adaptations are to best suit their environment.	Children can name the subjects we study in school in French with the correct definite article/determiner. They can extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. They can start to tell the time by learning how to say time by the hour and explore the irregular, high frequency verb 'aller' (to go) in full.	Children can tell the time in French using quarter past, half past and quarter to. They can say and write in French what we do at the weekend using two or more sentences. They can integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.	Children can name and spell accurately some/all the planets in French on a solar map. They can say and write extended sentences for at least one planet. Children understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.	Children can say and write what we eat and drink to stay healthy. They say and write what we do not eat and drink to stay healthy. Children can say and write the activities we do and do not do to stay in shape, including a choice of physical activities. They follow a simple, healthy recipe in French.	Children can group/order unknown vocabulary to help decode texts in French. They continue to improve listening and reading skills and they can name the countries and languages involved in WW2. Children can say what the differences were in city and country life during the war. They can learn to integrate all their new and previous language writing a letter.
PSHE (Jigsaw)	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
End Points	Children set goals and discuss their fears and worries about the future. They understand the rights of a child and how these affect children worldwide.	Children can talk about differences and similarities and for some people, being different is hard. They know strategies for dealing with bullying and have positive attitudes towards people with disabilities.	Children can talk about their own strengths and how they can challenge themselves by setting goals. The children understand how to give praise and compliments to others. They also learn about some global issues.	Children understand the effects of different types of drugs on the body. They understand about exploitation and gang culture and the risks associated with this. They know some strategies to help them if they're stressed.	Children understand how to take care of their own mental wellbeing. They learn about the grief cycle and the various stages of this. They learn how to communicate in a positive and safe way online.	Children learn about puberty in boys and girls and the changes that will happen. They also learn about childbirth and the stages of development of a baby, starting at conception. They learn about physical attraction and not being pressured into something they don't want to do.