

	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
	EYFS			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
Science	Human Body	Plants/Living things	Materials	Animals inc humans	Everyday materials	Plants	Animals including humans	Everyday Materials	Living things and their habitats	Animals including humans	Rocks	Forces and Magnets	Animals including humans	Electricity	States of Matter	Properties and changes of materials	Forces	Animals inc humans	Animals including humans	Evolution and inheritance	Electricity
	Seasonal Changes			Seasonal Changes					Plants	Plants		Light		Sound	Living Things and their habitats		Earth and Space	Living things and their habitat		Living things and their habitats	Light
History	My family	My traditions		Guy Fawkes	Pontefract		Victorians				Stone Age to Iron Age	Roman Empire	Anglo Saxons and Vikings	Tudors		WW2 (Hull)		Mayans	Ancient Greece and Ancient Egypt		
Geography	My school	Up up and away - space	Jungle	Around our school	Weather	Seaside	London, UK Capitals		Great Barrier Reef (Oceans and Seas)	Yorkshire					Extreme Earth		Polar Regions	Amazon Rainforest		Italy	Energy and the environment
RE	Christmas	Easter	We are all special	1.1 Who is a Christian and what do they believe?	1.6 How and why do Christians celebrate special and sacred times?	1.8 How should we care for others in the world and why does it matter?	1.2 Who is a muslim and what do they believe?	1.6 How and why do muslims celebrate special and sacred times?	1.8 How should we care for others in the world and why does it matter?	1.3 Who is Jewish and what do they believe?	L2.3 Why is Jesus inspiring to some people?	L2.7 What does it mean to be a Christian in Britain today?	L2.8 What does it mean to be a Hindu in Britain today?	L2.6 Why do some people think that life is a journey and what significant experiences mark this?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.6 What does it mean to be a Muslim in Britain today?	U2.4 If God is everywhere, why go to a place of worship?	U2.3 What do religions say to us when life gets hard?	U2.1 Why do some people believe God exists?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.7 What matters most to Christians and Humanists?
Art and Design	Painting	Printing	Collaging	Drawing skills & self portraits	Colour	Earth Art	Lowry	Sculpture		Hockney	Early Art		Jewellery	Tudor Portraits		Telling a story		Spirit of the rainforest	Egyptian Printing	Renaissance	
D&T	Using simple tools	Modelling	Staying safe		Kites	Seaside Picnic		School STEM and Vehicles	Food and Nutrition	Food and Nutrition - Seasonal Produce		Enterprise Technology		Electrical circuits	Tudor Feast					Cooking and Nutrition	Environmental Technology
Computing Control Systems	Role play toys.	Beebots.	Markmaking software.	Algorithms	Create simple programs.	Algorithms.	Debug.	Algorithms.	Instructions	Programs to create specific goals.	Sequence in programs.	Various forms of input and output.	Design, write and debug programs.	Use sequence, selection and repetition in programs.	Understand computer networks.	Errors in algorithms.	Understand how computer networks work.	External devices.	Errors in algorithms.	Flow charts.	Controlled devices.
Information Technology				Turn on and log in.	Use a mouse.	Save and reopen content.	Create, communicate and collaborate.	Image editing.	Data and graphs.	Use technology to collect and communicate effectively.	Present data in a number of ways.	Edit digital content.	Collect, present, analyse and evaluate data,	Use ICT to compose music.	Storyboard and shoot a short stop motion animated sequence.	Create a movie and capture images.	Use appropriate software and hardware.	Graphs and charts.	Create digital content with others.	Create databases, retrieve information and draw conclusions based on results entered.	Use appropriate ICT resources to compose music or sounds to accompany a story.

Families and People Who Care For Me	Who is special to me?	Is every family like mine?	My family customs & routines	Identifying differences and similarities (1R8) Identifying special people (1R9) Belonging to different groups and communities (1L4)			Families, worries and who to go to (1H13)			Different types of relationships (2R4)	Civil partnerships and marriage (2R5)		Differences, similarities and equality (2R13)	Differences between and terms LGBT (2R17) (stonewall)					Recognising unhealthy relationships (2R3)			
Caring Friendships	Making new friends.	Acknowledging other people achievements.	Resolving conflict.	Special people (1R9)		Behaviour and impact on others (1R2) Fairness (1R4) Co-operation (1R6)	Hurting people and their feelings (1R11) Types of Teasing and bullying (1R13) Dealing with those who are unkind (1R12)			Developing strategies to resolve disputes and conflict (2R12)	Recognise positive and healthy relationships and develop skills to form and maintain them (2R2)									Recognising unhealthy relationships (2R3)		
Respectful Relationships	Knowing and following the rules and boundaries of my setting.	Feeling safe. Who can I make a relationship with? (Stranger Danger)	Acknowledging and understanding the feelings of others.	Identifying differences and similarities (1R8)		Rights and responsibilities (1L3)		Strategies to resist teasing and bullying (1R13 and 14)			Respect, care and confidence to have a voice (2R10)	Understand personal boundaries and privacy (2R21) Recognise bullying and abuse in all its forms (person/online/social media) (2R18)			Nature and consequences of discrimination, teasing and bullying (2R14)	Recognise and challenge stereotypes (2R16)			Recognise consequences of anti-social behaviour (2L6)			
Online Relationships	FS2 - keeping safe online: using computers safely, asking for help from a grownup & following instructions.				Keeping safe online (1H12)		Being responsible online (1H15)			Healthy relationships (including online) (2R2)	Strategies to keep safe online (2H22) People who help us keep safe online (2H23)		Media images and reality (2H4)	Nature and consequences of discrimination and bullying online (2R14) Behaviour online and negative influences (2H13)		Unhealthy relationships online (2R3) Sharing personal information and friendships online (2L18)			Review and extend learning: Unhealthy relationships online (2R3) Sharing personal information and friendships online (2L18)			

Being Safe	Stranger danger	Road safety	Using tools safely.	People who look after us, who to go to if we are worried (1H13)			What is 'privacy' (1H16) Acceptable physical contact (1R10)		Difference between secrets and nice surprises (1R3) Keeping safe (1H15)	Understanding personal boundaries (2R21) Acceptable physical contact (2R8) Asking for help (2H14)			Breaking a promise to 'keep a secret' (2R9))		People who are responsible for keep us safe (2H23)	Sharing images of us (2H25)			Review and extend learning: Sharing images of us (2H25)	Taking care of our bodies (2H20)
Physical Health and Mental Wellbeing	T&L LINK																			
Mental Wellbeing	I know who I can talk to.	I can talk about my feelings		People who look after us, who to go to if we are worried (1H13)	Communicating feelings (1R1) Good and bad feelings (1H4)	Extending vocabulary to describe feelings and developing strategies (1H4)	Healthy lifestyles (1H1) Types of Teasing and bullying (1R13)	Positive and negative influences on physical, mental and emotional health (1H1)		Dealing with conflicting emotions (2H7)		People who keep us keep health and safe and our responsibility (2H23) Recognising when we need help and skills to ask for help (2H14)	Extending understanding our feeling and how we express ourselves (2H6)	Extend Positive and negative influences on physical, mental and emotional health (2H1) Making informed choices and understanding a 'balanced lifestyle' (2H2)	Nature and consequences of discrimination, teasing, bullying and aggressive behaviour (R14)	Making informed choices and understanding a 'balanced lifestyle' (2L10)		Recognising the role of voluntary, community and pressure groups (2L10)	Extending Making informed choices and understanding a 'balanced lifestyle' (2H2)	Realise consequences of anti-social, aggressive and harmful behaviour (2L6)
Internet Safety and Harms					How to maintain a healthy lifestyle (1H1)			Extend How to maintain a healthy lifestyle (1H1)	Healthy relationships (including online) (2R2)	Positive and negative influences on physical, mental and emotional health (2H1) Age restrictions to social media and computer games.	How actions affect themselves and others (2R7)		Why and how rules and laws protect us (2L2)	Responsible use of mobile phones (2H24) Keeping safe online, sharing of information and images (2H22) Recognising bullying and abuse online and on social media (2R18)		Critically examining social media and safety (2L18)	Identifying sources of pressure to behave in unacceptable, unhealthy and unacceptable ways (2H13)		Extending Critically examining social media and safety (2L18)	

Physical Health and Fitness	Good control, coordination and balance in gross and fine motor movements	Move safely in different ways		People who look after us, who to go to if we are worried (1H13)		How to maintain a healthy lifestyle (1H1) Making real and informed choices to improve physical and mental health (1H2)		Extend How to maintain a healthy lifestyle (1H1) Asking for help (1H14)		Positive and negative influences on physical, mental and emotional health (2H1)		People who are responsible for keeping us safe (2H23)			Making informed choices and understanding a 'balanced lifestyle' (2H2)		Taking care of our bodies (2H20)			
Healthy Eating	Making healthy choices	Making observations of the effects of an activity on our bodies	The power of water			How to maintain a healthy lifestyle (1H1)		Extend How to maintain a healthy lifestyle (1H1)		Positive and negative influences on physical, mental and emotional health (2H1)	Recognising opportunities to develop skills to make own choices about food (2H3)			Which, why and how commonly available substances can damage health and safety (2H17)		Extend Recognising opportunities to develop skills to make own choices about food (2H3) Extend Which, why and how commonly available substances can damage health and safety (2H17)	Extend Recognising opportunities to develop skills to make own choices about food (2H3) Extend Which, why and how commonly available substances can damage health and safety (2H17)			
Drugs, Alcohol and Tobacco	n/a	n/a	n/a		That household products, including medicines can be harmful if not used properly (1H11)		Extend That household products, including medicines can be harmful if not used properly (1H11)							Which, why and how commonly available substances can damage health and safety (2H17)		Extend Which, why and how commonly available substances can damage health and safety (2H17)	Extend Which, why and how commonly available substances can damage health and safety (2H17)			
Health and Prevention	Dietary requirements & allergies	Hand hygiene				How to maintain a healthy lifestyle (1H1) How diseases can spread and can be controlled (1H7)	Importance of personal hygiene (1H6) Extend How diseases can spread and can be controlled (1H7)			Positive and negative influences on physical, mental and emotional health (2H1)	Affects of bacteria and viruses on health and taking responsibility (2H12)			Making informed choices and understanding a 'balanced lifestyle' (2H2) How to recognise early signs of physical illness (*)		Extend Affects of bacteria and viruses on health and taking responsibility (2H12)			Extend How to recognise early signs of physical illness (*)	

Cell: E3

Comment: Learning Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Cell: F3

Comment: Learning Objectives:

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties

Cell: G3

Comment: Learning Objectives:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

Cell: H3

Comment: Learning Objectives:

- Notice that animals, including humans have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene

Cell: I3

Comment: Learning Objectives:

- Identify and compare the suitability of a variety of everyday materials inc, wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Cell: J3

Comment: Learning Objectives:

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Cell: K3

Comment: Learning Objectives:

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Cell: L3

Comment: Learning Objectives:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Cell: M3

Comment: Learning Objectives:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Cell: N3

Comment: Learning Objectives:

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Cell: O3

Comment: Learning Objectives:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors

Cell: P3

Comment: Learning Objectives:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Cell: Q3

Comment: Learning Objectives:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Cell: R3

Comment: Learning Objectives:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Cell: S3

Comment: Learning Objectives:

- Describe the changes as humans develop to old age

Cell: T3

Comment: Learning Objectives:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans

Cell: U3

Comment: Learning Objectives:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Cell: V3

Comment: Learning Objectives:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram

Cell: E4

Comment: Learning Objectives:

- Observe changes across the four seasons

- Observe and describe weather associated with the seasons and how day length varies

Cell: J4

Comment: Learning Objectives:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Cell: K4

Comment: Learning Objectives:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Cell: M4

Comment: Learning Objectives:

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change

Cell: O4

Comment: Learning Objectives:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance away from the sound source increases

Cell: P4

Comment: Learning Objectives:

- Recognise that living things can be grouped a variety of way
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

Cell: R4

Comment: Learning Objectives:

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Cell: S4

Comment: Learning Objectives:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

Cell: U4

Comment: Learning Objectives:

- 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
- Give reasons for classifying plants and animals based on specific characteristics

Cell: V4

Comment: Learning Objectives:

- Recognise that light appears to travel in straight lines
- Use the ideas that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to objects and then to our eyes

- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Cell: E5

Comment: Learning Objectives:

- Events beyond living memory that are significant nationally or globally

Cell: F5

Comment: Learning Objectives:

- Changes within living memory
- Significant historical events, people and places in their own locality (William the Conqueror, War of the Roses)

Cell: H5

Comment: Learning Objectives:

- Events beyond living memory that are significant nationally or globally
- Lives of significant individuals who have contributed to national/international achievements
- Changes within living memory

Cell: L5

Comment: Learning Objectives:

- Changes in Britain from Stone Age to Iron Age

Cell: M5

Comment: Learning Objectives:

- The Roman Empire and its impact on Britain

Cell: N5

Comment: Learning Objectives:

- Britain's settlement by Anglo-Saxons and Scots
- The viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Cell: O5

Comment: Learning Objectives:

- A study of an aspect or theme in British history that extends chronological knowledge beyond 1066

Cell: Q5

Comment: Learning Objectives:

- A local history study
- William Wilbofoss

Cell: T5

Comment: Learning Objectives:

- Achievements of the earliest civilisations
- An overview of where and when first civilisations appeared
- In depth study of Ancient Egypt
- A study of Greek life and achievements and their influence on the western world

Cell: E6

Comment: Learning Objectives:

- Use fieldwork and observational skills to study geography of school, grounds and the key human and physical features of surrounding area
- Use aerial photographs and plan perspectives to recognise landmarks and human/physical features
- Devise simple map and symbols
- Compass directions

Cell: F6

Comment: Learning Objectives:

- Identify seasonal and daily weather patterns in UK and location of hot and cold areas of the world in relation to the Equator and North/South poles
- Use simple compass directions
- Use maps, atlases and globes to locate continents and oceans

Cell: G6

Comment: Learning Objectives:

- Understand geographical similarities and differences through human and physical geography of a small area of the UK (and contrasting non-European)
- Key vocab e.g. beach, cliff, coast
- UK seas

Cell: H6

Comment: Learning Objectives:

- Name, locate and identify characteristics of countries and capitals of UK and its seas
- Use maps, atlases and globes to identify UK and countries
- Human and physical geography of small area of UK
- Key vocab e.g. city, factory, office, shop

Cell: J6

Comment: Learning Objectives:

- Understand geographical similarities and differences through human and physical geography of UK and small area of contrasting non-European country

Cell: K6

Comment: Learning Objectives:

- Name and locate countries and cities in UK, geographical regions, human/physical characteristics, topographical features and land-use patterns inc. change over time
- Similarities and differences through human/physical geography of regions in the UK (Europe, N/S America)
- Settlement, land use, trade links
- Fieldwork and compass

Cell: P6

Comment: Learning Objectives:

- Describe and understand rivers, mountains, volcanoes, earthquakes and water cycles
- Locate World's countries and concentrate on environmental regions and key human/physical characteristics
- Understand similarities and differences through human and physical geography of regions in the UK, North and South America and European countries

Cell: R6

Comment: Learning Objectives:

- Position and significance of Equator, hemisphere, Arctic and Antarctic circle time zones
- Climate zones
- Settlement and land use

Cell: S6

Comment: Learning Objectives:

- Locate World's countries using maps to focus on Europe, North and South America, focusing on environmental regions, human and physical characteristics of countries and major cities
- Position and significance of long/lat, Equator and tropics
- Similarities and differences through human and physical geography of regions of UK, European countries, North and South America
- Climate zones, biomas, rivers
- Distribution of natural resources

Cell: U6

Comment: Learning Objectives:

- Locate World's countries concentrate on environmental regions human and physical characteristics, countries and major cities
- Volcanoes

Cell: V6

Comment: Learning Objectives:

- UK characteristics, features and land use
- Human geography, distribution of natural resources including energy

Cell: F8

Comment: Learning Objectives:

- Techniques in colour, pattern, line and shape
- Study a range of artists and link to own work

- Mondrian, Miro, Kandinsky, Picasso

Cell: G8

Comment: Learning Objectives:

- Texture, sculpture, print making, drawing
- Artists study
- Andy Goldsworthy - rubbings, Hapa Zone print

Cell: H8

Comment: Learning Objectives:

- Artist study
- Painting, drawing techniques, drawing, collage, photograph, shared mural

Cell: I8

Comment: Learning Objectives:

- Texture, techniques, shape, form and textile
- Link to cityscapes and everyday materials
- Henri Moore, Barbara Hepworth

Cell: K8

Comment: Learning Objectives:

- Sketch book
- Drawing, painting, photography
- Form, shape, line
- Landscapes, watercolour, acrylic, photography, technology drawing
- Van Gogh, Monet

Cell: L8

Comment: Learning Objectives:

- Sketch book
- Record and make observations
- Sculpture and range of materials
- Pencil, charcoal, paint, clay, mixed media, clay tile
- Development of Art (History of Art)

Cell: N8

Comment: Learning Objectives:

- Research ideas, contextual into history
- Control and use of materials
- Awareness of art, craft and design

Cell: O8

Comment: Learning Objectives:

- Sketch book
- Portraits
- Great artists in History
- Drawing and painting
- Hans Holbein, Tudor painting, Caravaggio, Light and Dark

Cell: Q8

Comment: Learning Objectives:

- Sketch book
- Shape, form, texture, mixed media, paint
- Study of existing works leading to creation of own composition
- Representing emotion through art

Cell: S8

Comment: Learning Objectives:

- Sketch booking
- Drawing, movement, motion, form, shape, colour
- Animal study, shape, form, and colour
- Movement to create final painting
- Henri Rousseau, rainforest
- Adding motion into painting
- Different techniques, pointillism, expressive brushwork

Cell: T8

Comment: Learning Objectives:

- Composition, using different materials, mixing colour
- Mono printing, lino prints, shape, pattern, layering
- Multi plate, lino prints

Cell: U8

Comment: Learning Objectives:

- Great artists in history
- Describe differences and make links
- Da Vinci paintings
- Raphael, Michelangelo
- Anatomical drawing, links to evolution
- Drawing studies with anotation
- Observational drawing
- Still life drawing

Cell: N9

Comment: Learning Objectives:

- Battery operated light
- Design, construct and evaluate a battery operated light with switches

Cell: O9

Comment: Learning Objectives:

- Battery operated light
- Design, construct and evaluate a battery operated light with switches

Cell: P9

Comment: Learning Objectives:

- Design and prepare a Tudor meal/feast

Cell: B17

Comment: Learning Objectives:

- Know who key people are who make decisions and help us
- Understand their own likes and dislikes and recognise that everyone has their right to their own likes/dislikes
- Turn-taking and sharing
- Children can choose and follow own learning leads
- Celebrating traditions in different cultures
- Knows and follows routines and behavioural expectations in setting

Cell: E17

Comment: Learning Objectives:

- The Queen and royalty
- Compromise and not getting your own way
- Choices and responsibilities in different environments
- Building a moral compass and recognising differences with those in our community

Cell: H17

Comment: Learning Objectives:

- Laws and rules in our society

- Children's rights and Children Act
- Crime and punishment
- Different families, same love

Cell: K17

Comment: Learning Objectives:

- Local MPs
- How people of different faiths live their daily lives differently
- Freedom of choice to make positive changes to society
- Using democracy as a force for good

Cell: N17

Comment: Learning Objectives:

- UK parliament and government
- Suffrage and women's vote
- Making choices online and social media
- Managing negative influences, radicalisation, pro-eating disorder websites, momo etc

Cell: Q17

Comment: Learning Objectives:

- EU Courts and justice, criminal responsibility
- The EU
- Refugees and immigration
- Multifaith society

Cell: T17

Comment: Learning Objectives:

- Global democracy and dictatorship
- Global rule and human rights
- Modern day slavery, FGM
- Faith under threat and building a tolerant society

Cell: E22

Comment: Key vocab

sharing, people