

	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 [1]	Everyday materials [2]	Plants [3]	Animals including humans [4]	Everyday Materials [5]	Living things and their habitats [6]	Animals including humans [7]	Rocks [8]	Forces and Magnets [9]	Animals including humans [10]	Electricity [11]	States of Matter [12]	Properties and changes of materials [13]	Forces [14]	Animals inc humans [15]	Animals including humans [16]	Evolution and inheritance [17]	Electricity [18]
	Seasonal Changes			Seasonal Changes [19]					Plants [20]	Plants [21]		Light [22]		Sound [23]	Living Things and their habitats [24]	WW2 (Hull) [36]	Earth and Space [25]	Living things and their habitat [26]		Living things and their habitats [27]	Light [28]
History	My family	My traditions		Guy Fawkes [29]	Pontefract [30]		Victorians [31]	The Great Fire of London.			Stone Age to Iron Age [32]	Roman Empire [33]	Anglo Saxons and	Changing power of monarchs [35]			Mayans [37]	[38]	Ancient Greece and Ancient Egypt [39]		
Geography	My school	Up up and away - space	Jungle	Around our school [40]	Weather [41]	Seaside [42]	London, UK Capitals [43]		Great Barrier Reef (Oceans and Seas) [44]	Yorkshire [45]			Amazon Rainforest [46]	Extreme Earth [47]		[48]		Polar Regions [49]	Italy [50]	Energy and the environment [51]	
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	U2.4 If God is ev	U2.3 What do re	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 [52]	Earth Art [53]	Lowry [54]	Sculpture [55]	Hockney Yorkshire Landscape painting. [56]	Early Art [57]		Jewellery [58]	Tudor Portraits [59]	Portrait Artist. [60]	Mayan Masks [61]			Greek Pottery [62]	Renaissance [63]		
D&T	Using simple tools	Modelling	Staying safe	Shelters	Kites & Seaside Picnic		School STEM and Vehicles	Food and Nutrition	Seasonal Produce	Enterprise Technology		Viking purses [64]	Electrical circuits [65]	Earthquake proof structures [66]	Christmas Decor	Mars Rovers			Cooking and Nutrition	Environmental Technology	
Computing Control System	Role play toys.	Beebots.	Markmaking software.	Algorithms. [67]	Create simple programs.	Algorithms.	Debug simple programmes	Algorithms. [68]	Instructions. [69]	Write programmes that create specific goals.	Use sequence in programmes.	Work with various forms of input and output	Design, write and	Use sequence, s	Understand what	Use logical reasoning to detect errors in algorithms	Understand how computer networks work including the internet.	Combine sequences of instructions to turn an external device on and off	Use logical reasoning to detect errors in more complex algorithms	Design a physical computing system that uses sensors, e.g. using a flow chart	I can explore what if questions by planning different scenarios for controlled devices
Information Technology				Turn on and log in.	Use a mouse or trackpad effectively to navigate websites	Save and reopen work on a digital device	Use technology to create, communicate and collaborate.	Use ICT to source, generate and amend images.	Discuss and how to use ICT to organise, present and understand data as a simple graph.	Use technology to collect information and communicate effectively.	Present data in a range of ways to convey information	Edit digital content in response to feedback	Collect and present data in different ways; Evaluate and analyse information	Use ICT to compose music or sounds including creating melodies.	Storyboard and shoot a short stop motion animated sequence.	Create a movie	Identify and use	Graphs and char	Collaborate with individuals and groups to create digital content for a specific purpose.	Create databases, retrieve information and draw conclusions based on results entered.	Use appropriate ICT resources to compose music or sounds to accompany a story.
Digital Literacy				Use technology safely.	Keeping personal information private.	Recognise common uses of technology beyond school.	Use technology respectfully.	Know how/where to get help about content online.	Know how/where to get help about content online.	Identify a range of ways to share concerns about conduct	Recognise the benefits and risks of different apps and websites	Understand when to share personal information and when not to.	Recognise acceptable and unacceptable behaviour using technology.	Compose emails.	Know how to respond to unpleasant communications via texts, IM, email or chat rooms.	Understand the i	Understand that	Online safety/pr	Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns	Understand what "Plagiarism" means and that it is important to acknowledge sources.	Understand that we are all digital citizens and the potential impact and influence we can have on the outside world
Spanish				Numbers Colours Gingerbread man.	Parts of the body Fruit	Seaside Songs	Colours Numbers Brown Bear Story Goldilocks	Greetings from around the world Animals	Diez semillas Songs Pirates	All about me Numbers	Fruit Hungry Caterpillar	Colours Weather	Describing yourself	Animals	Months and birthdays!	Sport	Planets	Clothing	In my area	Verbs and Hobbies	Planets (This year only)
Music	Listening: Move to music and respond showing whether it is happy or sad. Singing: Use my voice to sing. Pitch: Respond accurately to high or low sounds through movement. Pulse, Rhythm, Tempo & Metre: Move to the beat and maintain the pulse. Composition, Improvisation & Texture: Put sounds together to create a piece. Timbre: Handle instruments correctly.			Listening: Answer a question about dynamics or tempo in music I have heard. Singing: Sing a short song in a group from a given starting pitch. Pitch: Identify changes in pitch and talk about pitch using correct vocabulary high/low/higher/lower. Pulse, Rhythm, Tempo & Metre: Talk about duration, long or short notes. Composition, Improvisation & Texture: Improvise a 4 beat rhythm. Timbre: Recognise and identify 6 untuned percussion instruments.			Listening: Listen to music and talk about the mood of the music. Singing: Use the starting pitch to sing a short song on my own. Pitch: Sing a simple song showing the pitch physically (hand gesture, whole body). Pulse, Rhythm, Tempo & Metre: Identify and change the intended speed of my performance. Tempo. Composition, Improvisation & Texture: Put sounds together to create a piece that has a beginning, a middle and an end. Timbre: Listen to, identify and group instruments according to sound eg. how they are played (tap, scrape, shake).			Listening: Listen to music and identify musical dimensions. Singing: Sing a short song on my own and stay 'in tune'. Pitch: Perform high or low sounds as requested on an instrument and with my voice. Pulse, Rhythm, Tempo & Metre: Accurately tap the rhythm of simple songs and rhymes. Composition, Improvisation & Texture: Create an ostinato to accompany a simple song. Timbre: Create and control a variety of sounds from one instrument, dynamics.			Listening: Listen to music and describe it accurately using correct musical terms. Singing: Control my voice and sing different dynamics. Pitch: Represent and reproduce high and low sounds to perform from a score. Pulse, Rhythm, Tempo & Metre: Read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers). Composition, Improvisation & Texture: Create a group accompaniment to a piece or song. Timbre: Choose, play and perform on an instrument appropriate to the task.			Listening: Talk about how sounds are put together and the different effects used to show the composers intention. Singing: Maintain a melody as part of a group in a 2-part song. Pitch: Sing a simple song and perform the melody correctly. Pulse, Rhythm, Tempo & Metre: Write and perform a 2-part rhythmic piece in a group. Composition, Improvisation & Texture: Compose and notate a piece of music in a small group, rehearse then perform it to others. Timbre: Work in a group combining instruments to create appropriate mood and expression.			Listening: Identify musical features, genres, form and structure. Singing: Perform a song with a wide vocal range accurately. Pitch: Notate and perform a simple song from a 2-line stave. Pulse, Rhythm, Tempo & Metre: Identify and model metre in 2/3/4 time. Composition, Improvisation & Texture: Compose and write a piece of music in a group, rehearse and perform it from notation. Timbre: Change the timbre effectively within a group piece by making appropriate choices of instrumentation.		
PE	Developing FMS through Invasion Games - Look, Run, Avoid Parachute Games	Developing FMS through Gymnastics Ball Skills	Developing FMS through Net/Wall activities and Striking and Fielding Games	Games Invasion Games - Developing dribbling skills Athletics - Indoor Athletics. Developing throwing, running, footwork patterns and combinations	Developing FMS through Gymnastics - Developing sequences Athletics - Indoor Athletics. Modified versions of Handball, Benchball Dance	Developing FMS through Athletics - Sports Day Net/Wall Activities - Developing ABCs Striking and Fielding - Modified versions of Rounders, Kwik Cricket	Games Invasion Games - Developing Dribbling skills Indoor Athletics - Developing FMS and Sequences (pair work) Dance	Developing FMS through Gymnastics - Developing sequences Athletics - Indoor Athletics. Modified versions of Handball, Benchball Dance	Developing FMS through Athletics - Sports Day Net/Wall Activities - Developing ABCs Striking and Fielding - Modified versions of Rounders, Kwik Cricket	Invasion Games - Developing Dribbling Skills Indoor Athletics - Developing FMS and Sequences (pair work) Dance	Invasion Games - Attack vs Defence Gymnastics - Developing FMS and Sequences (pair work) Dance	Striking and Fielding - Modified versions of Cricket, Rounders Net and Wall - Developing ABCs and Rallying Skills	Invasion Games - Developing Dribbling Skills Indoor Athletics - Developing FMS and Sequences (pair work) Dance	Invasion Games - Attack vs Defence Gymnastics - Developing FMS and Sequences (group work) Dance	Striking and Fielding - Modified versions of Cricket, Rounders Net and Wall - Developing ABCs and Rallying Skills	Invasion Games - Developing Dribbling Skills Indoor Athletics - Developing FMS and Sequences (group work) Dance	Invasion Games - Attack vs Defence Gymnastics - Developing FMS and Sequences (group work) Dance	Striking and Fielding - Modified versions of Cricket, Rounders Net and Wall - Developing ABCs and Rallying Skills	Invasion Games - Developing Dribbling Skills Indoor Athletics - Developing FMS and Sequences (group work) Dance	Invasion Games - Attack vs Defence Gymnastics - Developing FMS and Sequences (group work) Dance	Striking and Fielding - Modified versions of Cricket, Rounders Net and Wall - Developing ABCs and Rallying Skills
British Values Rule of Law	Key people who help us Routines and expectations [74]			The Queen and royalty [75]			Laws and rules in our society [76]			Local MPs [77]			UK parliament and government [78]			EU courts and justice/criminal responsibility [79]			Global rule and human rights [80]		
Democracy	Likes and dislikes and understanding not everyone has the same likes and dislikes Turn taking			Compromise			Children's rights and Children Act (C1)			Democracy as a force for good			Suffragettes and women's vote			The EU			Global democracy and dictatorship		
Individual Liberty	Choose and follow own learning leads			Choices and responsibilities			Crime and punishment (C1)			Freedom of choice, positive change			Making choices on line social media			Refugees and immigration			Modern day slavery FGM		
Mutual Respect And Tolerance Of Different Cultures and Religions	Celebrate traditions in different cultures			Building moral compass and understanding difference			Different families, same love			Different faiths, daily lives			Managing negative influences: Radicalisation/social media/eating			Multifaith society			Fath under threat and building a tolerant society		
Diversity Week																			Should we be a multicultural society? Always been? Assimilation		

Black History	Celebrating Afro-Caribbean Culture: Stories: Hand's Surprise / All aboard for the Boko Road. Cooking and Food Tasting. Songs and Dance.			African Culture (Ivory Coast) similarities and differences. Multicultural societies - what does it look like?			Segregation - Rosa Parks. Alma Thomas - Art. Skin colour - which country are they from?		Empire Windrush. Floella Benjamin. Research Project		Diversity and stereotyping. Similarities and differences. Mary Seacole. Role models. Significant Black figures in history and present. "Forgotten Figures"			Bristol Bus Boycott. Black Lives Matter. Has anything changed?	USA Civil Rights Movement. Children's March. Martin Luther King. Katherine Johnson	How will history be written? Role of social media. UK society today. George Floyd. Taking the knee.	Mo Farah (as a black refugee)	
Relationships	T&L LINK																	
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) (81)			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's 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) (2R16)		Nature and consequences of discrimination and bullying online (2R14). Behaviour online and negative influences (2H13)	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 influences (2H13)	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). Keeping safe (1H15)		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 safe and our responsibility (2H23). Recognising when we need help and skills to ask for help (2H14)	Extending understanding of 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' (2H2)	Recognising the consequences of anti-social behaviour (2L6)	Extending Making informed choices and understanding a 'balanced lifestyle' (2H2)	Realise consequences of anti-social, aggressive and harmful behaviour (2L6). Discuss self harm and suicidal thoughts (see PSHE planning)
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 affect ourselves (2H2)	Responsible use of mobile phones. Keeping safe online, sharing of information. Recognising bullying and abuse of	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 keep 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 wayer			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 avout 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 avout 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 avout 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	Dietry 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 unde How to recognise early signs of ph	Extend Affects of	bacteria and viruses on health and	Extend How to recognise early signs of physical illness (*)			
Basic First Aid	People who help us	Emergency help - 999	Being responsible and getting help	Special people who work in our community who are responsible for protecting us and how we contact them (1L10)			Review and extend Special people who work in our community who are responsible for protecting us and how we contact them (1L10)				School rules about health and safety, basic emergency and procedures, where and how to get help (2H15)						Review and extend School rules about health and safety, basic emergency and procedures, where and how to get help (2H15)				
Changing Adolescent Body	n/a	n/a	n/a											How during puberty bodies and emotions change (2H18)			Review and Extend How during puberty bodies and	Review and Extend How during puberty bodies and emotions change (2H18) Human reproduction (2H19)			
External Agency Input Police PCSO	Meet the police			Halloween and Bonfire Night Assembly and Workshop KS1	Internet Safety Assembly and Workshop KS1	Stranger Danger Assembly and Workshop KS1	Halloween and Bonfire Night Assembly and Workshop KS1	Internet Safety Assembly and Workshop KS1	Stranger Danger Assembly and Workshop KS1	Halloween and Bonfire Night Assembly and Workshop KS2	Internet Safety and Cyber Bullying Assembly and Workshop LKS2	Stranger Danger Assembly and Workshop LKS2	Halloween and Bonfire Night Assembly and Workshop KS2	Internet Safety and Cyber Bullying Assembly and Workshop LKS2	Stranger Danger Assembly and Workshop LKS2	Halloween and Bonfire Night Assembly and workshop KS2	Internet Safety, Sharing Pictures and Cyber Bullying UKS2	Crime and Punishment Assembly and Workshop UKS2	Halloween and Bonfire Night Assembly and workshop KS2	Internet Safety, Sharing Pictures and Cyber Bullying UKS2	Crime and Punishment Assembly and Workshop UKS2

[1] 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

[2] 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

[3] 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

[4] 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

[5] Learning Objectives:

- Identify and compare the suitability of a variety of everyday materials including 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

[6] 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

[7] 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

[8] 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

[9] 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

[10] 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

[11] 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

[12] 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

[13] 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

[14] 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

[15] Learning Objectives:

- Describe the changes as humans develop to old age

[16] 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

[17] 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

[18] 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

[19] Learning Objectives:

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

[20] 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

[21] 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

[22] 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

[23] 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

[24] 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

[25] 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

[26] 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

[27] 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

[28] 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

[29] Learning Objectives:

- Events beyond living memory that are significant nationally or globally

[30] Learning Objectives:

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

[31] 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

[32] Learning Objectives:

- Changes in Britain from Stone Age to Iron Age

[33] Learning Objectives:

- The Roman Empire and its impact on Britain

[34] 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

[35] Learning Objectives:

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

[36] Learning Objectives:

- A local history study

[37] a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

[38] a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

[39] Learning Objectives:

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

[40] 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

[41] 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

[42] 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

[43] 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

[44] Learning Objectives:

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

[45] 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

[46] 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

[47] 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

[48] Learning Objectives:

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

[49] Learning Objectives:

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

[50] Learning Objectives:

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

[51] Learning Objectives:

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

[52] Learning Objectives:

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

[53] Learning Objectives:

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

[54] Learning Objectives:

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

[55] Learning Objectives:

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

[56] Learning Objectives:

- Sketch book
 - Drawing, painting, photography
 - Form, shape, line
 - Landscapes, watercolour, acrylic, photography, technology drawing
- David Hockney

[57] 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)

[58] Learning Objectives:

- Research ideas, contextual into history
- Control and use of materials
- Awareness of art, craft and design
- Design a Saxon/Viking brooch.
- Make using 3D materials.

[59] Learning Objectives:

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

[60] Learning Objectives:

- Sketch booking
- Look at portrait artist.
- Proportion portrait work
- Self portrait drawing using correct measuring.
- Paint self portraits.

[61] 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

[62] Learning Objectives:

- Art History - pottery styles.
- Pinch Pot. Use of slip to join clay sections. Create and add a handle. Design a traditional Greek pattern for pot.

[63] Learning Objectives:

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

[64] Learning Objectives:

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

[65] Learning Objectives:

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

[66] Learning Objectives:

- Design and prepare a Tudor meal/feast

[67] Understand what algorithms are

[68] Understand that algorithms are implemented as programmes on digital devices.

[69] Understand that programmes run by following precise instructions

[70] Create a movie including still images and sound and add suitable titles and transitions.

Capture/review different images, considering lighting, positioning and angle appropriate to a given task/audience.

[71] Create different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question.

[72] Know where to find copyright free images and audio, and why this is important.

[73] Understand privacy settings and what pictures are appropriate to share online.
Discuss the benefits and dangers of communicating online/through different forms of technology.

[74] 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

[75] 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

[76] Learning Objectives:

- Laws and rules in our society
- Children's rights and Children Act
- Crime and punishment
- Different families, same love

[77] 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

[78] 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

[79] Learning Objectives:

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

[80] Learning Objectives:

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

[81] Key vocab
sharing, people