





# Long Term Plan Overview - Year Four

Roots to grow, wings to fly

Main Theme	A Child's War		Treasure Around the World		Amazing Africa	
Maths	Following White Rose guidelines for mixed age groups.					
English ALL	See Sep. plans for individual classes		See Sep. plans for individual classes Shakespeare week: Twelfth Night		See Sep. plans for individual classes	
Science KS1	<p><b>Materials: What is our school made of?</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Identify and compare the suitability of a variety of everyday materials including woods, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Chemistry Big Ideas: C1, C2</b></p> <p><b>INSPIRE ACTIVITY: Building Bridges</b> These are the guidelines for an official Guinness World Records® challenge. If you're successful, you could get your name in the record books! The record: Longest span of a LEGOTM bridge made in three minutes The challenge: Build a LEGO bridge in three minutes (with no help from anyone else) that is at least 10cm (3.93in) off the ground and that will stand for at least 10 seconds. The rules 1 Each of the LEGO bricks used must be no longer than 4cm (1.57in) 2 The bricks must be laid flat on a surface prior to the attempt, and may not be pre-joined in any way. Once laid out, the bricks may not be touched until the attempt begins 3 The bridge must have two towers on either side and a deck connecting the two</p>		<p><b>Weather: Extreme Weather across our world</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Inspire Activity: Wild Weather</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/459512/wild-weather">https://www.stem.org.uk/resources/elibrary/resource/459512/wild-weather</a></p> <p><b>Earth Science Big Ideas: E1</b></p>		<p><b>African Animals: What are the basic needs of animals,, including humans for survival?</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including birds, fish, amphibians, reptiles, mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals ( fish, amphibians, reptiles, birds and mammals including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> <p><b>Biology Big Ideas: B1</b></p>	
Science KS2 SKYLARKS	<p><b>Environmental Science</b></p> <p><a href="https://ypte.org.uk/lesson-plans/browse">https://ypte.org.uk/lesson-plans/browse</a></p> <p><b>Earth Science Big Ideas: E1</b></p>	<p><b>Electricity (4)</b></p> <p>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 <b>STEM ACTIVITY: Circuit Clowns</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/31666/circuit-clowns">https://www.stem.org.uk/resources/elibrary/resource/31666/circuit-clowns</a></p> <p><b>Physics Big Ideas: P3</b></p>	<p><b>Plants (3)</b></p> <p>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 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 <b>STEM ACTIVITY: Do Plants grow better with fertiliser?</b> <a href="https://www.stem.org.uk/elibrary/resource/34248">https://www.stem.org.uk/elibrary/resource/34248</a></p> <p><b>Biology Big Idea(s): B1, B2, B3</b></p>	<p><b>Exploration of space: How has our understanding of space changed over time? (5)</b></p> <p>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 <b>STEM ACTIVITY: Egnnaut</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/25383/eggnaut">https://www.stem.org.uk/resources/elibrary/resource/25383/eggnaut</a></p> <p><b>Earth Science Big Ideas: E1</b></p>	<p><b>Animals, including humans: Teeth, digestive system and food chains (4)</b></p> <p>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 <b>STEM ACTIVITY: Digestive System Experiment</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment">https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment</a></p> <p><b>Biology Big Idea(s): B2, B3</b></p>	<p><b>Living things and their habitats (4)</b></p> <p>recognise that living things can be grouped in a variety of ways 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 <b>STEM ACTIVITY: Bee Detectives</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/264435/bee-detectives">https://www.stem.org.uk/resources/elibrary/resource/264435/bee-detectives</a></p> <p><b>Biology Big Idea(s): B1, B2, B3</b></p>
Science KS2 KITES	<p><b>Environmental Science</b></p> <p><a href="https://ypte.org.uk/lesson-plans/browse">https://ypte.org.uk/lesson-plans/browse</a></p> <p><b>Earth Science Big Ideas: E1</b></p>	<p><b>Electricity (6, plus elements of Yr4)</b></p> <p>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 <b>STEM ACTIVITY: Circuit Clowns</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/31666/circuit-clowns">https://www.stem.org.uk/resources/elibrary/resource/31666/circuit-clowns</a></p> <p><b>Physics Big Ideas: Big Idea(s): P1, P3</b></p>	<p><b>Evolution and Inheritance (6) How have animals adapted and evolved?</b></p> <p><b>CASE STUDY: The Galapagos Islands</b> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 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 <b>STEM ACTIVITY: Darwin and Natural Selection</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/27111/darwin-and-natural-selection">https://www.stem.org.uk/resources/elibrary/resource/27111/darwin-and-natural-selection</a></p> <p><b>Biology Big Ideas: Big Idea(s): B3</b></p>	<p><b>Exploration of space: How has our understanding of space changed over time? (5)</b></p> <p>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 <b>STEM ACTIVITY: Egnnaut</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/25383/eggnaut">https://www.stem.org.uk/resources/elibrary/resource/25383/eggnaut</a></p> <p><b>Earth Science Big Ideas: E1</b></p>	<p><b>Animals, including humans: Teeth, digestive system and food chains (4)</b></p> <p>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 <b>STEM ACTIVITY: Digestive System Experiment</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment">https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment</a></p> <p><b>Biology Big Idea(s): B2, B3</b></p>	<p><b>Living Things and their Habitats (5)</b></p> <p>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 <b>STEM ACTIVITY: Bee Detectives</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/264435/bee-detectives">https://www.stem.org.uk/resources/elibrary/resource/264435/bee-detectives</a></p> <p><b>Biology Big Idea(s): B2</b></p>

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Science KS2 HAWKS	<b>Environmental Science</b> <a href="https://ypte.org.uk/lesson-plans/browse">https://ypte.org.uk/lesson-plans/browse</a>  <b>Earth Science Big Ideas: E1</b>	<b>Electricity: How does altering components effect the flow of electricity? (6)</b> 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 <b>STEM ACTIVITY: Circuit Clowns</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/31666/circuit-clowns">https://www.stem.org.uk/resources/elibrary/resource/31666/circuit-clowns</a>  <b>Physics Big Ideas: Big Idea(s): P1, P3</b>	<b>Evolution and Inheritance (6) How have animals adapted and evolved?</b> <b>CASE STUDY: The Galapagos Islands</b> identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 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 <b>STEM ACTIVITY: Darwin and Natural Selection</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/27111/darwin-and-natural-selection">https://www.stem.org.uk/resources/elibrary/resource/27111/darwin-and-natural-selection</a>  <b>Biology Big Ideas: Big Idea(s): B3</b>	<b>Exploration of space: How has our understanding of space changed over time?</b> 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 <b>STEM ACTIVITY: Egnaut</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/25383/eggnaut">https://www.stem.org.uk/resources/elibrary/resource/25383/eggnaut</a>  <b>Earth Science Big Ideas: E1</b>	<b>Animals, including humans: Teeth, digestive system and food chains (4)</b> 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 <b>STEM ACTIVITY: Digestive System Experiment</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment">https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment</a>  <b>Biology Big Idea(s): B2, B3</b>	<b>Living Things and their Habitats (6)</b> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <b>STEM ACTIVITY: Bee Detectives</b> <a href="https://www.stem.org.uk/resources/elibrary/resource/264435/bee-detectives">https://www.stem.org.uk/resources/elibrary/resource/264435/bee-detectives</a>  <b>Biology Big Idea(s): B2</b>
History KS1	<b>Significant places in their own locality: Our school and it's history</b> Key Question: Who has been sitting at my desk?  <ul style="list-style-type: none"> <li>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>Develop historical vocabulary and practice use</li> </ul> Suggested Final Activity: Create a school museum about the history of the school  <b>Key Concepts: Society</b>		<b>Lives of Significant Individuals</b> Key Question: Who were the greatest explorers?  <ul style="list-style-type: none"> <li>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>Begin to compare different periods of history and change looking for similarities and differences</li> <li>Develop historical vocabulary and practice use</li> </ul> Suggested Final Activity: Organise a class debate about great explorers  <b>Key Concepts: migration and Immigration, trade</b>		<b>Changes within living memory: Food</b> Key Question: How has food changed over time?  <ul style="list-style-type: none"> <li>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li>Develop historical vocabulary and practice use</li> </ul> Suggested Final activity: Host a food fair  <b>Key Concepts: Society, migration and immigration</b>	
KS1 Sticky Knowledge	See Sep. plans for individual classes		See Sep. plans for individual classes		See Sep. plans for individual classes	
History KS2	<b>A Study of an aspect or theme in British History that extend pupils' chronological knowledge beyond 1066: A significant turning point in British History WW1</b> Key Question: How did WWII impact on British Society?  <ul style="list-style-type: none"> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> Suggested Final Activity: Design and develop an exhibition about World War Two  <b>Key Concepts: Conquest and Conflict &amp; Society</b>		<b>Ancient Greece</b> Key Question: Why is Ancient Greece considered to be so influential to the modern world?  <ul style="list-style-type: none"> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'civilisation'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</li> </ul> Suggested Final Activity: Plan and hold an Ancient Greek Fair at your school  <b>Key Concepts: Society &amp; Religion</b>		<b>Benin Art and the Victorians</b> Key Question: How have attitudes towards African art changed since the Victorian times?  <ul style="list-style-type: none"> <li>Locate the Benin Kingdom on a map of Africa and place its significance on a timeline of African history.</li> <li>Recall key facts and terms about the Benin Kingdom (such as definitions of Oghiso, Edo etc.) as well as important dates in history.</li> <li>Examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom</li> <li>Describe some of the beliefs and rituals of the people of the Benin Kingdom. Discuss the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul> <b>Key Concepts: Society &amp; Rule</b>  Suggested Final Activity: Record a viewpoint: Should the Benin Bronzes be returned from the museums around the world (e.g. New York museum)	

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<b>KS2 Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Outbreak</b> : On 1st September 1939, Germany invaded Poland. Britain and France (Poland's allies) gave Germany notice to withdraw their troops. When they did not, Neville Chamberlain declared war on 3rd September 1939.</li> <li>• Japan surrendered on August 15th and this was formally signed on the 2nd September 1945.</li> <li>• Sir Winston Churchill was a British politic who served as prime minister between 1940 and 1945.</li> <li>• Some key events leading to War</li> <li>• Evacuation - People expected cities to be bombed as the Germans tried to hit military or trade targets. This would put children in danger, so many were sent to live with families in the countryside until the war ended.</li> <li>• A prolonged period of German air raids on Britain. From the German 'blitzkrieg' which means 'lightning war'.</li> </ul>	<ul style="list-style-type: none"> <li>• Mount Olympus is the highest mountain in Greece. It was believed in Ancient Greek times that when things needed to be decided in the mystical world, the 12 main Gods would gather at Mount Olympus, and that many lived there.</li> <li>• The Parthenon is a temple in the middle of the Acropolis in Athens. It was a temple to Athena, the goddess of wisdom, and originally had a statue to her. It has now stood for nearly 2,500 years.</li> <li>• The Acropolis of Athens is the best known acropolis in Greece – an acropolis is a settlement built on high ground. It was built during the rules of Pericles, a golden age for Athens, as a monument to the city's greatness.</li> <li>• Socrates, Plato &amp; Aristotle were Greek philosophers (Socarates was arrested for questioning the Gods and for influencing the young)</li> <li>• Aesop, the former slave and storyteller famous for writing Aesop's Fables</li> <li>• Archimedes. A scientist &amp; mathematician; famous for reportedly yelling 'Eureka!'</li> <li>• Polytheistic is a religious system where people believe in or worship more than one god.</li> <li>• Zeus was the king of the Greek gods, who lived on the Mount Olympus. He was also the god of the sky and the god of thunder.</li> <li>• Poseidon (brother of Zeus and Hades) was the God of the sea, earthquakes, and horses</li> <li>• Hades (brother of Zeus and Poseidon) was the God of the Underworld.</li> <li>• The Olympics - the beginnings of the event began in Ancient Greece</li> </ul>	<ul style="list-style-type: none"> <li>• Benin Kingdom was first established when small villages join together in a 900 conglomerate.</li> <li>• 1897 Benin City is destroyed by British troops and Benin comes under Britain's control.</li> <li>• The first dynasty of Ogiso kings ended and the Obas kings ruled until the end.</li> <li>• The builders of Benin made an earthen moat around their kingdom – this is 4 times as large as the Great Wall of China but was destroyed by British soldiers. Storytellers were very important and kept the kingdom's history and mythology alive by telling stories aloud by the fire every evening.</li> <li>• The famous Benin bronzes are now located around the world in museums and with collectors. Nigeria is asking for their repatriation (return to the country of origin).</li> </ul>
<b>Geography KS1</b>	<p><b>What if Paddington was lost in Baydon?</b> Geographical Skills and Fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Geographical Skills and Fieldwork Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Suggested Final Activity: Create a map to help Paddington find his way in Baydon.</p> <p><b>KEY CONCEPTS: Boundaries, interdependence, physical features, resources and settlements</b></p>	<p><b>FOOD AND FARMING: Where does our food come from?</b> Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and Physical Geography</p> <p>Suggested Final Activity: TBD</p> <p><b>KEY CONCEPTS: interdependence, movement and resources</b></p>	<p><b>A road trip across Africa, is everywhere like Baydon?</b> Name and locate the world's seven continents and five oceans. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>Suggested Final Activity: Is</p> <p><b>KEY CONCEPTS: boundaries, cartography, climate, physical geography and settlements</b></p>

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<p><b>Geography KS2</b></p>	<p><b>Locational Knowledge: Why were the cities of the UK a target?</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical and human characteristics, key topographical features(including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time. Understand geographical features through the study of human and physical geography of a region of the United Kingdom</p> <p>Human and physical geography describe and understand the key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle.</p> <p>Human geography, including ; type of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p>Suggested Final Activity:TBD</p> <p><b>KEY CONCEPTS: Boundaries, physical geography, interdependence and settlements</b></p>	<p><b>Human geography: What's so special about the Mediterranean?</b></p> <p>Locational Knowledge</p> <p>Locate the world's countries , using maps to focus on Europe ( including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle , the Prime/Greenwich Meridian and time zones ( including day and night)</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region</p> <p>Human and physical geography Describe and understand the key aspects of:</p> <p>Physical geography, climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food ,minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p>Suggested Final Activity:</p> <p><b>KEY CONCEPTS: boundaries, climate, physical resources and interdependence</b></p>	<p><b>Physical - Mountains : Has Kilimanjaro become too much of a tourist destination?</b></p> <p>Locational Knowledge</p> <p>Locate the world's countries , using maps to focus on Europe ( including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Identify the position of and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle , the Prime/Greenwich Meridian and time zones ( including day and night) Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country ( The Alps) and a region in North or South America</p> <p>Human and physical geography describe and understand the key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</p> <p>Human geography, including ; type of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p>Suggested Final Activity:</p> <p><b>KEY CONCEPTS: boundaries, cartography, movement and physical geography</b></p>
<p><b>Art KS1</b></p>	<p><b>Bricks and Bones</b></p> <p><b>Digital Media and Collage</b></p> <p>To explore ideas using digital sources i.e. internet</p> <p>To record digital information using digital cameras, video recorders</p> <p>To use a simple graphics package to create images and effects</p> <p>To create shapes using the shape and fill tools</p> <p>To use simple filters to manipulate and create images</p> <p>To use basic selection and cropping tools</p> <p>To create images, from a variety of media e.g. photocopied material, fabric, crepe paper, magazines etc.</p> <p>To arrange and glue materials to a variety of backgrounds</p> <p>To sort and group materials for collage for different purposes e.g. colour, texture</p> <p>To fold, crumple, and overlap papers for effect</p>  <p>Suggested artist: Cezanne.</p> <p>Suggested outcome: Mixed media collage of houses. Cezanne painted many pictures of houses and often in a semi-Cubist, boxy style. These pictures could act as inspiration.</p>	<p><b>World Kitchen Sculpture</b></p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>To manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>To explore sculpture with a range of malleable media</p> <p>To manipulate malleable materials for a purpose e.g. a plate, a pot, or a tile</p> <p>Suggested outcome: Mandala plates (Tibetan Buddhist but used in India and many other countries besides)</p> <p><b>Textiles</b></p> <p>To use a range of materials creatively to design and make products.</p> <p>To stitch decoratively to enhance a piece of fabric</p> <p>Suggested outcome: Kantha stitching (originated in India). Using Binka, the children use the Kantha way of stitching in straight lines close together using running stitch. To add interest, they can use different coloured threads to produce either a repeating colour pattern or a multi-coloured effect.</p>	<p><b>Drawing and Painting</b></p> <p>To experiment with a variety of media for drawing, including pencils, rubbers, crayons, pastels, chalk, felt tips, charcoal, ballpoints</p> <p>To control the range of marks made with the different media</p> <p>To draw from observations of faces</p> <p>To use a variety of tools and techniques including different brush sizes and types for painting</p> <p>To work on different scales</p> <p>To experiment with tools and techniques e.g. layering and mixing media</p> <p>Suggested artist: Daudi Tingatinga</p> <p>Suggested outcome: African animal painting</p> 

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Art KS2	<p><b>The Impact of War Collage</b> To add collage to a painted, printed or drawn background To use a range of media to create collages To use different techniques, colours and textures etc. when designing and making pieces of work. To use collage as a means of extending work from initial ideas</p> <p>Suggested artist: Anthony Gross Suggested outcomes: Blitz pictures created using collage, drawing and painting</p> 		<p><b>Ancient Greece Sculpture</b> To shape, form, model and construct from observation or imagination To use recycled, natural and manmade materials to create sculptures To plan a sculpture through drawing and other preparatory work To develop skills in using clay including slabs, coils, slips etc. To produce intricate patterns and textures in a malleable media</p> <p>Suggested outcome: Make a Greek urn using clay.</p>		<p><b>To develop a painting from a drawing</b> To create imaginary work from a range of sources, e.g.. observations, themes, drama, poetry To mix and match colours to create atmosphere and light effects To identify primary secondary and complementary colours To work with complimentary colours</p> <p>Suggested artist: Beth Kimwele Suggested outcome: African Pointillist painting</p> 	
DT KS1	<p><b>Mechanisms - wheels and axles</b> Experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving vehicle.</p>	<p><b>Structures -Windmills</b> Design and create own structures and functioning windmill</p>	<p><b>Textiles - pouches</b> Design and make a wallet/purse, learning to use running stitch to join two pieces of fabric together</p>	<p><b>Food - A good meal for a pirate</b> Explore what makes a balanced diet and taste test combinations of different food groups before designing and making a wrap.</p>	<p><b>Mechanisms Moving Animals</b> Analyse existing systems to identify components that they can use to plan, design and develop a mechanical alien</p>	
DT KS2	<p><b>Structures - Anderson shelters</b> Explore and experiment with a range of different structures, forces and components involving shelter building before designing and making their own to test destruction.</p>	<p><b>Electrical systems -words along wires</b> Within the context of long distance communications to get pupils thinking about how scientific ideas are used to develop solutions to challenges and how technology is about comparing and evaluating different solutions. <a href="https://www.stem.org.uk/resources/elibrary/resource/35126/words-along-wires">https://www.stem.org.uk/resources/elibrary/resource/35126/words-along-wires</a></p>	<p><b>Food Explore Greek Food</b> Work in groups, research and prepare a three course meal that will be taste tested and scored as well as researching their main ingredients.</p>	<p><b>Mechanisms - pop up books</b> Utilise a range of mechanisms and construction techniques to create a pop up story book for younger children.</p>	<p><b>SKYLARKS: Textiles - Cushions</b> Learn how to cross stitch and appliqué and then apply this to the design and creation of a cushion.</p> <p><b>KITES: Textiles - Cushions (OR WAISTCOAT HAWKS)</b> Learn how to cross stitch and appliqué and then apply this to the design and creation of a cushion.</p> <p><b>HAWKS: Textiles - waistcoat</b> Learn how to measure, cut and assemble fabric to create a waistcoat. They will draw a design in accordance with their own design criteria.</p>	
Computing KS1	<p><b>Computer Systems and Networks</b> Information technology around us (2.1) <i>Identifying IT and how its responsible use improves our world in school and beyond.</i></p>	<p><b>Creating Media</b> Digital painting (1.2) <i>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitially.</i></p>	<p><b>Programming A (2.3)</b> Robot algorithms <i>Creating and debugging programs, and using logical reasoning to make predictions.</i></p>	<p><b>Data and Information</b> Grouping data (1.4) <i>Exploring object labels, then using them to sort and group objects by properties.</i></p>	<p><b>Creating Media</b> Digital writing (1.5) <i>Using a computer to create and format text, before comparing to writing non-digitially.</i></p>	<p><b>Programming B</b> Programming quizzes (2.6) <i>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</i></p>
Computing KS2 SKYLARKS	<p><b>Computing systems and networks</b> The internet (4.1) <i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i></p>	<p><b>Creating media</b> Stop-frame animation (3.2) <i>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</i></p>	<p><b>Programming A</b> Sequencing sounds (3.3) <i>Creating sequences in a block-based programming language to make music.</i></p>	<p><b>Data and information</b> Data logging (4.4) <i>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</i></p>	<p><b>Creating media</b> Photo editing (4.5) <i>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</i></p>	<p><b>Programming B</b> Events and actions in programs (3.6) <i>Writing algorithms and programs that use a range of events to trigger sequences of actions.</i></p>

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<b>Computing KS2 KITES</b>	<b>Computing systems and networks</b> Internet communication (6.1) <i>Recognising how the WWW can be used to communicate and be searched to find information.</i>	<b>Creating media</b> Audio editing (4.2) Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Programming A</b> Selection in physical computing (5.3) <i>Exploring conditions and selection using a programmable microcontroller.</i>	<b>Data and information</b> Flat-file databases (5.4) <i>Using a database to order data and create charts to answer questions.</i>	<b>Creating media</b> 3D modelling (6.5) <i>Planning, developing, and evaluating 3D computer models of physical objects.</i>	<b>Programming B</b> Selection in quizzes (5.6) <i>Exploring selection in programming to design and code an interactive quiz.</i>
<b>Computing KS2 HAWKS</b>	<b>Computing systems and networks</b> Internet communication (6.1) <i>Recognising how the WWW can be used to communicate and be searched to find information.</i>	<b>Creating media</b> Webpage creation (6.2) <i>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</i>	<b>Programming A</b> Selection in physical computing (5.3) <i>Exploring conditions and selection using a programmable microcontroller.</i>	<b>Data and information</b> Flat-file databases (5.4) <i>Using a database to order data and create charts to answer questions.</i>	<b>Creating media</b> 3D modelling (6.5) <i>Planning, developing, and evaluating 3D computer models of physical objects.</i>	<b>Programming B</b> Selection in quizzes (5.6) <i>Exploring selection in programming to design and code an interactive quiz.</i>
<b>Music ROBINS</b>	<b>Exploring Pulse (1)</b> Finding and responding to the heartbeat of Music	<b>Exploring the Voice (1)</b> Using the voice in different ways	<b>The Gruffalo (1)</b> <i>Creatively exploring sounds, within a given context</i>	<b>Exploring Pitch (1)</b> <i>Recognising and responding to high and low sounds.</i>	<b>Recorders (yr 1 only, 6 week block)</b>	<b>Exploring Rhythm (1)</b> Understanding the relationship between rhythm and words
<b>Music Goldfinches</b>	<b>Exploring Pulse (1)</b> Finding and responding to the heartbeat of Music	<b>Exploring the Voice (1)</b> Using the voice in different ways	<b>The Gruffalo (1)</b> <i>Creatively exploring sounds, within a given context</i>	<b>Exploring Pitch 2)</b> <i>Recognising and responding to changes in pitch shape</i>	<b>Recorders (6 week block)</b>	<b>Exploring Rhythm (2)</b> Differentiating between rhythm and pulse
<b>MUSIC Skylarks</b>	<b>Developing Pulse and Metre (3)</b> Exploring time signatures	<b>Exploring Sound Sources (4)</b> Exploring percussion	<b>Recorders (6 week block)</b>	<b>Developing Pitch (4)</b> <i>The Octave Scale Melodies</i>	<b>Developing Rhythm (3&amp;4)</b> Improvising rhythm patterns and read rhythmic notation	<b>Non-musical stimulus Visual</b> <i>Exploring how sounds can be combined and used expressively</i>
<b>MUSIC Kites</b>	<b>Exploring Duration (5)</b> Exploring on beat and off beat rhythms	<b>Recorders (6 week block)</b>	<b>Rhythmic Cycles</b>	<b>Developing Pitch (4)</b> <i>The Octave Scale Melodies</i>	<b>Understanding Structure</b> <i>Accompaniment and layers</i>	<b>Non-musical stimulus Visual</b> <i>Exploring how sounds can be combined and used expressively</i>
<b>MUSIC Hawks</b>	<b>Exploring Metre</b> Exploring complex time signatures	<b>Understanding Harmony</b> Introduction to Chords and triads Singing in harmony	Exploring rhythms of non-western world music(5)	<b>Exploring Texture</b> <i>Melody and accompaniment</i>	<b>Understanding Structure</b> <i>Exploring different ways music can be organised Song structure</i>	<b>Recorders (6 week block)</b>

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<b>French KS1</b>	<b>Basic Phrases including:</b> <b>Greetings and About Me</b> Bonjour! Salut! Au revoir! Ça va? Ça va bien/ Ça va très bien/ Ça va mal/ Comme ci, comme ça  Comment t'appelles-tu? Je m'appelle ... Quel âge as-tu ? J'ai...ans		<b>Basic Phrases including:</b> <b>Numbers up to 12</b> zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze		<b>Basic Phrases including:</b> <b>Weather &amp; Seasons</b> La Météo Il fait beau/du soleil Il fait du brouillard Il fait mauvais Il pleut Il neige Il fait chaud Il fait froid Quel temps fait-il?	
<b>French Lower KS2</b>	<p style="text-align: center;"><b>All About Me</b></p> Key Areas: To understand and follow instructions, name parts of the body, identify colours and say what they are wearing <ul style="list-style-type: none"> <li>Give and respond to simple classroom instructions appropriately</li> <li>Name parts of the body from a song</li> <li>Identify colours</li> <li>Name items of clothing</li> <li>Ask and answer questions using the topic vocabulary</li> </ul> Read and write simple words Say that un/une relate to masculine & feminine nouns  Suggested Final Activity: Fashion show!		<p style="text-align: center;"><b>Where in the World</b></p> Key Areas: To learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They will learn key phrases connected to the themes. <ul style="list-style-type: none"> <li>listen and respond to topic vocabulary;</li> <li>answer questions orally using the topic vocabulary;</li> <li>write an answer in a sentence using the topic vocabulary;</li> <li>use an English/French dictionary to translate from English to French.</li> <li>understand that because a continent is always feminine the preposition 'en' is always used for 'in';</li> <li>use the correct masculine/feminine preposition.</li> </ul>		<p style="text-align: center;"><b>On the Move</b></p> Key Areas: To learn to develop their conversational skills via some new topics: transport, direction and movement. They will learn to conjugate the high-frequency verb 'to go' and use it in context. <ul style="list-style-type: none"> <li>name some types of transport;</li> <li>use Je... and Tu... correctly in a simple sentence;</li> <li>respond to simple instructions for direction and movement;</li> <li>follow simple directions to find a place on a map.</li> <li>use the correct article to precede a noun according to gender;</li> <li>use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;</li> <li>give and respond to simple movement/direction instructions;</li> <li>give simple directions by substituting vocabulary as necessary;</li> <li>follow simple directions to find a place on a map.</li> </ul>	
<b>French Upper KS2</b>	<p style="text-align: center;"><b>All About Ourselves</b></p> Key Areas: To apply previous knowledge of topic areas such as clothes and the body, developing vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills. <ul style="list-style-type: none"> <li>name some parts of the body;</li> <li>respond appropriately when asked a simple question;</li> <li>give a simple description of their eyes and hair;</li> <li>place the adjective correctly in a simple sentence;</li> <li>use a small number of everyday verbs in simple dialogues;</li> <li>make simple statements in the third person;</li> <li>match emotion/health words with their pictures.</li> <li>name facial features;</li> <li>extend a description using a conjunction and further adjectives;</li> <li>make noun/adjective combinations 'agree' according to gender and number, in pronunciation;</li> <li>ask and answer questions about everyday actions in the classroom;</li> <li>make questions and answers in the third person;</li> <li>say how they are feeling.</li> </ul>		<p style="text-align: center;"><b>All in a Day PLUS FESTIVAL: EASTER</b></p> Key Areas: learn how to tell the time: o'clock, half past, quarter past, quarter to and 5 minute intervals. They will learn how to use 24 hour times and the way in which the French represent a.m. and p.m. times. The children use airport arrival and departure boards and a school timetable to consolidate and practise the skills learned. <ul style="list-style-type: none"> <li>say and write a sentence to tell the time (o'clock and half past);</li> <li>understand and use the terms used for a.m. and p.m. - du matin, de l'après-midi and du soir;</li> <li>tell the time in 24 hour time - o'clock and half past;</li> <li>read and interpret timetables in 24 hour times - o'clock and half past.</li> <li>say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to);</li> <li>tell the time in 24 hour time - o'clock, half past, quarter past/to;</li> <li>read and interpret timetables in 24 hour times - o'clock, half past, quarter past/to.</li> </ul>		<p style="text-align: center;"><b>Lets Visit a French Town</b></p> Key Areas: To apply previous skills and knowledge of topic areas such as places in a town, directions, homes and numbers to develop their speaking and listening abilities. They will have more focused practice using bilingual dictionaries and increase their understanding of word classes and other grammatical features of the language. <ul style="list-style-type: none"> <li>make simple sentences with habiter (to live);</li> <li>recognise key words and phrases and respond;</li> <li>use gestures to support what they are saying;</li> <li>identify places in a French town or city;</li> <li>listen for familiar vocabulary;</li> <li>recognise ordinal numbers;</li> <li>recognise a spelling pattern.</li> <li>choose the correct form to go with the subject of the sentence;</li> <li>talk about what there is to do in a town;</li> <li>use simple prepositional phrases;</li> <li>use a bilingual dictionary;</li> <li>ask/answer questions about where a place is;</li> <li>use appropriate words for number operations;</li> <li>recognise and use ordinal numbers;</li> <li>identify a spelling pattern;</li> <li>join in with a song or poem to help remember new language.</li> </ul>	
<b>PSHE KS1</b>	<b>TEAM</b> Lessons include: 1) Together Everyone Achieves More 2) Listening 3) Being Kind 4) Bullying and Teasing 5) Brilliant Brains 6) Making good Choices	<b>One World</b> Lessons include: 1) Families 2)Homes 3)Schools 4)Environments 5)Resources 6)Planet Protectors	<b>Think Positive</b> Lessons include: 1)Think Happy, Feel Happy! 2)It's Your Choice 3)Go-Getters 4)Let It Out 5)Be Thankful 6)Be Mindful	<b>Digital Wellbeing</b> Lessons include: 1)The internet and me 2)online and offline 3)Staying Safe 4)Personal Information 5)Communicating Online 6)True or false?	<b>Growing Up</b> Lessons include: 1)Our Bodies 2)IsIt Ok? 3)Pink and Blue 4)Look At Me Now 5)Getting Older 6)Changes	<b>Safety First</b> Lessons include: 1)Keeping Safe 2)Staying Safe at Home 3)Staying Safe Outside 4)Staying Safe around strangers 5)The Underwear Rule 6)People Who Can Help

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<b>PSHE KS2 SKYLARKS</b>	<b>TEAM LKS2</b> Lessons include: 1)A New Start 2)Together Everyone Achieves More 3)Working Together 4)Being Considerate 5)When Things Go Wrong 6)Responsibilities	<b>One World LKS2</b> Lessons include: 1)Chiwa and Kwende 2)Chiwa's Dilemma pt1 3)Chiwa's Dilemma pt 2 4)Chiwa's Sugar 5)Chiwa's World 6)Charity for Chiwa	<b>Be Yourself LKS2</b> Lessons include: 1)Pride 2)Feelings 3)Express Yourself 4)Know Your Mind 5)Media-Wise 6)Making It Right	<b>VIPs LKS2</b> Lessons include: 1)Making Friends 2)Staying Friends 3)Is this a Good Friend? 4)Falling Out 5)Bullying 6)Anti-Bullying	<b>Growing Up LKS2</b> Lessons include: 1)Human Reproduction 2)Changes in boys 3)Changes in girls 4)Changing Emotions 5)Relationships and Families 6)Where Do I Come From?	<b>Aiming High LK2</b> Lessons include: 1)Achievements 2)Goals 3)Always Learning 4)Jobs and Skills 5)No Limit! 6)When I Grow Up
<b>PSHE KS2 KITES</b>	<b>TEAM UKS2</b> Lessons include: 1)Together Everyone Achieves More 2)Communicate 3)Collaborate 4)Compromise 5)Care 6)Shared Responsibilities	<b>One World LKS2</b> Lessons include: 1)Chiwa and Kwende 2)Chiwa's Dilemma pt1 3)Chiwa's Dilemma pt 2 4)Chiwa's Sugar 5)Chiwa's World 6)Charity for Chiwa	<b>Be Yourself UKS2</b> Lessons include: 1) You are Unique 2)Let It Out! 3)Uncomfortable Feelings 4)The Confidence Trick 5)Do the Right Thing 6)Making Amends	<b>VIPs LKS2</b> Lessons include: 1)Making Friends 2)Staying Friends 3)Is this a Good Friend? 4)Falling Out 5)Bullying 6)Anti-Bullying	<b>Growing Up LKS2</b> Lessons include: 1)Human Reproduction 2)Changes in boys 3)Changes in girls 4)Changing Emotions 5)Relationships and Families 6)Where Do I Come From?	<b>Aiming High UKS2</b> Lessons include: 1)You can Achieve Anything! 2)Breaking Down Barriers 3)Future Focus 4)Equal Opportunities 5)Innovation and Enterprise 6)Onwards and Upwards
<b>PSHE KS2 HAWKS</b>	<b>TEAM UKS2</b> Lessons include: 1)Together Everyone Achieves More 2)Communicate 3)Collaborate 4)Compromise 5)Care 6)Shared Responsibilities	<b>One World UKS2</b> Lessons include: 1)Global Citizens 2)Global Warning 3)Energy 4)Water 5)Biodiversity 6)In our Hands	<b>Be Yourself UKS2</b> Lessons include: 1) You are Unique 2)Let It Out! 3)Uncomfortable Feelings 4)The Confidence Trick 5)Do the Right Thing 6)Making Amends	<b>VIPs UKS2</b> Lessons include: 1)Family and Friends 2)Think Before You Act 3)It's OK to Disagree 4)You Decide 5)Secrets 6)False Friends	<b>Growing Up UKS2</b> Lessons include: 1)Changing Bodies 2)Emotional Changes 3)Just the Way You Are 4)Relationships 5)Let's Talk about Sex 6)Human Reproduction	<b>Aiming High UKS2</b> Lessons include: 1)You can Achieve Anything! 2)Breaking Down Barriers 3)Future Focus 4)Equal Opportunities 5)Innovation and Enterprise 6)Onwards and Upwards
<b>RE (Split into Classes)</b>	<b>ROBINS:</b> UC CONCEPT: Creation (F1) Key Question: Why is the word 'God' so important to Christians?	<b>ROBINS:</b> UC CONCEPT: Incarnation (F2) Key Question: Why do Christians perform nativity plays at Christmas?	<b>ROBINS:</b> Discovery Theme: Celebrations Key Question: How do people celebrate?  <i>Religions: Islam, Judaism</i>	<b>ROBINS:</b> UC CONCEPT: Salvation (F3) Key Question: Why do Christians put a cross in an Easter garden?	<b>ROBINS:</b> Discovery Theme: Stories Key Question: What can we learn from stories?  <i>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</i>	<b>ROBINS:</b> Discovery Theme: Shabbat Key Question: Is Shabbat important to Jewish children?  <i>Religion: Judaism</i>
	<b>GOLFINCHES:</b> UC CONCEPT: Creation (1.2) Key Question: Who made the world?	<b>GOLFINCHES:</b> UC CONCEPT: Incarnation (F2) Key Question: Why do Christians perform nativity plays at Christmas?	<b>GOLFINCHES:</b> Discovery Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do?  <i>Religion: Judaism</i>	<b>GOLFINCHES:</b> UC CONCEPT: Salvation (1.5) Key Question: Why does Easter matter to Christians?	<b>GOLFINCHES:</b> UC CONCEPT: Gospel (1.4) Key Question: What is the good news that Jesus brings?	<b>GOLFINCHES:</b> Discovery Theme: The Covenant Key Question: How special is the relationship Jews have with God?  <i>Religion: Judaism</i>



Main Theme	A Child's War		Treasure Around the World		Amazing Africa	
	<p>SKYLARKS: Discovery Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p>	<p>SKYLARKS: UC CONCEPT: Incarnation (1.3)</p> <p>Key Question: Why does Christmas matter to Christians?</p>	<p>SKYLARKS: UC CONCEPT: People of God (2a.2)</p> <p>Key Question: What is it like to follow God?</p>	<p>SKYLARKS: UC CONCEPT: SALVATION (2a.5)</p> <p>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>SKYLARKS: UC CONCEPT: Kingdom of God (2a.6)</p> <p>Key Question: When Jesus left what was the impact of Pentecost?</p>	<p>SKYLARKS: Discovery Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Muslim?</p> <p>Religion: Hinduism</p>
	<p>KITES: UC CONCEPT: CREATION/FALL (2a.1)</p> <p>Key Question: What do Christians learn from the creation story?</p>	<p>KITES:UC CONCEPT: INCARNATION (2b.4)</p> <p>Key Question: Was Jesus the Messiah?</p>	<p>KITES: Discovery Theme:</p> <p>Religion: Buddhism</p>	<p>UC CONCEPT: SALVATION (2a.5)</p> <p>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>KITES: Discovery Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>KITES: UC CONCEPT: People of God (2b.3)</p> <p>Key Question: How can following god bring freedom and justice?</p>
	<p>HAWKS: UC CONCEPT: CREATION (2b.2)</p> <p>Key Question: Creation and Science: conflicting or complementary?</p>	<p>UC CONCEPT: INCARNATION (2b.4)</p> <p>Key Question: Was Jesus the Messiah?</p>	<p>Discovery Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p>	<p>HAWKS:UC CONCEPT: SALVATION (2b.6)</p> <p>Key Question: What did Jesus do to save human beings?</p>	<p>HAWKS: UC CONCEPT: KINGDOM OF GOD (2b.8)</p> <p>Key Question: What kind of King is Jesus?</p>	<p>HAWKS: Discovery Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>
PE KS1	<p><b>Multi-skills (ABC)</b></p> <ul style="list-style-type: none"> <li>- Moving at speed in straight lines</li> <li>- Moving at speed with directional changes of own choice</li> <li>- Moving at speed with directional changes in response to others</li> <li>- Changing speed with instant control</li> </ul> <p><b>Striking &amp; Fielding</b></p> <ul style="list-style-type: none"> <li>- Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand.</li> <li>- Throw underarm with correct technique and increasing accuracy</li> <li>- Fundamental introduction to overarm throwing, experiencing the coordination of the movement</li> <li>- Apply skills in a small modified game situation</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- Bouncing the ball, using both or one hand whilst stationary</li> <li>- Bouncing the ball whilst in motion, progressing from catching to constant</li> <li>- Coordinating movements of body to the travel pathway and speed of the ball</li> <li>- Sending and receiving the ball with a partner in a variety of ways.</li> <li>- Combining skills to achieve a more complex task, both individually and in a group</li> <li>- Experiencing a modified and scaled-down game, understand and obeying rules.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Responding to a range of stimuli</li> <li>- Copy and explore basic actions led by a teacher</li> <li>- Perform movements involving a range of body parts</li> <li>- Link these together to form a movement phrase</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Move with the ball at increasing speed trying to maintain close control</li> <li>- Pass/send the ball to close targets</li> <li>- Shoot with power at targets/goals</li> <li>- Begin to understand rules of gameplay</li> </ul> <p><b>Gymnastics</b> (contrasts, holding positions)</p> <ul style="list-style-type: none"> <li>- Perform basic shapes (Large and small), extending the body and requiring flexibility</li> <li>- Maintain increasingly difficult balances for a sustained period</li> <li>- Be able to perform some of the previous shapes, balances and actions on the apparatus</li> <li>- Copy actions and shapes performed by your partner</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- Coordinating movements of body to the travel pathway and speed of the ball</li> <li>- Sending and receiving the ball with a partner in a variety of ways.</li> <li>- Combining skills to achieve a more complex task, both individually and in a group</li> <li>- Experiencing a modified and scaled-down game, understand and obeying rules.</li> </ul> <p><b>Gymnastics 2</b></p> <ul style="list-style-type: none"> <li>- Travel in a variety of ways with different numbers of contact points</li> <li>- Travel individually and in groups</li> <li>- Perform simple rolls – log, tuck</li> <li>- Combining jumping and landing variations (floor based)</li> <li>- Link small elements together to perform a sequence</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Experiment with jumping and landing once or more in combination</li> <li>- Jump to achieve height and distance</li> <li>- Throw a number of differing projectiles</li> <li>- Measure and record scores for other pupils</li> </ul> <p><b>Team games- throwing and catching</b></p> <ul style="list-style-type: none"> <li>- Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand.</li> <li>- Throw underarm with correct technique and increasing accuracy</li> <li>- Fundamental introduction to overarm throwing, experiencing the coordination of the movement</li> <li>- Apply skills in a small modified game situation</li> </ul>	<p><b>Athletics</b></p> <p>How to run with correct technique</p> <ul style="list-style-type: none"> <li>- Applying correct technique at full speed in race situations</li> <li>- Attempt some slightly longer distances, adjusting speed slightly to achieve this</li> <li>- Working effectively as a team to complete relays</li> </ul> <p><b>Striking team games (tennis racket, cricket bat, hockey stick)</b></p> <ul style="list-style-type: none"> <li>- Handling and controlling a bat/stick in response to situational-demands of a ball or beanbag</li> <li>- Striking the ball in different ways, using bats with large surface areas</li> <li>- Balancing and manipulating the ball with different striking equipment</li> <li>- Experiencing a modified game.</li> </ul>

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<b>PE Skylarks</b>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Travelling with the ball under close control</li> <li>- Scoring/shooting, with some successful transference in to game situation</li> <li>- Tactics – when to choose certain skills with a successful outcome in a game situation</li> <li>- Follow rules to play challenging, organised games</li> <li>- Adapt these rules to create their own modified games</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- Sending and receiving to and from a partner in a variety of ways</li> <li>- Maintain possession of the ball in small groups against a defender</li> <li>- Pass to team mates at appropriate times</li> <li>- Select correct type of pass for certain situations, leading to successful transference in to game situation</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Running with the ball past stationary objects progressing to moving opponents</li> <li>- Tackling as a defensive skills</li> <li>- Push pass over increasing distances</li> <li>- Passing whilst running forward reinforcing rule of not passing backwards</li> <li>- Apply skills in line with key rules to the game</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Develop physical strength and suppleness by practising moves and stretching.</li> <li>- Plan, perform and repeat sequences.</li> <li>- Move in a clear, fluent and expressive manner.</li> <li>- Develop and adapt own movements and motifs to create movement patterns (whole or part additions)</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>- Consistently use correct grip</li> <li>- Ability to manipulate ball and move in desired direction</li> <li>- Increasing speed and still showing control in tight spaces</li> <li>- Sending the ball in different ways</li> <li>- Stopping the ball using two correct techniques</li> <li>- Understanding all rules, particularly those concerning safety</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Exploring different ways to travel, both high and low</li> <li>- Combining travelling and being still, linking them together into a fluid movement phrase</li> <li>- Varying height and speed in their movement phrase</li> <li>- Use ipads or similar technology to record and evaluate your own/another group's performance</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- Identify similarities between basketball and netball</li> <li>- Consistent catching ability when receiving ball</li> <li>- Practice rule of 'Pivoting' only</li> <li>- Moving in to space to counteract inability to move with the ball</li> <li>- Applying skills effectively in to small sided games</li> </ul> <p><b>Bench ball</b></p> <ul style="list-style-type: none"> <li>- Attacking and defending: what they are</li> <li>- How can we attack and defend in benchball: explore options and experience performing them</li> <li>- Overarm throwing of mid sized objects</li> <li>- Throwing accurately with a high ball flight</li> <li>- Finding spaces away from opponents</li> <li>- Catching whilst moving</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Use a range of throwing techniques to complete Javelin, Chest push ball throw, Shot put, Discus</li> <li>- Throw with accuracy to hit a target or cover a distance</li> <li>- Using a variety of physical skills in combination efficiently to maximise performance</li> <li>- Jump in a number of ways from a stationary position</li> <li>- Challenging themselves to achieve their personal best</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>- Striking the ball with objects using one hand (progressing from tennis racquets down to rounders bats)</li> <li>- Hitting the ball in different directions</li> <li>- Bowling underarm with consistency</li> <li>- Basic throwing and catching exercises</li> <li>- Linking together a series of successful throws and catches</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>- Batting technique including stance, grip and swing</li> <li>- Hitting stationary balls, progressing on to slow moving</li> <li>- Combining control and accuracy with increasing power</li> <li>- Understanding how opponent fielding positions affects batting decision making</li> </ul> <p><b>Racket Sports (Tennis/Badminton)</b></p> <ul style="list-style-type: none"> <li>- Hand/eye coordination, tracking the ball closely and affecting movements accordingly</li> <li>- Cone tennis: drop- bounce-catch in cone, bounce-hit with cone- bounce, play with a partner using cone as racquet and catching the ball each time</li> <li>- Hand tennis: same as above but using palm of hand</li> <li>- Racquet control, balancing for increasing durations</li> <li>- Forehand and backhand shots, progressing rallying using those strokes</li> </ul>
<b>PE Kites</b>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Travelling with the ball under close control</li> <li>- Scoring/shooting, with some successful transference in to game situation</li> <li>- Tactics – when to choose certain skills with a successful outcome in a game situation</li> <li>- Follow rules to play challenging, organised games</li> <li>- Adapt these rules to create their own modified games</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- Sending and receiving to and from a partner in a variety of ways</li> <li>- Maintain possession of the ball in small groups against a defender</li> <li>- Pass to team mates at appropriate times</li> <li>- Select correct type of pass for certain situations, leading to successful transference in to game situation</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Running with the ball past stationary objects progressing to moving opponents</li> <li>- Tackling as a defensive skills</li> <li>- Push pass over increasing distances</li> <li>- Passing whilst running forward reinforcing rule of not passing backwards</li> <li>- Apply skills in line with key rules to the game</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Develop physical strength and suppleness by practising moves and stretching.</li> <li>- Plan, perform and repeat sequences.</li> <li>- Move in a clear, fluent and expressive manner.</li> <li>- Develop and adapt own movements and motifs to create movement patterns (whole or part additions)</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>- Dribbling successfully at speed</li> <li>- Dribbling past opponents</li> <li>- Completing action with either a pass or shot</li> <li>- Attacking as an individual</li> <li>- Attacking as a team</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Practice and refine the gymnastics techniques required in a varied performance</li> <li>• Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching &amp; twisting, gestures and linking skills</li> <li>- Vary speed, direction, level and body rotation during floor performances.</li> <li>- Using equipment and apparatus to perform exercises and sequences</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- Shooting and scoring effectively</li> <li>- Introduction to positions and roles</li> <li>- Progressing up the full court as a team without losing the ball</li> <li>- Defending 1v1 (marking, interceptions)</li> <li>- Matchplay</li> </ul> <p><b>Bench ball</b></p> <ul style="list-style-type: none"> <li>- Attacking and defending: what they are</li> <li>- How can we attack and defend in benchball: explore options and experience performing them</li> <li>- Overarm throwing of mid sized objects</li> <li>- Throwing accurately with a high ball flight</li> <li>- Finding spaces away from opponents</li> <li>- Catching whilst moving</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Use a range of throwing techniques to complete Javelin, Chest push ball throw, Shot put, Discus</li> <li>- Throw with accuracy to hit a target or cover a distance</li> <li>- Using a variety of physical skills in combination efficiently to maximise performance</li> <li>- Jump in a number of ways from a stationary position</li> <li>- Challenging themselves to achieve their personal best</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>- Overarm throwing covering a long distance</li> <li>- Overarm throwing to small targets (replicating bases or bowler)</li> <li>- Catching high/fast thrown balls</li> <li>- Tactics – when and where to throw ball</li> <li>- Bowling consistent legal deliveries</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>- Batting technique including stance, grip and swing</li> <li>- Hitting stationary balls, progressing on to slow moving</li> <li>- Combining control and accuracy with increasing power</li> <li>- Understanding how opponent fielding positions affects batting decision making</li> </ul> <p><b>Racket Sports (Tennis/Badminton)</b></p> <ul style="list-style-type: none"> <li>- Accurately tracking ball flight</li> <li>- Extended challenge of Forehand and Backhand shots</li> <li>- Introduction of Serve and Volley shots</li> <li>- Sustain a rally for an increasing number of shots</li> <li>- How to outwit your opponent and regularly win points</li> </ul>

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PE Hawks	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Passing/sending the ball over a long distance</li> <li>- Passing/sending the ball when challenged by opponents</li> <li>- Creating and scoring opportunities</li> <li>- Defending as an individual</li> <li>- Defending as a team</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>- Using both hands to manipulate the ball and move in different directions</li> <li>- Keeping the ball away from an opponent individually</li> <li>- Attacking the hoop individually against an opponent</li> <li>- Possession against large groups</li> <li>- Full matchplay</li> </ul>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- Push pass with more power</li> <li>- Spin pass</li> <li>- Timing of pass</li> <li>- Defensive lines (straight, no gaps)</li> <li>- Supporting the player with the ball</li> <li>- Positional play leading to better try scoring</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- <b>Exploring movement</b> responses to music, including changes in rhythm, level, direction and speed</li> <li>- Learn and perform simple routines by linking these movements</li> <li>- Performing to music, keeping in time with the rhythm for the majority or all of the routine</li> <li>- Creating own movement sequences in keeping with the same rhythm</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>- Dribbling successfully at speed</li> <li>- Dribbling past opponents</li> <li>- Completing action with either a pass or shot</li> <li>- Attacking as an individual</li> <li>- Attacking as a team</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Practice and refine the gymnastics techniques required in a varied performance</li> <li>- Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching &amp; twisting, gestures and linking skills</li> <li>- Vary speed, direction, level and body rotation during floor performances.</li> <li>- Using equipment and apparatus to perform exercises and sequences</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- Shooting and scoring effectively</li> <li>- Introduction to positions and roles</li> <li>- Progressing up the full court as a team without losing the ball</li> <li>- Defending 1v1 (marking, interceptions)</li> <li>- Matchplay</li> </ul> <p><b>Dodgeball</b></p> <ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Application of relevant multi-skills</li> <li>- Throwing whilst moving</li> <li>- Throwing at a moving target</li> <li>- How to vary between attacking and defensive styles</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Understanding how to develop the physical attributes of speed, strength, stamina and how that improves performance</li> <li>- Being able to sustain a set pace for a prolonged period of time.</li> <li>- Being able to fluctuate that pace according to tactical influences in a race setting</li> <li>- Relays with smooth changeovers</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>- Overarm throwing covering a long distance</li> <li>- Overarm throwing to small targets (replicating bases or bowler)</li> <li>- Catching high/fast thrown balls</li> <li>- Tactics – when and where to throw ball</li> <li>- Bowling consistent legal deliveries</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>- Bowling overarm with correct technique</li> <li>- Batting for accuracy (shot selection and placement)</li> <li>- Batting for power (distance)</li> <li>- Increasing number of outs achieved as a fielding team</li> </ul> <p><b>Racket Sports (Tennis/Badminton)</b></p> <ul style="list-style-type: none"> <li>- Accurately tracking ball flight</li> <li>- Extended challenge of Forehand and Backhand shots</li> <li>- Introduction of Serve and Volley shots</li> <li>- Sustain a rally for an increasing number of shots</li> <li>- How to outwit your opponent and regularly win points</li> </ul>