Long Term Plan Overview - Rolling Year B (2)

Roots to grow, wings to fly

Main Theme	Extreme Earth		Stargazers		Rainforests	
WRITNG - YR1-6 throughout yr (Class to decide order)	AUDIENCE	INFORM	INFORM	PERSUADE DISCUSS	ENTERTAIN	ENTERTAIN
Science Robins (Reception)	Weather and seasons		Plants		Animals	
Science GOLDFICNHES KS1	**Weather: Extreme Weather across our world** • observe changes across the four seasons • observe and describe weather associated with the seasons • how day length varies. **Earth Science Big Idea(s): E2** **INSPIRE ACTIVITY: Escape from the ice**		**Electricity and Uses of Everyday Materials** **Electricity - (non curriculum: create a basic circuit)** Although electricity is not part of the KS1 science curriculum as set out by the national curriculum 2014 we have still included this in our science programme to provide a basic understanding for KS2. **Physics Big ideas: P3** **Uses of Everyday Materials** **What would make a resilient rover?** **INSPIRE ACTIVITY: Resilient Rovers** The children will: 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 **Chemistry Big Idea(s): C1**		**Animals including humans:** **Why are humans not like tigers?** The children will: • 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 • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • 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. **Biology Big Idea(s): B2, B3**	

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Science Skylarks Yr3/4	**Properties and changes of materials (5)** 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 decide 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda **STEM ACTIVITY: Growing Crystals https://www.stem.org.uk/resources/elibrary/resource/31669/growing-crystals** **Big Idea(s): C2, C3**	**Environmental Science NO NC** **Earth Science Big Ideas: E1**	**Earth and Space (5)** 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 **STEM ACTIVITY: Is there anyone out there? https://www.stem.org.uk/elibrary/resource/30199** **Big Idea(s): E1, E2**	**Electricity (4): How does altering components effect the flow of electricity?** 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 **STEM ACTIVITY: The Apprentice Electrician https://www.stem.org.uk/resources/elibrary/resource/30673/apprentice-electrician** **Physics Big Ideas: P3**	**Plants (3) REVISION** 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 **STEM ACTIVITY: Do plants need soil to grow? https://www.stem.org.uk/resources/elibrary/resource/314741/do-plants-need-soil-grow** **Biology Big Idea(s): B1, B2, B3**	**Living Things and their habitats (6)** 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 **STEM ACTIVITY: Save Our Home! https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home** **Biology Big Idea(s): B2**

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Science. KS2 KITES	**Properties and changes of materials (5)** • 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 decide 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda STEM ACTIVITY: Growing Crystals https://www.stem.org.uk/resources/elibrary/resource/31669/growing-crystals Big Idea(s): C2, C3	**Environmental Science NO NC** **Earth Science Big Ideas: E1**	**Earth and Space (5)** • 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 STEM ACTIVITY: Is there anyone out there? https://www.stem.org.uk/elibrary/resource/30199 Big Idea(s): E1, E2	**Electricity: How does altering components effect the flow of electricity?(4)** • 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 **STEM ACTIVITY: The Apprentice Electrician** **https://www.stem.org.uk/resources/elibrary/resource/30673/apprentice-electrician** **Physics Big Ideas: P3**	**Plants (3)** • 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 **STEM ACTIVITY: Do plants need soil to grow?** **https://www.stem.org.uk/resources/elibrary/resource/314741/do-plants-need-soil-grow** **Biology Big Idea(s): B1, B2, B3**	**Living Things and their Habitats (5)** • 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 STEM ACTIVITY: Save Our Home! https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home **Biology Big Idea(s): B2**

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Science KS2 HAWKS	**Properties and changes of materials (5)** • 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 decide 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 that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda STEM ACTIVITY: Growing Crystals https://www.stem.org.uk/resources/elibrary/resource/31669/growing-crystals Big Idea(s): C2, C3	**Environmental Science NO NC** **Earth Science Big Ideas: E1**	**Earth and Space (5)** • 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 • STEM ACTIVITY: Is there anyone out there? https://www.stem.org.uk/elibrary/resource/30199 Big Idea(s): E1, E2	**Electricity: How does altering components effect the flow of electricity? (6)** • **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** • **STEM ACTIVITY: Controllable Vehicles https://www.stem.org.uk/resources/elibrary/resource/30740/unit-6d-controllable-vehicles** **Physics Big Ideas: P3**	**Plants (3)** • 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 • **STEM ACTIVITY: Do plants need soil to grow? https://www.stem.org.uk/resources/elibrary/resource/314741/do-plants-need-soil-grow** **Biology Big Idea(s): B1, B2, B3**	**Living Things and their habitats (6)** • 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 • STEM ACTIVITY: Save Our Home! https://www.stem.org.uk/resources/elibrary/resource/133747/save-our-home **Biology Big Idea(s): B2**

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History KS1/ reception	**Compare aspects of life in different periods: COMMUNICATION AND TRANSPORT** Key Question: How has moving and communicating changed over time? • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past and identify different ways in which it is represented • 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 • Develop historical vocabulary and practice use Suggested Final Activity: Create a timeline showing changes	**Significant Individual/event beyond living memory: The first moon landing** Key Question: How did landing on the moon change the world? • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past and identify different ways in which it is represented • 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 • Develop historical vocabulary and practice use Suggested Final activity: Create a news broadcast about the moon landing	**Significant Individual and compare aspects of life in different periods: Christopher Columbus** Key Question: What did Christopher Columbus discover? • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past and identify different ways in which it is represented • 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 • Begin to compare different periods of history and change looking for similarities and differences • Develop historical vocabulary and practice use Suggested Final Activity: Debate: Who was the greatest explorer - Christopher Columbus or Neil Armstrong (met in moon landing focus)?
Key Knowledge	**Sticky Knowledge:** • Horses and carts were used by people too travel and transport goods to other places • George Stepson invented the Rocket and it had a steam engine. The steam engine changed the way people moved goods and travelled. • The Wright brothers were the first people to successfully fly in a plane. • Modern places are bigger and faster. They are made from metal and have big powerful jet engines. They can carry over a hundred passengers. **Dates:** **850 CE Viking long ships** **1300's CE Horse and Cart** **1783 First hot air balloon flight** **1829 CE Stephenson built the steam engine rocket** **1903 First Plane fLight** **1940 CE Planes were used in WWII**	**Sticky Knowledge:** • Neil Armstrong was launched into space on 16 July 1969. • The mission to space was called Apollo 11. • The Apollo 11 rocket was called Saturn V (Saturn 5). • Buzz Aldrin and Michael Collins were also part of the Apollo 11 mission. • Neil Armstrong was born on August 5, 1930 and died in 2012. He was 82. **Dates:** **1930: Neil Armstrong born.** **946: Got his first pilot's licence.** **1962: Became an astronaut.** **1966: Had his first space flight.** **1969: Apollo 11 mission and first on the moon. 1971: Resigned from NASA.** **2005: Neil Armstrong biography published. 2012: Neil Armstrong died.**	**Sticky Knowledge:** • We believe that Christopher Columbus was born in Italy. He then lived in Portugal • He left Spain with three ships and sailed west on a voyage • He is considered an explorer. • Christopher Columbus was a navigator who directed the ship using maps. • He landed in the Bahamas, North America. He called this land the 'New World' **Explore with the children: Was it a 'New World'?** **Explorer comparisons - Neil Armstrong and Christopher Columbus.** **Dates** **1451 CE Christopher Columbus was born (possibly Italy)** **1485 CE He arrived in Spain** **August 1492 He left Spain with three ships and sailed West** **12th October 1492 CE He landed in the Bahamas, North America. He called this land the 'New World'** **1493 Columbus made another voyage to Trinidad, North America** **1502 Columbus made another voyage to North America** **1506 CE He died in Spain.**

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History KS2	**Roman Empire and its impact on Britain** **Key Question: Did the Romans make Britain better?** • 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 • know and understand significant aspects of the history of the wider world: he expansion and dissolution of empires • gain and deploy a historically grounded understanding of abstract terms such as 'empire' • 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. **SUBSTANTIVE CONCEPT(S): RULE, CONQUEST & CONFLICT** Suggested final activity:Prepare a whole-class debate to discuss whether the Romans overcame their difficulties and achieved success OR double page spread.	**A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: 1960's social, leisure and entertainment** **Key Question: What made the 1960's a memorable decade?** • 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. • 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 • 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. **SUBSTANTIVE CONCEPT: SOCIETY** Suggested Final Activity: Double page spread	**Non European society providing contrast with British history: Mayan Civilisation c.AD 900** **Key Question: When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?** • 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 • gain and deploy a historically grounded understanding of abstract terms such as 'civilisation' • 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. **SUBSTANTIVE CONCEPT(S): RELIGION & SOCIETY** Suggested Final Activity: Make your very own Maya folding book OR double page spread
KS2 Key Vocabulary	**Empire -** A group of countries ruled by a single person, government or country **Emperor -** The ruler of an empire **Chronology -** The arrangement of dates or events in the order in which they occurred **Celt/Iron Age Briton -** A person who lived in ancient Britain in the time before the Romans **Invade/Invasion -** To enter a place in a forceful way **Revolt-** When a large number of people refuse to be ruled and take action against it **Legion -** a large group of soldiers who form part of an army.	**Decade** - period of ten years **Culture** - customs and beliefs, art, way of life and social organisation of a particular country or group **Modern** - of the present or recent time/new and intended to be different from traditional styles **Revolutionary** - involving a great or complete change **Freedom** - the right to do or say as you want without anyone stopping you **Popular** - liked or enjoyed by a large number of people **Significant** - large or important enough to have an effect or to be noticed	**Artefact -** An object that is made by a person **Calendar -** a printed table showing all the days, week and months of the year. **Civilisation -** Human society which is organised. **Dynasty -** A series of. Rulers or leaders who are all from the same family or a period when a country is ruled by them(link concept back to Egyptians) **Empire -** A group of countries ruled by a single person, government or country. **Hieroglyphics -** A system of writing using pictures not words **Kingdom -** A place ruled by a king, queen or important person. **Maize -** Also known as corn, is a cereal grain. **Temple -** A building used for worship of a god or gods in some religions **Worship -** To have or show a strong feeling or respect and admiration for a god or goddess.

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Key Knowledge	• **Changes Romans brought to Britain included roads, towns, aqueducts, architecture and mosaics** • **Historians believe that the. Romans left Britain because the Roman Empire was being attacked in other countries so soldiers were called to fight elsewhere** • **Before the Romans arrived Britain was inhabited by Iron Age people. These people lived in small tribes, travelled little and lived in wooden roundhouses.** • **The Celts lived in Britain before the Romans however they were not called Celts until much later (18th century). The Romans called these people Britons.** • **The Britons (Celts) had to decide when the Romans invaded whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return they could keep their kingdoms. However some leaders chose to fight.** **Dates:** **55-54 BCE** Julius Caesars attempted invasion **43 CE** Romans invade and Britain becomes part of the Roman Empire **60-61 CE** Boudica leads the Icon in revolt against the Romans **122-138 CE** Emperor Hadrian builds a wall on the Scottish border **306 CE** Constantine the great declared Emperor at York **401-410 CE** The Romans with from Britain, Anglo-Saxons begin to settle.	• **The 1960's refers to the years from the beginning of 1960 to the end of 1969.** • **It is sometimes referred to as the swinging 60's and is associated with the birth of British pop, music and fashion** • **The 1960's were a decade of rapid and revolutionary change in popular culture and politics** • **Young people were finally given a voice and freedom to do what they wanted.** • **The parents of 60's teenage generation had spent their youth fighting for their lives in the Second World War.** **Key events/dates/significant individuals to know:** **1961 -**first man in space **1962 -** the first computer video game, Spacewar is invented **1963 -** Martin Luther King **1964 -** The first successful minicomputer, digital equipment corporations 12 bit PDP-8 is marketed **1966 -** World Cup Victory for England **1966 -** The Mini skirt was the height of women's fashion **1969-** Moon landing Music included The Beatles form 1963 onwards through decade.	• **The Maya were a civilisation who lived-in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE.** • **The Maya are known for being the first mezoamericans to develop writing.** • **They had a sophisticated culture in which they lived in. City states.** • **They built spectacular monuments and stepped pyramids. Some (e.g. Chichen Itza) have become world tourist destinations in the modern day.** • **They were known for their advanced maths and calendars.** • **Around 900CE Maya cities became abandoned. No one knows for sure why this happened.** **Note: It is important for pupils to begin to understand that as historians we do not always know why things happened the way they did.** **Dates** **1100 BCE -** Hunter gatherers settle along the pacific coast and settlements begin to appear **700 BCE -** Maya writing is developed. **100 BCE -** The first Maya pyramids are built **900-1200 CE-** El Castillo is built **250 CE -** Beginning of the classic period **1000 CE -** Chichen Itzá is the most powerful city **1502 CE -** First contact with Europe
Geography KS1	**Human and Physical Geography: Hot and Cold Earth - What if Meerkats wanted to live in Iceland?** **Human and Physical Geography** Weather- where in the world, where in the world is cold. Discussing in relation to the equator and the North/South Poles. **KEY CONCEPTS MET: boundaries, cartography, climate, physical geography**	**Key Human: What does the world look like through the window of the International Space Station?** **Locational Knowledge** Name and locate the world's seven continents and five oceans. **Human and Physical Geography** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom. 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. **KEY CONCEPTS MET: Boundaries, cartography, settlements, physical geograph**y	**Human and Physical Geography: How is the UK different to Brazil?** **Locational Knowledge** Name and locate the world's seven continents and five oceans.- South America focus **Place Knowledge** Compare England with a contrasting Country in the world England compared to Brazil **Human And Physical Geography** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world **KEY CONCEPTS MET: boundaries, cartography, climate, physical geography and settlements**
Key Knowledge	• Locate hot and cold areas of the world • Find out about animals who live in hot and cold places • Locate the equator and the northern/southern hemisphere • Use and follow simple compass directions (NESW) • To ask geographical questions – Where is it? What is this place like? How near/far is it?	• Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly • Use an atlas to accurately locate the continents and oceans of the world • Locate continents, oceans including their own continent and country using a world map • Use aerial photographs and satellite images to recognise basic human and physical features	• Locate Brazil • Locate South America • Recognise that Brazil is a hot place • Name some geographical features of Brazil • Explore weather patterns in Brazil • Explain some differences between Brazil and the UK

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Geography KS2	**Physical Geography: Our Changing World - What makes the earth angry?** **Locational Knowledge** Locate the world's countries , using maps, concentrating on their environmental regions, key physical and human characteristics 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) **Human and physical geography** Describe and understand the key aspects of: physical geography, including earthquakes human geography, including types of settlement and land use, and the distribution of natural resources including energy. **Geographical skills and fieldwork** use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. **SUBSTANTIVE KEY CONCEPTS EXPLORED: physical geography resources settlements** **VOCABULARY: crust, igneous, metamorphic, molten, sedimentary, tectonic plate, volcano, fertile active, ash, crater, dormant, earthquake, eruption, fault, flank, iron, lava, magma, mantle, structure, tsunami, upper mantle, vent, volcano** Suggested Final Activity: Leaflet on Angry Earth OR DOUBLE PAGE SPREAD	**Location: Why did the 'space race' countries feel they had to compete?** **Locational Knowledge** 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, Artic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night) **Place Knowledge** understand geographical similarities and differences through the study of human and physical geography of, a region in a European country and a region within North America **Human and physical geography** Describe and understand the key aspects of: 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. **Geographical skills and fieldwork** Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. **SUBSTANTIVE KEY CONCEPTS EXPLORED: Boundaries, cartography, interdependence, resources, settlements** Suggested Final Activity: Comparison chart created between America and Russia OR DOUBLE PAGE SPREAD	**South America : Human and physical geography** **Why should rainforests be important for us all?** **Locational Knowledge** Locate the world's countries , using maps to focus on South America, concentrating on tenvironmental 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, Artic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night) as relevant **Place Knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of South America (The Amazon Basin) **Human and physical geography** Describe and understand the key aspects of: 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. **Geographical skills and fieldwork** Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. **SUBSTANTIVE KEY CONCEPTS EXPLORED: Resources, climate, change** **Vocabulary: Layers, biomes, rainforest, habitats, animals climate, vegetation belts, rivers, water, compare, deforestation, diorama** Suggested final activity: Argument to UN about the importance of rainforests OR DOUBLE PAGE SPREAD
KS2 Key knowledge	• Describe the properties of the Earth's layers • Explain how a volcano is formed • Categorise volcanoes as extinct, dormant or active • Describe what happens when a volcano erupts • Explain the impact of volcanoes on people and the environment • Explain why earthquakes occur • Compare the strength of earthquakes • Explain how tsunamis occur • Explain how to keep safe in a tsunami • Explain where tornadoes happen • Explain how scientists compare tornadoes	• Locate Russia and the European and Asian continents • Locate North America and the North American continent • Find and compare key geographical features of Russia and North America • Explore Russian and American culture differences • Describe and understand economic activity inc. trade links of these two countries after World War 2 – present • Plot events leading up to the cold war • Locate Germany and explain why the Berlin wall was built • Explain the impact of the wall on people living in Germany • Plot key events of the space race	• Name some countries where rainforests are found • Label a map to show countries where rainforests are found • Find the Equator on a map • Explain that rainforests are found near the Equator • Describe what the weather is usually like in a tropical climate • Name the four layers of a rainforest • Explain about the climate in each layer • Explain more about one animal living in a rainforest • Describe some similarities and differences between the Amazon rainforest and a British forest • Explain what deforestation means
ART ROBINS (RECEPTION)	**7 areas of exploration:** What Can We See? How Can We Explore Colour? How Can We Build Worlds? How Can We Explore Materials & Marks? How Can We Explore 3d Materials? How Can We Use Our Bodies To Make Art? How Can We Use Our Imaginations?		

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Art KS1	**Spirals** Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks. (Year 1 pathway)	**Exploring the World Through Mono Print** Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership (Year 2 Pathway)	**Playful Making** Exploring materials and intention through a playful approach (Year 1 pathway)	**Expressive Painting** Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still life. (Year 2 pathway)	**Stick Transformation Project** Explore how you can transform a familiar object into new and fun forms. (Year 2 pathway)	**Inspired by Flora & Fauna** Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork. (Year 1 pathway)
Art KS2 SKYLARKS	**Pathway: An Exploration of Coal Mining, Inspired By Henry Moore** pupils explore the work of Henry Moore made in response to working in a coal mine, through mark-making, collage and model making. (Year 4 pathway)	**Working with Shape and Colour** "Painting with Scissors": Collage and stencil in response to looking at artwork. (Year 3 pathway)	**The Art of Display** Explore how the way we display our work can affect the way it is seen. USES CLAY (Year 4 pathway)	**Exploring Still Life** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. (Year 4 pathway)	**Making Animated Drawings** Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets. (Year 3 pathway)	**Festival Feasts** How might we use food and art to bring us together? (Year 4 pathway)
Art KS2 KITES	**Pathway: An Exploration of Coal Mining, Inspired By Henry Moore** pupils explore the work of Henry Moore made in response to working in a coal mine, through mark-making, collage and model making. (Year 4 pathway)	**Making Monotypes** Combine the monotype process with painting and collage to make visual poetry zines. (Year 5 pathway)	**The Art of Display** Explore how the way we display our work can affect the way it is seen. USES CLAY (Year 4 pathway)	**Exploring Still Life** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work. (Year 4 pathway)	**Brave Colour** Exploring how artists use light, form and colour to create immersive environments. (Year 6 overview)	**Festival Feasts** How might we use food and art to bring us together? (Year 4 pathway)
Art KS2 HAWKS	**2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome. (Year 6 pathway)	**Making Monotypes** Combine the monotype process with painting and collage to make visual poetry zines. (Year 5 pathway)	**Architecture: Dream Big or Small?** Explore the responsibilities architects have to design us a better world. Make your own architectural model (Year 5 pathway)	**Mixed Media Land & City Scapes** Explore how artists use a variety of media to capture spirit of the place. (Year 5 pathway)	**Brave Colour** Exploring how artists use light, form and colour to create immersive environments. (Year 6 overview)	**Shadow Puppets** Explore how traditional and contemporary artists use cutouts and shadow puppets. (Year 6 pathway)
DT ROBINS (reception only)	**Unit 1 - Structures** (Junk modelling Autumn lesson - Hibernation Box	Christmas lesson - sliding pictures	**Unit 2 Cooking and Nutrition** (soup)	**Unit 3 - Textiles** (Bookmarks) Easter Lesson - hanging decoration	**Unit 4 - Structures** (boats) Spring lesson - flower threading	Summer lesson(s) - Designing a rainbow salad and making a rainbow salad

Main Theme	Extreme Earth		Stargazers		Rainforests	
DT Goldfinches (yr 1&2)	**COOKING AND NUTRITION** **A balanced diet (4 lessons)** Explore and learn what forms a balanced diet, pupils will taste test ingredient combinations from different food groups that will inform a wrap design of their choice which will include a healthy mix of protein, vegetables and dairy.	**STRUCTURES/MECHANISMS** **Constructing a windmill(4 lessons)** Design, decorate and build a windmill for a mouse (client) to live in, develop an understanding of different types of windmill, how they work and their key features. Look at real existing examples and the functions that they carry out.	**MECHANISMS** **Wheels and axles (4 lessons) - moon buggy** Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.	**MECHANISMS** **Making a moving story book (4 lessons)** Experiment with sliders before planning and making three pages of a moving story book, based on a familiar story, drawing the page backgrounds, creating the moving parts and assembling it.	**TEXTILES -** **Pouches (4 lessons)** Introduction to sewing. Pupils make their own template, accurately cut their fabric and sew a basic running stitch. .	**Invention Challenge!** ★ Set an invention challenge with scrap and recycled materials. Provide the pupils with a variety of textures and joining methods before sharing their ideas
DT KS2 SKYLARKS	**MECHANICAL SYSTEMS -** **Making a pop-up book (4 lessons)** Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	**FOOD AND NUTRITION** **Food - What Could be healthier?** Adapt a bolognese recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food.	**ELECTRICAL SYSTEMS** **Electric poster (4 lessons)** An introduction to information design and electrical systems, pupils create an electric poster using a basic circuit to develop a museum display about an area of choice. (Space?)	**DIGITAL WORLD -** **Mindful moments timer (4 lessons)** Design, program, prototype and brand a Micro:bit timer to a specified amount of minutes. Pupils carry out research and existing product analysis to determine how a programmable product could be personalised to their needs.	**TEXTILES -** **Stuffed toys (4 lessons)** Create a stuffed toy Introduce blanket stitch.	**STRUCTURES -** **Bridges (4 lessons)** After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.
DT KS2 KITES	**MECHANICAL SYSTEMS -** **Making a pop-up book (4 lessons)** Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	**FOOD AND NUTRITION** **Food - What Could be healthier?** Adapt a bolognese recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food.	**ELECTRICAL SYSTEMS** **Doodlers (4 lessons)** Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	**DIGITAL WORLD - Monitoring devices (4 lessons)** Program a Micro: bit animal monitoring device that will alert the owner when the temperature is not optimal. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools	**TEXTILES -** **Stuffed toys (4 lessons)** Stuffed toys (4 lessons) Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.	**STRUCTURES -** **Bridges (4 lessons)** After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.

Main Theme	Extreme Earth		Stargazers		Rainforests	
DT KS2 HAWKS	**FOOD AND NUTRITION** **Food - What Could be healthier?** Adapt a bolognese recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food.	**MECHANICAL SYSTEMS - Making a pop-up book (4 lessons)** Create a four-page pop-up story book design, incorporating a range of functional mechanisms that use levers, sliders, layers and spacers to give the illusion of movement through interaction.	**ELECTRICAL SYSTEMS** **Doodlers (4 lessons)** Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	**DIGITAL WORLD - Monitoring devices (4 lessons)** Program a Micro: bit animal monitoring device that will alert the owner when the temperature is not optimal. Develop 3D CAD skills by learning how to navigate the Tinkercad interface and essential tools	**TEXTILES -** **Stuffed toys (4 lessons)** Stuffed toys (4 lessons) Create a stuffed toy by applying skills learnt in previous units. Introduce blanket stitch.	**STRUCTURES -** **Bridges (4 lessons)** After learning about various types of bridges and exploring how the strength of structures can be affected by the shapes used, create their own bridge and test its durability - using woodworking tools and techniques.
Computing GOLDFINCHES KS1	**Computer Systems and Networks** Information technology around us (2.1) *Identifying IT and how its responsible use improves our world in school and beyond.*	**Creating Media** Digital painting (1.2) *Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.*	**Programming A** Robot algorithms (2.3) *Creating and debugging programs, and using logical reasoning to make predictions.*	**Data and Information** Grouping data (1.4) *Exploring object labels, then using them to sort and group objects by properties.*	**Creating Media** Digital writing (1.5) *Using a computer to create and format text, before comparing to writing non-digitally.*	**Programming B** Programming quizzes (2.6) *Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.*
Computing Skylarks	**Computing systems and networks** **The internet (4.1)** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Creating media** **Stop-frame animation (3.2)** Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Programming A** **Sequencing sounds (3.3)** Creating sequences in a block-based programming language to make music.	**Data and information** **Data logging (4.4)** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Creating media** **Photo editing (4.5)** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Programming B** **Events and actions in programs (3.6)** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Computing Kites	**Computing systems and networks** **The internet (4.1)** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Creating media** **Webpage creation (6.2)** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Programming A** **Selection in physical computing (5.3)** Exploring conditions and selection using a programmable microcontroller.	**Data and information** **Flat-file databases (5.4)** Using a database to order data and create charts to answer questions.	**Creating media** **3D modelling (6.5)** Planning, developing, and evaluating 3D computer models of physical objects.	**Programming B** **Selection in quizzes (5.6)** Exploring selection in programming to design and code an interactive quiz.
Computing HAWKS	**Computing systems and networks** **Internet communication (6.1)** Recognising how the WWW can be used to communicate and be searched to find information.	**Creating media** **Webpage creation (6.2)** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Programming A** **Selection in physical computing (5.3)** Exploring conditions and selection using a programmable microcontroller.	**Data and information** **Flat-file databases (5.4)** Using a database to order data and create charts to answer questions.	**Creating media** **3D modelling (6.5)** Planning, developing, and evaluating 3D computer models of physical objects.	**Programming B** **Selection in quizzes (5.6)** Exploring selection in programming to design and code an interactive quiz.

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Music ROBINS	Setting up continuous provision and introducing children to resources.	**Celebration music** (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	**Exploring sound** (5 lessons) Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.	**Music and movement** (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	**Musical stories** (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	**Big band** (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
MUSIC GOLDFINCHES	Musical Me Yr 2 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	YR 1Vocal and body sounds: (THEME: By the sea) PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	Dynamics, timbre, tempo and motifs (THEME SPACE) YR2 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	Pitch and tempo (theme: superheroes) Yr1 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	Classical music, dynamics and tempo (Theme: animals) YR1 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL (plus year 1s from Robins) PERFORMANCE
Music SKYLARKS	Creating compositions in response to an animation (theme: mountain/3) PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	Adapting and transposing motifs (theme: Romans 4) PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL RECORDERS	Jazz (3) PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	Samba and carnival sounds and instruments (4) PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	Body and tuned percussion (theme: Rainforests) 4 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC
Music KITES	Musical Theatre (5) PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	Adapting and transposing motifs (theme: Romans 4) PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	Composition to represent the festival of colour (Theme; Holi festival) 5 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL RECORDERS	Samba and carnival sounds and instruments (4) PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	Body and tuned percussion (theme: Rainforests) 4 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC
Music HAWKS	Musical Theatre (5 PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	Adapting and transposing motifs (theme: Romans 4) PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	Composition to represent the festival of colour (Theme; Holi festival) 5 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC	Advanced Rhythms (6) PERFORMANCE LISTENING COMPOSING THE HISTORY OF MUSIC INTER-RELATED DIMENSIONS OF MUSIC	INSTRUMENTAL RECORDERS	Body and tuned percussion (theme: Rainforests) 4 PERFORMANCE LISTENING COMPOSING INTER-RELATED DIMENSIONS OF MUSIC

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French Reception and KS1	**Greetings and About Me** 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		**Numbers up to 12** zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze		**Weather & Seasons** 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?	
French SKYLARKS	French Greetings with Puppets (yr3, 4 lessons)	French Playground games - numbers and age (Yr3)	French Transport (yr3)	Portraits - describing in French (Yr4)	French weather and the water cycle (Yr4)	French Sport and the Olympics (yr6)-ADAPT AS NEEDED
French KITES	French Monster Pets (yr5)	French Verbs in a week (5)	Space Exploration - French (yr5)	Portraits - describing in French (Yr4)	French weather and the water cycle (Yr4)	French Sport and the Olympics (yr6)-ADAPT AS NEEDED -
French HAWKS	In My French House (Yr6)	French Verbs in a week (5)	Space Exploration - French (yr5)	French Speaking World (Yr5)	French Sport and the Olympics (yr6) - YEAR B ONLY	
PSHE & RSE Robins (reception only year)	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
PSHE & RSE Goldfinches Yr1/2	Families and Relationships Cycle A	Health and wellbeing Cycle A	Safety and the changing body Cycle A	Citizenship Cycle A	Economic Wellbeing Cycle A	Transition Cycle A
PSHE & RSE SKYLARKS Yr3/4	Family and Relationships CYCLE A — YEAR 3/4	Health and wellbeing Cycle A - Year 3/4	Economic Wellbeing CYCLE A Year 3/4	Citizenship Cycle A - Year 3/4	Safety and the changing body CYCLE A Transition CYCLE A - Year 3/4	
PSHE & RSE KITES YR 4/5	Family and Relationships CYCLE A - Year 3/4 OR 5/6	Health and wellbeing Cycle A- Year 3/4 OR 5/6	Economic Wellbeing CYCLE A Year 3/4 OR 5/6	Citizenship Cycle A - Year 3/4 or 5/6	Safety and the changing body CYCLE A Transition CYCLE A - Year 5/6 or 3/4	
PSHE & RSE HAWKS Yr6	Family and Relationships CYCLE A - YEAR 5/6	Health and wellbeing Cycle A- Year 5/6	Economic Wellbeing CYCLE A Identity (YR 6 only cycle A)	Citizenship Cycle A - Year 5/6	Safety and the changing body CYCLE A Transition CYCLE A - Year 5/6	

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RE Robins Reception	**UC CONCEPT Creation (F1)** Key Question: Why is the word 'God' so important to Christians?	**UC /Discovery CONCEPT Incarnation** Key Question: What is Christmas?	**Discovery Theme Celebrations** Key Question: How do people celebrate? Religions: Hinduism	**UC CONCEPT Salvation (F3)** Key Question: Why do Christians put a cross in an Easter garden?	**Discovery Theme Story Time** Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	**Discovery Theme Special Places** Key Question: What makes places special? Religion: Judaism
RE Goldfinches Yr1/2	**UC CONCEPT: Creation (1.2)** Key Question: Who made the world?	**UC CONCEPT: Incarnation (F2)** Key Question: Why do Christians perform nativity plays at Christmas?	**Discovery Theme: Passover** Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	**UC CONCEPT: Salvation (1.5)** Key Question: Why does Easter matter to Christians?	**UC CONCEPT: Gospel (1.4)** Key Question: What is the good news that Jesus brings?	**Discovery Theme: The Covenant** Key Question: How special is the relationship Jews have with God? Religion: Judaism
RE Skylarks Yr3/4	**UC CONCEPT: CREATION/ FALL (2a.1)** Key Question: What do Christians learn from the creation story?	**DISCOVERY THEME: Divali** Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	**UC CONCEPT: People of God (2a.2)** Key Question: What is it like to follow God?	**UC CONCEPT: SALVATION (2a.5)** Key Question: Why do Christians call the day Jesus died 'Good Friday'?	**UC CONCEPT: Kingdom of God (2a.6)** Key Question: When Jesus left what was the impact of Pentecost?	**Discovery Theme: Pilgrimage to the River Ganges** Key Question: Would visiting the River Ganges feel special to a non-Muslim? Religion: Hinduism
RE Kites Yr4/5	**UC CONCEPT: CREATION/ FALL (2a.1)** Key Question: What do Christians learn from the creation story?	**UC CONCEPT: INCARNATION (2b.4)** Key Question: Was Jesus the Messiah?	**DISCOVERY THEME: Hindu Beliefs** Key Question: How can Brahman be everywhere and everything? RELIGION HINDUISM	**UC CONCEPT: SALVATION (2a.5)** Key Question: Why do Christians call the day Jesus died 'Good Friday'?	**Discovery Theme: Beliefs and moral values** Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	**UC CONCEPT: People of God (2b.3)** Key Question: How can following God bring freedom and justice?
RE Hawks Year 6	**UC CONCEPT: CREATION (2b.2)** Key Question: Creation and Science: conflicting or complementary?	**UC CONCEPT: INCARNATION (2b.4)** Key Question: Was Jesus the Messiah?	**Discovery Theme: Beliefs and moral values** Key Question: Are Sikh stories important today? Religion: Sikhism	**UC CONCEPT: SALVATION (2b.6)** Key Question: What did Jesus do to save human beings?	**UC CONCEPT: KINGDOM OF GOD (2b.8)** Key Question: What kind of King is Jesus?	**Discovery Theme: Prayer and Worship** Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
Robins (reception)	Me and Myself	Movement and Development	Throwing and Catching	Ball Skills	Fun & Games	Working with Others

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PE GOLDFINCHES (Yr1/2)	**Multi-skills (ABC)** - Moving at speed in straight lines - Moving at speed with directional changes of own choice - Moving at speed with directional changes in response to others - Changing speed with instant control **Striking & Fielding** - Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand. - Throw underarm with correct technique and increasing accuracy - Fundamental introduction to overarm throwing, experiencing the coordination of the movement - Apply skills in a small modified game situation	**Basketball** - Bouncing the ball, using both or one hand whilst stationary - Bouncing the ball whilst in motion, progressing from catching to constant - Coordinating movements of body to the travel pathway and speed of the ball - Sending and receiving the ball with a partner in a variety of ways. - Combining skills to achieve a more complex task, both individually and in a group - Experiencing a modified and scaled-down game, understand and obeying rules. **Dance** - Responding to a range of stimuli - Copy and explore basic actions led by a teacher - Perform movements involving a range of body parts - Link these together to form a movement phrase	**Football** - Move with the ball at increasing speed trying to maintain close control - Pass/send the ball to close targets - Shoot with power at targets/goals - Begin to understand rules of gameplay **Gymnastics** (contrasts, holding positions) - Perform basic shapes (Large and small), extending the body and requiring flexibility - Maintain increasingly difficult balances for a sustained period - Be able to perform some of the previous shapes, balances and actions on the apparatus - Copy actions and shapes performed by your partner	**Netball** - Coordinating movements of body to the travel pathway and speed of the ball - Sending and receiving the ball with a partner in a variety of ways. - Combining skills to achieve a more complex task, both individually and in a group - Experiencing a modified and scaled-down game, understand and obeying rules. **Gymnastics 2** - Travel in a variety of ways with different numbers of contact points - Travel individually and in groups - Perform simple rolls – log, tuck - Combining jumping and landing variations (floor based) - Link small elements together to perform a sequence	**Athletics** - Experiment with jumping and landing once or more in combination - Jump to achieve height and distance - Throw a number of differing projectiles - Measure and record scores for other pupils **Team games- throwing and catching** - Develop individual catching skills exploring throws upwards, bounces downward, two hands, one hand. - Throw underarm with correct technique and increasing accuracy - Fundamental introduction to overarm throwing, experiencing the coordination of the movement - Apply skills in a small modified game situation	**Athletics** How to run with correct technique - Applying correct technique at full speed in race situations - Attempt some slightly longer distances, adjusting speed slightly to achieve this - Working effectively as a team to complete relays **Striking team games** (tennis racket, cricket bat, hockey stick) - Handling and controlling a bat/stick in response to situational-demands of a ball or beanbag - Striking the ball in different ways, using bats with large surface areas - Balancing and manipulating the ball with different striking equipment - Experiencing a modified game.
PE SKYLARKS Yr3/4	**Football** - Travelling with the ball under close control - Scoring/shooting, with some successful transference in to game situation - Tactics – when to choose certain skills with a successful outcome in a game situation - Follow rules to play challenging, organised games - Adapt these rules to create their own modified games **Basketball** - Sending and receiving to and from a partner in a variety of ways - Maintain possession of the ball in small groups against a defender - Pass to team mates at appropriate times - Select correct type of pass for certain situations, leading to successful transference in to game situation	**Tag Rugby** - Running with the ball past stationary objects progressing to moving opponents - Tackling as a defensive skills - Push pass over increasing distances - Passing whilst running forward reinforcing rule of not passing backwards - Apply skills in line with key rules to the game **Dance** - Develop physical strength and suppleness by practising moves and stretching. - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Develop and adapt own movements and motifs to create movement patterns (whole or part additions)	**Hockey** - Consistently use correct grip - Ability to manipulate ball and move in desired direction - Increasing speed and still showing control in tight spaces - Sending the ball in different ways - Stopping the ball using two correct techniques - Understanding all rules, particularly those concerning safety **Gymnastics** - Exploring different ways to travel, both high and low - Combining travelling and being still, linking them together into a fluid movement phrase - Varying height and speed in their movement phrase - Use ipads or similar technology to record and evaluate your own/another group's performance	**Netball** - Identify similarities between basketball and netball - Consistent catching ability when receiving ball - Practice rule of 'Pivoting' only - Moving in to space to counteract inability to move with the ball - Applying skills effectively in to small sided games **Bench ball** - Attacking and defending: what they are - How can we attack and defend in benchball: explore options and experience performing them - Overarm throwing of mid sized objects - Throwing accurately with a high ball flight - Finding spaces away from opponents - Catching whilst moving	**Athletics** - Use a range of throwing techniques to complete Javelin, Chest push ball throw, Shot put, Discus - Throw with accuracy to hit a target or cover a distance - Using a variety of physical skills in combination efficiently to maximise performance - Jump in a number of ways from a stationary position - Challenging themselves to achieve their personal best **Rounders** - Striking the ball with objects using one hand (progressing from tennis racquets down to rounders bats) - Hitting the ball in different directions - Bowling underarm with consistency - Basic throwing and catching exercises - Linking together a series of successful throws and catches	**Cricket** - Batting technique including stance, grip and swing - Hitting stationary balls, progressing on to slow moving - Combining control and accuracy with increasing power - Understanding how opponent fielding positions affects batting decision making **Racket Sports** (Tennis/ Badminton) - Hand/eye coordination, tracking the ball closely and affecting movements accordingly - 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 - Hand tennis: same as above but using palm of hand - Racquet control, balancing for increasing durations - Forehand and backhand shots, progressing rallying using those strokes

Main Theme	Extreme Earth		Stargazers		Rainforests	
PE KITES Yr4/5	**Football** - Travelling with the ball under close control - Scoring/shooting, with some successful transference in to game situation - Tactics – when to choose certain skills with a successful outcome in a game situation - Follow rules to play challenging, organised games - Adapt these rules to create their own modified games **Basketball** - Sending and receiving to and from a partner in a variety of ways - Maintain possession of the ball in small groups against a defender - Pass to team mates at appropriate times - Select correct type of pass for certain situations, leading to successful transference in to game situation	**Tag Rugby** - Running with the ball past stationary objects progressing to moving opponents - Tackling as a defensive skills - Push pass over increasing distances - Passing whilst running forward reinforcing rule of not passing backwards - Apply skills in line with key rules to the game **Dance** - Develop physical strength and suppleness by practising moves and stretching. - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Develop and adapt own movements and motifs to create movement patterns (whole or part additions)	**Hockey** - Dribbling successfully at speed - Dribbling past opponents -Completing action with either a pass or shot - Attacking as an individual - Attacking as a team **Gymnastics** - Practice and refine the gymnastics techniques required in a varied performance • Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching & twisting, gestures and linking skills - Vary speed, direction, level and body rotation during floor performances. - Using equipment and apparatus to perform exercises and sequences	**Netball** - Shooting and scoring effectively - Introduction to positions and roles - Progressing up the full court as a team without losing the ball - Defending 1v1 (marking, interceptions) - Matchplay **Bench ball** - Attacking and defending: what they are - How can we attack and defend in benchball: explore options and experience performing them - Overarm throwing of mid sized objects - Throwing accurately with a high ball flight - Finding spaces away from opponents - Catching whilst moving	**Athletics** - Use a range of throwing techniques to complete Javelin, Chest push ball throw, Shot put, Discus - Throw with accuracy to hit a target or cover a distance - Using a variety of physical skills in combination efficiently to maximise performance - Jump in a number of ways from a stationary position - Challenging themselves to achieve their personal best **Rounders** - Overarm throwing covering a long distance - Overarm throwing to small targets (replicating bases or bowler) - Catching high/fast thrown balls - Tactics – when and where to throw ball - Bowling consistent legal deliveries	**Cricket** - Batting technique including stance, grip and swing - Hitting stationary balls, progressing on to slow moving - Combining control and accuracy with increasing power - Understanding how opponent fielding positions affects batting decision making **Racket Sports (Tennis/Badminton)** - Accurately tracking ball flight - Extended challenge of Forehand and - Backhand shots - Introduction of Serve and Volley shots - Sustain a rally for an increasing number of shots - How to outwit your opponent and regularly win points
PE HAWKS YR6	**Football** - Passing/sending the ball over a long distance - Passing/sending the ball when challenged by opponents - Creating and scoring opportunities - Defending as an individual - Defending as a team **Basketball** - Using both hands to manipulate the ball and move in different directions - Keeping the ball away from an opponent individually - Attacking the hoop individually against an opponent - Possession against large groups - Full matchplay	**Tag Rugby** - Push pass with more power - Spin pass - Timing of pass - Defensive lines (straight, no gaps) - Supporting the player with the ball - Positional play leading to better try scoring **Dance** **- Exploring movement** responses to music, including changes in rhythm, level, direction and speed - Learn and perform simple routines by linking these movements - Performing to music, keeping in time with the rhythm for the majority or all of the routine - Creating own movement sequences in keeping with the same rhythm	**Hockey** - Dribbling successfully at speed - Dribbling past opponents -Completing action with either a pass or shot - Attacking as an individual - Attacking as a team **Gymnastics** - Practice and refine the gymnastics techniques required in a varied performance • Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching & twisting, gestures and linking skills - Vary speed, direction, level and body rotation during floor performances. - Using equipment and apparatus to perform exercises and sequences	**Netball** - Shooting and scoring effectively - Introduction to positions and roles - Progressing up the full court as a team without losing the ball - Defending 1v1 (marking, interceptions) - Matchplay **Dodgeball** - Teamwork - Application of relevant multi-skills - Throwing whilst moving - Throwing at a moving target - How to vary between attacking and defensive styles	**Athletics** - Understanding how to develop the physical attributes of speed, strength, stamina and how that improves performance - Being able to sustain a set pace for a prolonged period of time. - Being able to fluctuate that pace according to tactical influences in a race setting - Relays with smooth changeovers **Rounders** - Overarm throwing covering a long distance - Overarm throwing to small targets (replicating bases or bowler) - Catching high/fast thrown balls - Tactics – when and where to throw ball - Bowling consistent legal deliveries	**Cricket** - Bowling overarm with correct technique - Batting for accuracy (shot selection and placement) - Batting for power (distance) - Increasing number of outs achieved as a fielding team **Racket Sports (Tennis/Badminton)** - Accurately tracking ball flight - Extended challenge of Forehand and - Backhand shots - Introduction of Serve and Volley shots - Sustain a rally for an increasing number of shots - How to outwit your opponent and regularly win points