**National curriculum coverage for each year group**

**Theme 4 – 2022 - 2023**

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|  | **Early Years** | **Y1**  **1666 -2022 Fire!** | **Y2**  **Down in the Caribbean** | **Y3**  **Revolutionary Romans** | **Y4**  **Extreme Earth** | **Y5**  **Let’s Explore planet Earth** | **Y6**  **Are we destroying our beautiful coasts?** |
| **Science** | **Little Acorns**  **C&L – 0-3**  Understand simple questions about “who, what, where’.  **UTW 0-3**  Repeat actions that have an effect.  Explore materials with different  properties.  Explore natural materials, indoors and outdoors.  **Great Oak**  **C&L 0-3**  Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).  **C&L 3-4**  Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  **UTW 0-3**  Explore materials with different properties.  Explore natural materials, indoors and outside.  Explore and respond to different natural phenomena in their setting and on trips.  **UTW 3-4**  Use all their senses in hands on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about what they see, using a wide vocabulary.  Explore how things work.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  **Reception**  **C&L 3-4**  Understand ‘why’ questions.  **C&L Reception**  Learn new vocabulary.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Articulate their ideas and thoughts in well-formed sentences.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  PSED Reception  Manage their own needs.   * Personal hygieneKnow and talk about the different factors that support their overallhealth and wellbeing: * regular physical activity * healthy eating * toothbrushing   **UTW 3-4**  Talk about what they see, using a wide range of vocabulary.  Explore how things work.  Begin to understand the need to respect and care for the natural environment.  **UTW Reception**  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them. | **Plants**  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a variety of common flowering plants, including trees  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies.  asking simple questions and recognising that they can be answered in different ways  observing closely, using simple equipment  performing simple tests  identifying and classifying  using their observations and ideas to suggest answers to questions  Gathering and recording data to help in answering questions. | **Plants**  Observe and describe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | **Plants (Summer 1)**  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.  **Thinking Scientifically**  Pupils should be taught to:  Ask relevant questions and using different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Gather, record, classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  Identify differences, similarities or changes related to simple scientific ideas and processes  Use straightforward scientific evidence to answer questions or to support their findings. | **Thinking Scientifically**  To ask relevant questions and using different types of scientific enquiries to answer them.  Set up simple practical enquiries, comparative and fair tests.  Make systematic and careful observations, and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  Gather, record, classify and present data in a variety of ways to help in answering questions.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  Identify differences, similarities or changes related to simple scientific ideas and processes.  Use straightforward scientific evidence to answer questions or to support their findings.  **States of matter**  Compare and group materials together, according to whether they are solid, liquids or gases  Observe that some materials change state when they are heated or cooled and measure to research the temperature at which this happened in degrees Celsius  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Describe the changes as humans develop to old age.  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. | Light  Recognise that light appears to travel in straight lines  use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye  explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| **Art & Design** | **Little Acorns**  **PD 0-3**  Explore different materials and tools.  **EA&D 0-3**  Explore paint, using fingers and other parts of their body as well as brushes and other tools.  Express ideas and feelings through making marks and giving meanings to the marks they make.  Make simple models to express their ideas.  **Great Oak**  **PD 0-3**  Explore different materials and tools.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  **EA&D 3-4**  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.  Use drawing to represent ideas like movement or loud noises.  Explore colour and colourmixing.  **Reception**  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.  **PD Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Use their core muscle strength to achieve a good posture when sitting at a table or  sitting on the floor  **EA&D 3-4**  Explore different materials freely.  Join different materials and explore different textures.  Create closed shapes with continuous lines.  Explore colour and colour mixing.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | Sculpture and 3D: Paper play  Creating simple three dimensional shapes and structures using familiar  materials, children develop skills in manipulating paper and card. They fold, roll  and scrunch materials to make their own sculpture inspired by the ‘Tree of life’  screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to  make a collaborative sculptural piece based on the art of Louise Bourgeois | **Printing and textiles**  Weave using paper and strips of fabric  Select and change colours  To sort and select fabric and collage materials into shades of colour.  To use observational work as a basis for design.  Use weaving terminology  To understand and use concepts of in/out, under/over, to/from | Create sketchbooks to record their observations and use them to review and revisit ideas.  Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.  Learn about great artists, architects and designers in history. |  | To create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | Create sketch books to record their observations and use them to review and revisit ideas  improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  learn about great artists, architects and designers in history.  Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories. |
| **Computing** | **Little Acorns**  **C&L 0-3**  Listen and respond to simple instructions.  **PD 0-3**  Develop manipulation and control.  **UTW 0-3**  Repeat actions that have an effect.  **Great Oak**  **PSED 3-4**  Remember rules without needing an adult to remind them.  **UTW 3-4**  Explore how things work.  **Reception**  **PSED Reception**  Show resilience and perseverance in the face of challenge.  **UTW 3-4**  Explore how things work. | **Summer 1 –**  **Creating Media**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Y1 -** use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  **Summer 2 –**  **Programming B**  **Y1/Y2 -** understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  **Y1/Y2 -** create and debug simple programs.  **Y1/Y2 -** use logical reasoning to predict the behaviour of simple programs.  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content. | **Summer 1 –**  **Creating Media**  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content.  **Summer 2 –**  **Programming B**  **Y1/Y2 -** understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  **Y1/Y2 -** create and debug simple programs.  **Y1/Y2 -** use logical reasoning to predict the behaviour of simple programs.  **Y1/Y2 -** use technology purposefully to create, organise, store, manipulate and retrieve digital content. | **Summer 1 –**  **Creating Media**  **Y3/Y4 –** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Y4 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  **Summer 2 –**  **Programming B**  **Y3/Y4 -**design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **Y3/Y4 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  **Y3/Y4 -** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Summer 1 –**  **Creating Media**  **Y3/Y4 –** use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Y4 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  **Summer 2 –**  **Programming B**  **Y3/Y4 -**design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **Y3/Y4 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  **Y3/Y4 -** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  **Y3/Y4 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Summer 1 –**  **Creating Media**  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Summer 2 –**  **Programming B**  **Y5/Y6 -**design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **Y5/Y6 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **Y5/Y6 -** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | **Summer 1 –**  **Creating Media**  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **Y6 -** use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  **Summer 2 –**  **Programming B**  **Y5/Y6 -**design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **Y5/Y6 -** use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **Y5/Y6 -** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  **Y5/Y6 -** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. |
| **Design & Tech** | **Little Acorns**  **UTW 0-3**  Explore materials with different properties.  **Great Oak**  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **UTW 3-4**  Explore how things work.  **Reception**  **PSED 3-4**  Select and use activities and resources, with help when needed.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors  **EA&D 3-4**  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Explore different materials freely, in order to develop their ideas about how to use them and what to make.  Develop their own ideas and then decide which materials to use to express them.  Join different materials and explore different textures.  **Reception**  **PSED 3-4**  Select and use activities and resources, with help when needed.  **PD Reception**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  **EA&D 3-4**  Explore how things work.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | Food: fruit and vegetables.  Describe fruits and vegetables and explain why they  are a fruit or a vegetable.  Name a range of places that fruits and vegetables  grow.  Describe basic characteristics of fruit and  vegetables.  Prepare fruits and vegetables to make a smoothie. | Cooking & Nutrition: use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from | Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Generate, model and communicate their ideas through discussion and annotated sketches.  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | To use techniques with use more accuracy to cut, join and shape their work  Use knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. |  | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  **Make**  select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Investigate and analyse a range of existing products  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  **Digital World: Navigating the World**  Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product. |
| **Geography** | **Little Acorns**  **UTW 0-3**  Explore natural materials, indoors and outdoors.  **Great Oak**  **UTW 3-4**  Talk about what they see, using a wide vocabulary.  Begin to understand the need to respect and care for the natural environment and all living things.  **Reception**  **UTW Reception**  Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different to the one in which they live. | **Locational knowledge**  name and locate the world’s seven continents and five oceans | **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**  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  use basic geographical vocabulary to refer to:   * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   **Geographical skills and fieldwork**  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  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 | **Place Knowledge**  Understand the physical similarities and differences of a region of the United Kingdom, Europe, North America and South America.  **Geographical skills and fieldwork**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | **Geographical skills and fieldwork**  Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  **Human and Physical geography**  Describe and understand key aspects of :  Human geography including; types of settlement and land use.  **Place Knowledge**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | **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 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** 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, and a region within North or South America  **Human and Physical Geography** physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle |
| **History** | **Little Acorns**  **C and L 0-3 years**  Understand simple questions about “who, what, where”  **Great Oak**  **UTW 3-4 years**  Begin to make sense of their own life-story and family’s history.  **Reception**  **UTW Reception**  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Compare and contrast stories, including figures from the past. | Pupils should be taught about significant historical events, people and places in their own locality. | Summer 1 – Queen’s Jubilee  Pupils should be taught about significant historical events, people and places in their own locality. | Children will learn to:  Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study; Understand how our knowledge of the past is constructed from a range of sources.  Address historically valid questions about change, cause, similarity and difference, and significance.  Pupils will learn about:  The Roman Empire and its impact on Britain.  The Roman Empire by AD 42 and the power of its army.  Julius Caesar’s attempted invasion in 55-54 BC.  Successful invasions by Claudius and conquest, including Hadrian’s wall.  British Resistance e.g. Boudicca.  Rominisation of Britain.  Summer 1 – Queen’s Jubilee  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – changes in an aspect of social history | Summer 1 – Queen’s Jubilee  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – changes in an aspect of social history | Summer 1 – Queen’s Jubilee  A study of an aspect or theme in British history that extends pupils’ chronological knowledge between 1066 – the changing power of monarchs | Coasts  They should understand how our knowledge of the past is constructed from a range of sources |
| **Languages** | N/A |  |  | Learn how to name parts of the body. | Identifying body parts  Counting to 31  Clothing  Months  Birthdays  Animals  Pets  Habitats  Food. |  |  |
| **Music** | **Little Acorns**  **EA&D 0-3**  Join in with songs and rhymes, making some sounds.  Explore a range of sounds and instruments- play them in different ways.  Show attention to sounds and music.  Explore their voices and making sounds.  Explore a range of sound-makers and instruments and play them in different ways.  **Great Oak-**  **C&L 3-4**  Sing a large repertoire of songs.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  **Expressive Arts and Design** **3-4**  Listen with increased attention to sounds.  Respond to what they have heard, expressing their thoughts and feelings.  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match’).  Create their own songs, or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas.  **Reception**  **C&L 3-4**  Enjoy songs and rhymes, tuning in and paying attention.  Sing a large repertoire of songs.  **C&L Reception**  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  **EA&D 3-4**  Remember and sing entire songs.  **EA&D Reception**  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups. | Listen with concentration and understanding to a range of high-quality live and recorded music  use their voices expressively and creatively by singing songs and speaking chants and rhymes  Feel the pulse – exploring pulse and rhythm | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  experiment with, create, select and combine sounds using the inter-related dimensions of music. | Begin to recognise styles, find the pulse, recognise instruments, discuss, listen and discuss other dimensions of music.  Play and perform in solo and ensemble contexts.  Listen with attention to detail.  Appreciate and understand a range of high- quality live and recorded music. | To play and perform in solo and ensemble contexts.  To play musical instruments with increasing accuracy, fluency, control and expression.  Improvise music for a range of purposes, including the inter related dimensions of music. | Trumpets  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Improvise and compose music for a range of purposes using the interrelated dimensions of music  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Develop an understanding of the history of music | **Music and Me**  **Reflect, Rewind and Replay**  Develop an understanding of the history of music.  Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations  appreciate and Understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  **Music (Leavers Production)**  To practise, rehearse and present performances with an awareness of the audience.  To sing songs, in unison and two parts, with clear diction, control of pitch,  a sense of phrase and musical expression  To explore and explain their own ideas and feelings about music using  movement, dance, expressive language and musical vocabulary  To listen with attention to detail and to internalise and recall sounds  with increasing aural memory  To improve their own and others’ work in relation to its intended effect. |
| **PE** | **Little Acorns**  **PD 0-3**  Enjoy moving when outdoors and inside.  Gradually gain control of their whole body through continual practice of large movements, waving, rolling, crawling, walking.  Pass objects from one hand to another. Let go of things and hands them to another person or drops them.  Walk, run, jump and climb-start to use stairs independently.  Develop manipulation and control.  Use large and small motor skills to do things independently, e.g. buttons, zips and pour drinks.  Build independently with a range of appropriate resources.  Spin, roll and independently use ropes and swings.  Sit on push along wheeled toys, use scooters or ride a tricycle.  **Great Oak**  **PSED 3-4**  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  **PD 0-3**  Spin, roll and independently use ropes and swings (for example, tyre swings).  Sit on a push-along wheeled toy, use a scooter or ride a tricycle.  Develop manipulation and control.  Explore different materials and tools.  Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.  **PD 3-4**  Use large-muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  **EA&D 3-4**  Respond to what they have heard, expressing their thoughts and feelings.  **Reception**  **PSED Reception**  Manage their own needs.  Personal hygieneKnow and talk about the different factors that support their overallhealth and wellbeing:  regular physical activity  **PD 3-4**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like  musical statues.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Use one-handed tools and equipment, for example, making snips in paper with scissors.  **PD Reception**  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  **EA&D Reception**  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses. |  | master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  participate in team games, developing simple tactics for attacking and defending. | **Rounders**  Use throwing and catching in isolation and in combination..  Play competitive games and apply basic principles suitable for attacking and defending.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Athletics**  Use running, jumping, throwing and catching in isolation and in combination.  Develop flexibility, strength, technique, control and balance.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations.  Golf  Use running in isolation and combination – golf | **Outdoor Adventure Games**  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team | **Athletics**  Use running, jumping, throwing and catching in isolation and in combination  develop flexibility, strength, technique, control and balance [for example, through athletics  **Striking and fielding**  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  **Swimming**  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations. |
| **PSHE** | **Little Acorns**  **PSED 0-3**  Be increasingly able to talk about manage their emotions.  Develop friendships with other children.  Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.  Develop friendships with other children.  Safely explore emotions beyond their normal range through play and stories.  Are talking about feelings in more elaborated ways.  Feel strong enough to express a range of emotions.  **Great Oak**  **C&L**  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  **PSED 3-4**  Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.  Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling.  **Reception**  **C&L Reception**  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Develop social phrases.  **PSED Reception**  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others. | Recognise the importance of fruit and vegetables in their daily diet;  Know that eating at least five portions of vegetables and fruit a day helps to maintain health.  Recognise that they may have different tastes in food to others;  Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;  Recognise which foods we need to eat more of and which we need to eat less of to be healthy.  Understand how diseases can spread;  Recognise and use simple strategies for preventing the spread of diseases.  Recognise that learning a new skill requires practice and the opportunity to fail, safely;  Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.  Demonstrate attentive listening skills;  Suggest simple strategies for resolving conflict situations;  Give and receive positive feedback, and experience how this makes them feel.  Recognise how a person's behaviour (including their own) can affect other people.  Summer 2  Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);  Understand and explain the simple bodily processes associated with them.  Understand some of the tasks required to look after a baby;  Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.  Identify things they could do as a baby, a toddler and can do now;  Identify the people who help/helped them at those different stages.  Explain the difference between teasing and bullying;  Give examples of what they can do if they experience or witness bullying;  Say who they could get help from in a bullying situation.  Explain the difference between a secret and a nice surprise;  Identify situations as being secrets or surprises;  Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.  Identify parts of the body that are private;  Describe ways in which private parts can be kept private;  Identify people they can talk to about their private parts. | Explain the stages of the learning line showing an understanding of the learning process;  Help themselves and others develop a positive attitude that support their wellbeing;  Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.  Understand and give examples of things they can choose themselves and things that others choose for them;  Explain things that they like and dislike, and understand that they have choices about these things;  Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.  Explain how germs can be spread;  Describe simple hygiene routines such as hand washing;  Understand that vaccinations can help to prevent certain illnesses.  Explain the importance of good dental hygiene;  Describe simple dental hygiene routines.  Understand that the body gets energy from food, water and oxygen;  Recognise that exercise and sleep are important to health  Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);  Describe how food, water and air get into the body and blood.  Summer 2  Demonstrate simple ways of giving positive feedback to others.  Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.  Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);  Understand and describe some of the things that people are capable of at these different stages.  Identify which parts of the human body are private;  Explain that a person's genitals help them to make babies when they are grown up;  Understand that humans mostly have the same body parts but that they can look different from person to person.  Explain what privacy means;  Know that you are not allowed to touch someone’s private belongings without their permission;  Give examples of different types of private information. | Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;  Explain what is meant by the term 'balanced diet';  Give examples what foods might make up a healthy balanced meal.  Explain how some infectious illnesses are spread from one person to another;  Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;  Suggest medical and non-medical ways of treating an illness.  Develop skills in discussion and debating an issue;  Demonstrate their understanding of health and wellbeing issues that are relevant to them;  Empathise with different view points;  Make recommendations, based on their research.  Identify their achievements and areas of development;  Recognise that people may say kind things to help us feel good about ourselves;  Explain why some groups of people are not represented as much on television/in the media.  Demonstrate how working together in a collaborative manner can help everyone to achieve success;  Understand and explain how the brain sends and receives messages through the nerves.  Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);  Describe how food, water and air get into the body and blood.  Explain some of the different talents and skills that people have and how skills are developed;  Recognise their own skills and those of other children in the class.  Summer 2  Identify different types of relationships;  Recognise who they have positive healthy relationships with.  Understand what is meant by the term body space (or personal space);  Identify when it is appropriate or inappropriate to allow someone into their body space;  Rehearse strategies for when someone is inappropriately in their body space.  Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;  Recognise how different surprises and secrets might make them feel;  Know who they could ask for help if a secret made them feel uncomfortable or unsafe.  Recognise that babies come from the joining of an egg and sperm;  Explain what happens when an egg doesn’t meet a sperm;  Understand that for girls, periods are a normal part of puberty. | Identify ways in which everyone is unique;  Appreciate their own uniqueness;  Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.  Give examples of choices they make for themselves and choices others make for them;  Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.  Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;  Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).  Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);  Suggest ways the Seven Rs recycling methods can be applied to different scenarios.  Define what is meant by the word 'community';  Suggest ways in which different people support the school community;  Identify qualities and attributes of people who support the school community.  Summer 2  Describe some of the changes that happen to people during their lives;  Explain how the Learning Line can be used as a tool to help them manage change more easily;  Suggest people who may be able to help them deal with change.  Name some positive and negative feelings;  Understand how the onset of puberty can have emotional as well as physical impact  Suggest reasons why young people sometimes fall out with their parents;  Take part in a role play practising how to compromise.  Identify parts of the body that males and females have in common and those that are different;  Know the correct terminology for their genitalia;  Understand and explain why puberty happens.  Know the key facts of the menstrual cycle;  Understand that periods are a normal part of puberty for girls;  Identify some of the ways to cope better with periods.  Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;  Recognise how different surprises and secrets might make them feel;  Know who they could ask for help if a secret made them feel uncomfortable or unsafe.  Understand that marriage is a commitment to be entered into freely and not against someone's will;  Recognise that marriage includes same sex and opposite sex partners;  Know the legal age for marriage in England or Scotland;  Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | Know two harmful effects each of smoking/drinking alcohol.  Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.  Understand the actual norms around smoking and the reasons for common misperceptions of these.  Know the basic functions of the four systems covered and know they are inter-related.  Explain the function of at least one internal organ.  Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.  Identify their own strengths and talents;  Identify areas that need improvement and describe strategies for achieving those improvements.  State what is meant by community;  Explain what being part of a school community means to them;  Suggest ways of improving the school community.  Identify people who are responsible for helping them stay healthy and safe;  Identify ways that they can help these people.  Describe 'star' qualities of celebrities as portrayed by the media;  Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;  Describe 'star' qualities that 'ordinary' people have.  Summer 2  Use a range of words and phrases to describe the intensity of different feelings  Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;  Explain strategies they can use to build resilience.  Identify people who can be trusted;  Understand what kinds of touch are acceptable or unacceptable;  Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.  Explain how someone might feel when they are separated from someone or something they like;  Suggest ways to help someone who is separated from someone or something they like.  Know the correct words for the external sexual organs;  Discuss some of the myths associated with puberty.  Identify some products that they may need during puberty and why;  Know what menstruation is and why it happens.  Identify the consequences of positive and negative behaviour on themselves and others;  Give examples of how individual/group actions can impact on others in a positive or negative way.  Recognise how our body feels when we’re relaxed;  List some of the ways our body feels when it is nervous or sad;  Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.  Explain the difference between a safe and an unsafe secret;  Identify situations where someone might need to break a confidence in order to keep someone safe.  Recognise that some people can get bullied because of the way they express their gender;  Give examples of how bullying behaviours can be stopped. | Explain what the five ways to wellbeing are;  Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.  Identify aspirational goals;  Describe the actions needed to set and achieve these.  Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.  Identify risk factors in a given situation;  Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.  Recognise what risk is;  Explain how a risk can be reduced;  Understand risks related to growing up and explain the need to be aware of these;  Assess a risk to help keep themselves safe.  Summer 2  Recognise some of the changes they have experienced and their emotional responses to those changes;  Suggest positive strategies for dealing with change;  Identify people who can support someone who is dealing with a challenging time of change.  Understand that fame can be short-lived;  Recognise that photos can be changed to match society's view of perfect;  Identify qualities that people have, as well as their looks.  Define what is meant by the term stereotype;  Recognise how the media can sometimes reinforce gender stereotypes;  Recognise that people fall into a wide range of what is seen as normal;  Challenge stereotypical gender portrayals of people.  Understand the risks of sharing images online and how these are hard to control, once shared;  Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;  Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.  Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;  Suggest strategies that would help someone who felt challenged by the changes in puberty;  Understand what FGM is and that it is an illegal practice in this country;  Know where someone could get support if they were concerned about their own or another person's safety.  Explain the difference between a safe and an unsafe secret;  Identify situations where someone might need to break a confidence in order to keep someone safe.  Identify the changes that happen through puberty to allow sexual reproduction to occur;  Know a variety of ways in which the sperm can fertilise the egg to create a baby;  Know the legal age of consent and what it means.  Explain how HIV affects the body’s immune system;  Understand that HIV is difficult to transmit;  Know how a person can protect themself from HIV. Explain how HIV affects the body’s immune system;  Understand that HIV is difficult to transmit;  Know how a person can protect themself from HIV. |
| RE | **Little Acorns**  **UTW 0-3**  Make connections between the features of their family and other families.  Notice differences between people.  **Great Oak**  **UTW 0-3**  Make connections between the features of their family and other families.  Notice differences between people.  **Reception**  **UTW Reception**  Name and describe people who are familiar to them.  **PSED Reception**  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others. | **Who brought messages about God and what did they say?**  Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.  Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the ‘Son of God’. | **How can we look after the planet?**  Ask and respond to questions about the world and creation.  Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings.  Begin to express ideas and opinions about how to care for the planet.  **What did Jesus teach and how did he live?**  Retell and suggest meanings of some of Jesus’ parables  Express ideas and respond to questions about stories from the life and teachings of Jesus.  Express ideas and opinions about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians today.  Name and retell key events in the final days of Jesus’ ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter. | **What do the creation stories tell us?**  Re-tell a range of creation stories, making links between them.  Express ideas about creation and suggest meanings for the stories  Express different views and ideas about helping to look after the world around them | **How do the Five Pillars guide Muslims?**  Describe and explain key teachings of Islam and the different ways these are interpreted by believers;  Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers;  Explain how the pilgrimage of Hajj can affect a Muslims life.  Why are Gurus at the heart of Sikh belief and practice? | **Should we forgive others?**  Identify and show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict.  Explain and apply their own ideas about Jesus’ teaching about forgiveness and reconciliation.  Suggest reasons for the importance of forgiveness and confession in Christian communities.  Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.  What do Christians believe about the old and new covenants? | **How does growing up bring responsibilities?**  Describe and understand the rights and responsibilities that come with growing up  Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies  Reflect on and explain their own beliefs, principles and values  **How do Jews remember the Kings and Prophets in worship and life?**  Describe and express ideas about festivals and how and why they are commemorated.  Give a considered response to how Jewish people follow the commandments set out in the Torah  Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today. |