

<p>Sci</p>	<p>Light and Sound</p> <ul style="list-style-type: none"> Light and dark, day and night. Light reflected off surfaces - SOS/mirror games, periscopes, communication methods during WW1 BBC program 'Light' I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows change. <p>Forces and Magnets</p> <ul style="list-style-type: none"> Push/pull on different surfaces Magnets attracting and repelling. I can compare how things move on different surfaces. I can notice that some forces need contact between two objects, but simple forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. 	<p>Rocks</p> <ul style="list-style-type: none"> Explore different kinds of rocks and soils in local environment based on appearance and physical properties. Observe rocks being used eg. buildings, gravestones, mill wheel. Fossils - observe. Minecraft is related to rocks, layers in the earth Erosion - this links well to plants next term I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter 	<p>Plants</p> <ul style="list-style-type: none"> Observe plants more closely - describe function of root, stem and leaves (if appropriate). Investigate water transport in plants - put cut white carnations into coloured water and observe petals changing colour as water travels up the stem. I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can 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. I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> Skeletons and muscles Simple digestive system Teeth and hygiene Egyptians embalming their dead Diet and exercise Drug awareness Cleaning themselves Handwashing, Vaseline and hundreds and thousands I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Use a local habitat to study plants and animals. Look at how habitat changes/stays the same throughout the season Use basic classification keys to identify and group living things Put the focus on plants, pollination and mini-beasts I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Sound</p> <ul style="list-style-type: none"> How sounds are made - vibration. Volume and pitch - use different objects such as saucepan lids of different sizes and different thicknesses of elastic bands. Make and play their own instruments Also put in some electricity I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases. 	<p>Properties and change of materials</p> <ul style="list-style-type: none"> Compare and group everyday materials based on properties - hardness, solubility, transparency, magnetism. Dissolve substances in water Separating materials by filtering, sieving, melting, dissolving. Mixing materials to make bread and cakes. I can 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. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I can demonstrate that dissolving, mixing and changes of state are reversible changes. I can 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. 	<p>Animals including humans</p> <ul style="list-style-type: none"> Circulatory system - heart and blood vessels. Diet and exercise and effect on human body. Describe changes as humans develop to old age I can describe the changes as humans develop to old age. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Different life cycles - human, frog, insect, bird and plant. Grow new plants from different parts of parent plant - seeds, stem, root cuttings. I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. I can describe the life process of reproduction in some plants and animals.
<p>D.T</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Shelters</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Structures</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Inventions</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Fashion and jewellery</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Puppets</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Theatre (program, monitor and control)</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Roman related models</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Circuits and electricity</p>	<p>Design Make Evaluate Technical knowledge</p> <p>Materials</p>
<p>Food</p>	<p>The eatwell plate vs WW1 food</p>	<p>Traditional English Food</p>	<p>Seasonal foods</p>	<p>Balanced diet</p>	<p>Global food</p>	<p>Fruit and Veg</p>	<p>Bread- carbohydrate</p>	<p>Lunchboxes</p>	<p>Healthy eating</p>

Geog		London - Capital cities - compare and contrast human and physical features	Use maps, globes and digital mapping to locate countries and describe features		Use fieldwork to observe, measure and record the human and physical features of the local area.			Use maps, globes and digital mapping to locate some of the countries in the world. Describe the human and physical features.	Compare and contrast a region in the UK with a region in the EU and a region in the Americas (Kansas?)
Hist	WW1			Ancient Egypt - a study of egyptoian life and achievements.		Shakespeare's England - compare and contrast with present day.	The Roman empire and it's impact on Britain.		
Music	Improvise and compose music using graphic score. Listen to a range of music from different traditions.	Singing in group context. Songs from and about London - Big Ben chimes, nursery rhymes. Playing tuned instruments. Performing and evaluating.	Listening. Recalling sounds with increasing aural memory. Controlling sounds.	Improvisation and composition. Graphic scoring.	Singing. Play musical instruments with increased fluency. Live recorded music.	Play and perform in solo and ensemble. Recalling sounds. Making rhythms.	Listening to and repeating patterns. Graphic scores.	Tuned and untuned instruments. Composition. Listening to recorded music.	Singing. Dynamics. Sound effects.
MFL - French	All about me (greetings, numbers, age) Our world/French culture, clothes, weather, Christmas	Home/where I live, food, pocket money, holidays and transport, Easter	Numbers, family, school, sport	On the way to school/transport. Having fun - hobbies, time and money, celebrations (Christmas).	Colours, animals, holidays/travel, food (Café), Easter.	Around town, music, our school, French stories.	All about me, clothes, weather, days/weeks/seasons, festivals (Christmas).	Animals, transport, the body, being healthy (sport, food), Easter	Numbers, time and money, holidays and travel, my house.
P.E	Yoga, swimming every week. Riding, hydro for some pupils. Gymnastics (winter), games (Summer), dance, team games. Begin to be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.			Yoga, swimming every week. Riding, hydro for some pupils. Gymnastics (winter), games (Summer), dance, team games. Begin to be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.			Yoga, swimming every week. Riding, hydro for some pupils. Gymnastics (winter), games (Summer), dance, team games. Begin to be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Rebound Therapy available all year									
R.E Christianity Islam	Special occasions	Religious leaders and their faith community	Signs and symbols	Special and sacred places	Stories from religions	Communities	Stories from religions	Places of worship	Roles of religious leaders

P.S.H.E.	<p>SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> To research, discuss and debate topical issues, problems and events How and why rules and laws that protect themselves are made and enforced To realise the consequences of anti social and aggressive behaviours such as bullying and discrimination on individuals and communities <p>COVERED DURING ANTI BULLYING WEEK to realise the nature and consequences of discrimination,</p> <ul style="list-style-type: none"> teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) to recognise and 	<p>SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING</p> <ul style="list-style-type: none"> How to make informed choices Understand the concept of a balanced life style To make choices about food, what might influence their choices and benefits of eating a balanced diet 	<p>SEAL THEME Relationships Changes RELATIONSHIPS</p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise healthy relationships develop skills to form and maintain positive healthy relationships 	<p>SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> That there are different kinds of responsibilities, rights and duties at home ,at school and in the community To resolve differences by looking at alternatives, seeing and respecting others points of views <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) to recognise and manage 'dares' to recognise and challenge stereotypes 	<p>SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING</p> <ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify strengths and areas for improvement Good feelings and not so good feelings Transitions and changes (how these affect their emotions) 	<p>SEAL THEME Relationships Changes RELATIONSHIPS</p> <ul style="list-style-type: none"> To be aware of different types of relationships including those between friends, family, marriage, civil relationships That their actions affect themselves and others To know what physical contact is acceptable or not acceptable 	<p>SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> what being part of a community means, and about the varied institutions that support local communities recognise role of voluntary, community and pressure groups to appreciate the range of national, regional religious and ethnic identities in the UK To think about lives of people living in other places and people with different values and customs <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 	<p>SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING</p> <ul style="list-style-type: none"> to identify risk and danger and hazard-sensible road use, ICT internet safety recognise their increasing independence and responsibility to keep themselves and others safe How bacteria spreads and can affect health and follow simple routines reduces the their spread Where does the pressure to behave in unacceptable way -people they know and the media <p>Recognise when and how to ask for help</p>	<p>SEAL THEME Relationships Changes RELATIONSHIPS</p> <ul style="list-style-type: none"> the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feeling <p>to work collaboratively towards shared goals</p>
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	manage 'dares' to recognise and challenge stereotypes						to recognise and manage 'dares' to recognise and challenge stereotypes		
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Key Stage 2	Year D (Year 6)		
	Terms 1 & 2 Theme The Tudors	Terms 3 & 4 Theme Space	Terms 5 & 6 Theme The Commonwealth
English	<p>Narratives, plays and scripts Authors and letters Non fiction - instructions Poetry - performance Letters and Sounds (phonics)</p> <p>Spoken Language - rich sound and communication environment focusing on using imagination to communicate.</p>	<p>Narratives, plays and scripts Film narratives Non fiction - reports Poetry - creating images Letters and Sounds (phonics)</p> <p>Spoken Language - rich sound and communication environment focusing on developing imagination.</p>	<p>Narratives, plays and scripts Stories from other countries. Persuasive texts Letters and Sounds (phonics)</p> <p>Spoken Language - rich sound and communication environment focusing on asking questions to develop understanding.</p>
I.C.T.	<p><i>There are 6 areas of ICT to be covered within the year (listed below). One area per short term. There should be a focus on Real World ICT within Term 1. After this, teachers can select which area they will focus on. This will depend on the topic covered.</i></p> <p>Real Word ICT (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)</p> <p>E-Safety (e.g. use of sites such as facebook and the risks including how to report, research topics - including what to believe on the internet)</p> <p>Control (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)</p> <p>Entertainment (e.g. navigating around the internet, using IPAD, music, Iplayer, youtube, camera, photo editing, video, video editing)</p> <p>Communication (e.g. big macks, IPad apps, email, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint, powerpoint etc)</p>		
Art			
Maths	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry Statistics (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry Statistics (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry Statistics (Problem solving/using and applying taught through these strands)</p>
Sci	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> Fossils - what they are and how they are formed. How offspring can be different/same as their parents - use pupil family tree photos How animals and humans change over time Planet of the Apes Design a new animal I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. I can recognise that living things mproduce offspring of the same kind, but normally offspring vary and are not identical to their parents. I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Electricity</p> <ul style="list-style-type: none"> Make a basic circuit (battery, lamp/buzzer, on/off switch) Electricity and safety Recognise that electricity is invisible but dangerous I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can 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. I can use recognised symbols when representing a simple circuit in a diagram. 	<p>Earth and Space</p> <ul style="list-style-type: none"> Introduction to model of the solar system. Day and night - movement of the sun across the sky Construct simple shadow clocks and sundials calibrated to show midday and start/end of school day.
D.T	Design	Design	Design

	Make Evaluate Technical knowledge Tudor homes	Make Evaluate Technical knowledge Pasta	Make Evaluate Technical knowledge Journeys around the commonwealth
Food	Fresh!	Pasta	Bake! Around the commonwealth
Geog		Compare and contrast the physical features of the planets with the Earth.	Countries in the Commonwealth
Hist	Lives of significant individuals who have contributed to national and international achievements during the tudor period		
Music	Listening to recorded music. Composing and following beats.	Listening to recorded music Graphic scores	Listening to recorded music. Singing.
MFL - French	French alphabet, greetings, how I feel, songs/playground games, Christmas.	The planets, numbers/age, time and money, transport, Easter.	French speaking countries, holidays, sport, food from French speaking countries.

P.E	Yoga, swimming every week. Riding, hydro for some pupils. Gymnastics (winter), games (Summer), dance, team games. Begin to be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	Rebound Therapy available all year		
R.E Christianity Judaism Islam	Welcoming into a faith	Parables and tales from religions	Religions around the Commonwealth
P.S.H.E.	<p>SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK) LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> About the role money plays in their own and others lives Including how to manage their money That resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment To explore and critique how media present information <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) to recognise and manage 'dares' to recognise and challenge stereotypes 	<p>SEAL THEME Going for Goals Good to be me HEATH AND WELL BEING</p> <ul style="list-style-type: none"> What is meant by the term habit and why habits can be hard to change -biting fingernails Alcohol and tobacco Strategies for keeping safe physically and emotionally - social media road safety About people who are responsible for helping them stay healthy and safe and ways they can help these people. 	<p>SEAL THEME Relationships Changes RELATIONSHIPS</p> <ul style="list-style-type: none"> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability

PSHE Programme of Study (From the PSHE Association) It is just a guide to give ideas about what to teach. It will depend on the pupils in your class as to what you feel is appropriate to cover. Throughout the school the pupils will be learning about the different themes, Living in the Wider World in terms 1 and 2, Health and Well being Terms 3 and 4 and Relationships in Terms 4 and 5. Some of the concepts taught will be covered in whole school activities, such as Anti bullying week, the Equality and Diversity themed days over the year, assemblies and circle times. Throughout the Key Stages pupils will build on the skills taught the year before.