

CREATIVE CURRICULUM : Ash/Elm Planning

EYFS/ Key Stage 1

YEAR B: 2016 - 2017

Topic Titles	MY WORLD AND ME		TRAVEL AND TRANSPORT		INTREPID EXPLORERS	
Subject	Autumn		Spring		Summer	
English	<p>Narrative : Stories with predictable phrasing Write sentences using patterned language, words and phrases taken from familiar stories</p> <p>Non-Fiction : labels, lists and captions Write labels and sentences for in-class exhibition/museum/display</p> <p>Non-Fiction : Recount Write first person recounts based on personal experiences, using adverbs of time to aid sequencing</p> <p>Poetry : Poems on a theme</p>		<p>Narrative : Contemporary fiction stories reflecting children’s own experiences Write a series of sentences to retell events based on personal experiences</p> <p>Non-Fiction : Report A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of the group and the group in general</p> <p>Non-Fiction : Instructions Following a practical experience, write up the instructions for making a toy car/train work</p> <p>Poetry : Take One Poet – Edward Lear <i>The Jumblies</i></p>		<p>Narrative : Traditional Tales Write a re-telling of a traditional story with an explorer theme</p> <p>Non-Fiction : Explanations Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation</p> <p>Non-Fiction : Recount Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p> <p>Poetry : Poems for learning by heart</p>	
Cross Curricular Writing Opportunities	<p>Fiction : Write a story about themselves</p> <p>Non-Fiction : Write labels, lists and captions about themselves and their body</p>		<p>Non-Fiction : Write a report of a journey (famous historical or personal)</p> <p>Poetry: Write a travel/transport inspired poem using pattern, rhyme and description</p>		<p>Non-Fiction : Write a recount of a famous explorer’s adventure</p>	
Maths	<p>Reception:</p> <ul style="list-style-type: none"> * Number Baseline * Shape Baseline * Counting rhymes and songs * Numbers around us * Number recognition and matching * 2D shapes 	<p>Reception:</p> <ul style="list-style-type: none"> * Counting (adding 1 more) * Addition (story of 5) * Counting * Measure: length * Measures: height * 3D shapes * Money and time 	<p>Reception:</p> <ul style="list-style-type: none"> * Counting * Shape and space * Data Handling * Addition (1 and 2 more) * Pattern * Addition (story of 10) 	<p>Reception:</p> <ul style="list-style-type: none"> * Counting on * Measures: weight * Shape and Space * Counting and Comparing numbers * Money ‘real life’ problems * Time 	<p>Reception:</p> <ul style="list-style-type: none"> * Counting * Addition * 2D Shape * Data handling * Addition and Subtraction * Pattern 	<p>Reception:</p> <ul style="list-style-type: none"> * Measures: capacity * Counting and comparing numbers * 3D shape * Direction * Money

	<p>Year 1:</p> <ul style="list-style-type: none"> * Number and Place Value * Addition and Subtraction * Shape 	<p>Year 1:</p> <ul style="list-style-type: none"> * Number and Place Value * Measures: Length and Height * Addition and Subtraction 	<p>Year 1:</p> <ul style="list-style-type: none"> * Time * Place Value * Measurement: Money 	<p>Year 1:</p> <ul style="list-style-type: none"> * Multiplication and Division * Fractions * Addition and Subtraction 	<p>Year 1:</p> <ul style="list-style-type: none"> * Number and Place Value * Measurement: Time * Shape 	<p>Year 1:</p> <ul style="list-style-type: none"> * Measurement: Weight and Volume * Four Operations * Measurement: Money
	<p>Year 2:</p> <ul style="list-style-type: none"> * Number and Place Value * Addition and Subtraction * Shape * Measurement * Addition and Subtraction 	<p>Year 2:</p> <ul style="list-style-type: none"> * Multiplication and Division * Fractions * Position and Direction * Measurement * Multiplication and Division 	<p>Year 2:</p> <ul style="list-style-type: none"> * Shape * Multiplication and Division * Measurement 	<p>Year 2:</p> <ul style="list-style-type: none"> * Number and Place Value * Addition and Subtraction * Statistics * Multiplication and Division * Fractions * Measurement 	<p>Year 2:</p> <ul style="list-style-type: none"> * Number and Place Value * Addition and Subtraction * Position and Direction * Multiplication and Division * Measurement 	<p>Year 2:</p> <ul style="list-style-type: none"> * Addition and Subtraction * Statistics * Multiplication and Division * Fractions * Measurements
<p>Science KS1 N.C. objectives</p>	<p>Animals, including Humans (Y2)</p> <ul style="list-style-type: none"> - 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 	<p>Everyday Materials (Y1)</p> <ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their physical properties 		<p>Living things and their habitats (Y2)</p> <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including micro-habitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<p>Plants (Y2)</p> <ul style="list-style-type: none"> - 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 	
<p>History / Geography KS1 N.C. objectives G – Geography H - History</p>	<p>Explore where I live and my local area, my life so far, create a simple family tree and compare childhood then and now</p> <ul style="list-style-type: none"> - H1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<p>Explore journeys of all kinds, including how people get around now and how they travelled in the past, from a walk around the school to the first trip to the moon</p> <ul style="list-style-type: none"> - H1: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - H2: events beyond living memory that are significant nationally or globally (e.g. the first aeroplane flight) 		<p>Investigate why Christopher Columbus and Neil Armstrong are remembered today, what they achieved and how they are similar to or different from each other</p> <ul style="list-style-type: none"> - H3: the lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus, Neil Armstrong) 		

	<ul style="list-style-type: none"> - G1: name and locate the world's seven continents and five oceans - G2: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas - G3: 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 - G4: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles - G5a: use basic geographical vocabulary refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - G5b: use basic geographical vocabulary refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - G6: use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied as the KS - G7: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map - G8: use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key - G9: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 		<ul style="list-style-type: none"> - H3: the lives of significant individuals in the past who have contributed to national and international achievements <ul style="list-style-type: none"> - G1: name and locate the world's seven continents and five oceans - G5b: use basic geographical vocabulary refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - G7: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map - G8: use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key - G9: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 		<ul style="list-style-type: none"> - G1: name and locate the world's seven continents and five oceans - G2: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas - G4: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles - G5a: use basic geographical vocabulary refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - G5b: use basic geographical vocabulary refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - G6: use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied as the KS - G7: use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map 	
Computing	Ash: E-Safety/PSHCE SMART Rules	Ash: Computer Skills	Ash: Painting	Ash: Word Processing Skills	Ash: Programming with ScratchJr	
	Elm: E-Safety/PSHCE SMART Rules	Elm: Presentation Skills	Elm: Computer Art	Elm: Preparing for Turtle Logo	Elm: Programming Turtle Logo And Scratch	
PE	Ash: Fundamentals Unit 1 (Year 1) OAA – Trails, trust and team work	Ash: Dance – Moving Words Fundamentals Unit 1 (Year 1)	Ash: Gymnastics – Jumping Jacks Dance - Weather	Ash: Gymnastics – Rock and Roll Fundamentals Unit 2 (Year 1)	Ash: Swimming Athletics – Sports Day event practice	Ash: Swimming Fundamentals extra unit
	Elm: Fundamentals Unit 1 (Year 1)	Elm: Dance – Magical friendships	Elm: Gymnastics – Ball, Tall and Wall	Elm: Gymnastics – Points of Contact	Elm: Swimming Athletics – Sports Day even practice	Elm: Swimming Fundamentals extra unit

	OAA – Trails, trust and team work	Fundamentals Unit 2 (Year 1)	Dance – Great Fire of London	Fundamentals Unit 2 (Year 1)		
RE	Ash: Who celebrates Harvest and why?	Ash: How do Christians celebrate Christmas?	Ash: Celebrations and special times – what happens at a wedding or when a baby is born?	Bishop’s Lent Challenge	Ash: What can I learn about sharing from Bible stories?	Ash: Special books – what can we learn from stories of different religions?
	Elm: Who do we need to thank for the bread we eat?	Elm: How is light important to Christians in the Christmas story?	Elm: What is Christian worship?		Elm: How do stories from the gurus and the concept of seva (selfishness) effect Sikh children?	Elm: How can people today be part of the BIG STORY of the Bible?
Music	Ash: * SPECIAL PEOPLE (Beat and Tempo) * GROWTH AND CHANGE (Loud and quiet)		Ash: * GOING PLACES (High and low) * STORIES AND SOUNDS (Structure)		Ash: * MOVING PATTERNS (Structure) * WORKING WORLD (Texture) * OUR SENSES (Texture)	
	Elm: * OURSELVES (Musical Focus: Exploring Sounds) * TOYS (Musical Focus: Beat) * OUR LAND (Musical Focus: Exploring Sounds) * OUR BODIES (Musical Focus: Beat)		Elm: * ANIMALS (Musical Focus: Pitch) * NUMBER (Musical Focus: Beat) * STORYTIME (Musical Focus: Exploring Sounds) * SEASONS (Musical Focus: Pitch)		Elm: * WEATHER (Musical Focus: Exploring Sounds) * PATTERN (Musical Focus: Beat) * WATER (Musical Focus: Pitch) * TRAVEL (Musical Focus: Performance)	
Art Progression	<p>PROGRESSION OF ART SKILLS THIS ACADEMIC YEAR</p> <p>LINE, SHAPE AND FORM</p> <ul style="list-style-type: none"> - To introduce techniques to create a range of tones using graded drawing pencils (experimentation using a range of pencils. Pressing on hard, soft, different lines, marks etc) - To develop an awareness of textures and tones in made and natural objects - To use a range of mark makers to reproduce textures observed - To produce recognisable observational drawings of simple objects, begin to incorporate tone and texture to drawings - To make simple evaluations of their own work and that of others using appropriate vocabulary <p>COLOUR</p> <ul style="list-style-type: none"> - To be able to mix useable paint in a range of colours and be able to describe these colours using appropriate vocabulary; dark, light, pale (know that primary colours are red, blue and yellow and these cannot be mixed using other colours. Mix a range of colours using more than 2 colours to produce a third colour) - To be able to make various tints of a primary colour - To improve ability to apply paint in a controlled manner (teach basic brush skills e.g. correct amount of paint on the brush, long and short strokes, different directions etc. How to use more water to lighten colours. Produce a wash using large brushes and sponges. Use correct brush size for different parts of painting) - To learn whole school painting skills (how to refill/change water, clean brushes, properly and taught how to hold a brush) <p>FORM</p> <ul style="list-style-type: none"> - To reinforce understanding that sculpture is viewed from all angles - To produce recognisable 3D representations using a range of resources - To create simple sculpture using a variety of materials (adult demonstration of technique) <p>PATTERN</p> <ul style="list-style-type: none"> - Revise previous examples of textiles. Revise and develop vocabulary associated with textiles. Recognise the different way various fabrics are constructed. (observational drawing using magnifying glass) 					

	<ul style="list-style-type: none"> - To further develop joining methods; gluing, tying, pinning <p>SHAPE AND FORM</p> <ul style="list-style-type: none"> - Further develop accuracy in cutting and tearing skills. Further develop gluing skills - Produce a range of effects by 'scrunching', 'curling', 'shaping' paper - Begin to use layering techniques, and develop awareness of how this can give different effects to the final composition in terms of colour, shapes, texture and form <p>EVALUATE</p> <ul style="list-style-type: none"> - Provide opportunities to discuss art works brought into classroom. - Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary 		
Art/D&T focus	<p>* Self Portraits</p> <ul style="list-style-type: none"> - clay portrait - emotion masks - name plaque <p>* Make a puppet/fabric mask of myself</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Use accurate measurements in cm - Use scissors precisely when cutting out - Join textiles using glue, staples, tying or a simple stitch - Make a textiles product that is finished well and does the job it was made for - Select the appropriate textile so that it does the job well 	<p>* Drawing David Hockney</p> <p>* Design and make own vehicle</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Make a product that uses movement - Use the correct materials for the product so it works - Use a number of materials with strong joints - Decorate my product, or add detail - Know that the product needs to be made from the materials that are suitable for the job 	<p>* Painting: Wassily Kandinsky</p> <p>* Design and make a Menu for an Intrepid Explorer</p> <ul style="list-style-type: none"> - Describe the properties of the ingredients - Weigh and measure accurately - Describe my food product using its properties
D&T Progression	<p>DESIGN</p> <ul style="list-style-type: none"> - Communicate ideas using a variety of methods, including drawing and models - Think of ideas and plan what to do next, based on my knowledge of materials and components - Select appropriate tools, techniques and materials, explaining my choices - Use models, pictures and words to describe my designs <p>MAKE</p> <ul style="list-style-type: none"> - Specific objectives for each Topic task <p>EVALUATE</p> <ul style="list-style-type: none"> - Talk about ideas, saying what they like and dislike - Identify what they could have done differently and how they could improve their work in the future - Recognise what has been done well in my work - Suggest things I could do in the future to improve my work <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> - Learn about the working characteristics of materials (folding paper, plaiting yarn to make it stronger) - How mechanisms can be used in different ways (wheels and axles that allow movement) 		
PSHCE	<p>Ash:</p> <p>ES12 Healthy and Safer Lifestyles Enrichment E-safety-being safe online AB12 Myself and My Relationships Anti-bullying What bullying means</p>	<p>Ash:</p> <p>C4 Citizenship 4 Diversity and Communities be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.</p>	<p>Ash:</p> <p>HSL8 Healthy and Safer Lifestyles 8 Drug Education have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</p>

	<p>WT12 Citizenship 3 Working Together to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents</p>	<ul style="list-style-type: none"> • know about some similarities and differences in people’s lifestyles, including different groups they and other people belong to. <p>HSL7 Healthy and Safer Lifestyles 7 Healthy Lifestyles be able to give examples of how to be healthy and to reflect on their own lifestyles and choices. • be able to explain why healthy eating and physical activity are both important. • know the difference between being active and inactive and know how to maintain health.</p> <p>MMR6 Myself and My Relationships 6 Family and Friends be able to describe some of the qualities of friendship and to demonstrate skills in making friends. • have developed some strategies for coping when they have friendship problems. • understand that friendships change.</p>	<ul style="list-style-type: none"> • be aware of safety rules concerning medicines and be able to name people who could help them take them safely. • understand that there can be alternatives to medicine use to feel better. <p>HSL1 Healthy and Safer Lifestyles 1 My Body and Growing Up children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>MMR8 Myself and My Relationships 8 Managing Change be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements</p> <ul style="list-style-type: none"> • know that change is a normal part of life and that sometimes we can plan for it and sometimes we can’t • identify changes that they or other children might experience in their lives
	<p style="text-align: center;">Elm:</p> <p>ES12 Healthy and Safer Lifestyles Enrichment E-safety-being safe online AB12 Myself and My Relationships Anti-bullying What bullying means WT12 Citizenship 3 Working Together to begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents</p>	<p style="text-align: center;">Elm:</p> <p>C4 Citizenship 4 Diversity and Communities be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others. • know about some similarities and differences in people’s lifestyles, including different groups they and other people belong to.</p> <p>MMR6 Myself and My Relationships 6 Family and Friends be able to describe some of the qualities of friendship and to demonstrate skills in making friends. • have developed some strategies for coping when they have friendship problems. • understand that friendships change.</p> <p>HSL7 Healthy and Safer Lifestyles 7 Healthy Lifestyles be able to give examples of how to be healthy and to reflect on their own</p>	<p style="text-align: center;">Elm:</p> <p>HSL8 Healthy and Safer Lifestyles 8 Drug Education have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</p> <ul style="list-style-type: none"> • be aware of safety rules concerning medicines and be able to name people who could help them take them safely. • understand that there can be alternatives to medicine use to feel better. <p>HSL10 Healthy and Safer Lifestyles 10 Sex and Relationships SRE2 Education be able to recognise babies, children and adults of different ages and put them into age order.</p> <ul style="list-style-type: none"> • understand that human babies grow inside their mothers. • be able to describe the main physical developments which take place in early childhood.

		<p>lifestyles and choices. • be able to explain why healthy eating and physical activity are both important. • know the difference between being active and inactive and know how to maintain health.</p>	<p>MMR8 Myself and My Relationships & Managing Change be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements</p> <ul style="list-style-type: none">• know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't• identify changes that they or other children might experience in their lives
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CREATIVE CURRICULUM : Hazel/Pine Planning

Lower Key Stage 2

YEAR B: 2016 - 2017

Topic Titles	THE STONE AGE	FOOD, GLORIOUS FOOD	RAINFORESTS
Subject	Autumn	Spring	Summer
English	<p>Narrative: Traditional Tales – Fables Write a new fable to convey a moral</p> <p>Narrative: Writing and performing a Play Write and perform a play based on a familiar story</p> <p>Non-fiction: Non-chronological report</p> <p>Non-Fiction: Recount Write a news report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer</p> <p>Poetry: Poems with a structure Shape, calligram, rhyming couplets</p>	<p>Narrative: Traditional Tales – Fairy Tales (alternative versions) Write a traditional tale from a key characters perspective</p> <p>Non-Fiction: Explanations Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p> <p>Non-Fiction: Report Write a newspaper report</p> <p>Poetry: Classic Poetry</p>	<p>Narrative: Adventure Stories Write an adventure story, focussing on plot</p> <p>Non-Fiction: Persuasive letter writing Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p> <p>Non-Fiction: Recount, Diaries Write a series of diary entries for a rainforest explorer/environmentalist</p> <p>Poetry: Free Verse Read, write and perform free verse</p>
Cross Curricular Writing Opportunities	<p>Non-Fiction: Present a spoof Newsround report of the building of Stonehenge / other significant Stone Age monument/structure</p> <p>Narrative : Write a Stone Age fable</p>	<p>Non-Fiction : Explanation of how the human digestive system works</p> <p>Non-Fiction: Write a report about food production in the UK</p>	<p>Non-Fiction: Write an explanation about the different parts of a plant and how they work in collaboration to allow the plant to grow and thrive</p> <p>Non-Fiction : Write a persuasive letter to property developers convincing them to stop cutting down swathes of the rainforest</p>
Maths	<p align="center">Hazel:</p> <ul style="list-style-type: none"> * Number and Place Value * Mental Calculations * Subtraction * Multiplication * Division * Geometry: shapes * Measurement: Length * Statistics * Roman Numerals 	<p align="center">Hazel:</p> <ul style="list-style-type: none"> * Number and Place Value * Addition * Subtraction * Multiplication * Division * Fractions * Measurements: mass and length * Roman Numerals * Statistics 	<p align="center">Hazel:</p> <ul style="list-style-type: none"> * Number and Place Value * Mental Calculations * Subtraction * Multiplication * Division * Fractions * Measurement: length, mass and capacity * Geometry: 2D and 3D shapes * Statistics

	<ul style="list-style-type: none"> * Fractions * Calculations: four number operations 		<ul style="list-style-type: none"> * Geometry: angles and shape properties 	<ul style="list-style-type: none"> * Addition and Subtraction * Multiplication and Division 	
	<p style="text-align: center;">Pine:</p> <ul style="list-style-type: none"> * Number: Place Value * Number: Addition and Subtraction * Number: Multiplication and Division * Measurement: Time * Measurement: Area 		<p style="text-align: center;">Pine:</p> <ul style="list-style-type: none"> * Number: Place Value * Measurement: Time * Number: Decimals * Measurement: Money 	<p style="text-align: center;">Pine:</p> <ul style="list-style-type: none"> * Measurement: Money * Measurement: Area and Perimeter * Geometry: Angles * Geometry: Shape and Symmetry * Geometry: Position and Direction * Statistics * Measurement: Area and Perimeter 	
<p style="text-align: center;">Science KS2 N.C. objectives</p>	<p style="text-align: center;">Rocks (Y3)</p> <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter 	<p style="text-align: center;">Animals, including humans (Y3)</p> <ul style="list-style-type: none"> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p style="text-align: center;">Animals, including humans (Y4) Digestive System</p> <ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey 	<p style="text-align: center;">Plants (Y3)</p> <ul style="list-style-type: none"> - 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 	<p style="text-align: center;">Living things and their habitats (Y4)</p> <ul style="list-style-type: none"> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things
<p style="text-align: center;">History / Geography KS2 N.C. objectives G – Geography H - History</p>	<ul style="list-style-type: none"> - H1: changes in Britain from the Stone Age to the Iron Age - G2: name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time - G4: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America 		<ul style="list-style-type: none"> - G1: 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 - G3: 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) - G4: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America - G5a: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - G5b: describe and understand key aspects of 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 	<ul style="list-style-type: none"> - G1: 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 - G3: 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) - G5a: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - G5b: describe and understand key aspects of 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 - G6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	

			- G8: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			
Computing	Hazel: E-Safety/PSHCE SMART Rules	Hazel: Word Processing Skills	Hazel: Presentation Skills	Hazel: Programming Turtle Logo and Scratch	Hazel: Internet Research and Communication	Hazel: Drawing and Desktop Publishing
	Pine: E-Safety/PSHCE SMART Rules	Pine: Word Processing Skills	Pine: Programming Turtle Logo	Pine: Scratch Questions and Quizzes	Pine: Photo Stories	Pine: Animation
PE	Games – Ball Handling OAA – Lower KS2 Unit	Dance – Solar System Games – Ball Handling	Gymnastics – Patterns and Pathways Dance - Machines	Gymnastics – Hand Apparatus Games – Net Wall	Swimming Athletics – Challenges (Year 4 Unit)	Swimming Games – striking and fielding
RE	Hazel: Why is Harvest a time to give thanks?	Why is light important and significant to some religions?	Hazel: How do Christian parables explain how Christians should live?	Hazel: Bishop’s Lent Challenge	Hazel: How does the Khalsa influence the lives of Sikh families?	Hazel: How do stories from the gurus and the concept of seva (selfishness) effect Sikh children?
	Pine: How and why do Jesus celebrate Sukkot?		Pine: Why do people go on pilgrimage?	Pine: Why is Lent important to Christians?	Pine: Why is prayer important to Muslims and not for some people?	Pine: How do the 5 pillars of Islam help Muslims to live a devout life?
Music	Hazel: * ENVIRONMENT (Musical Focus: Composition) * IN THE PAST (Musical Focus: Pitch) * ANCIENT WORLDS (Musical Focus: Structure) * BUILDING (Musical Focus: Beat)		Hazel: * HUMAN BODY (Musical Focus: Structure) * FOOD AND DRINK (Musical Focus: Performance) * POETRY (Musical Focus: Performance) * CHINA (Musical Focus: Pitch)		Hazel: * SOUNDS (Musical Focus: Exploring Sounds) * TIME (Musical Focus: Beat) * COMMUNICATION (Musical Focus: Composition) * SINGING FRENCH (Musical Focus: Pitch)	
	Pine: * POETRY (Musical Focus: Performance) * ENVIRONMENT (Musical Focus: Composition) * IN THE PAST (Musical Focus: Notation) * ANCIENT WORLDS (Musical Focus: Structure)		Pine: * FOOD AND DRINK (Musical Focus: Performance) * RECYCLING (Musical Focus: Structure) * BUILDING (Musical Focus: Beat) * AROUND THE WORLD (Musical Focus: Pitch)		Pine: * SOUNDS (Musical Focus: Exploring Sounds) * SINGING SPANISH (Musical Focus: Pitch) * COMMUNICATION (Musical Focus: Composition) * TIME (Musical Focus: Beat)	
MFL: French	Unit 1 : Greetings *Greetings	Unit 2: Games and Songs	Unit 3: Celebrations *Saying what you can do well		Unit 4: Appearances *Parts of the body	

	<p>*Introducing Yourself</p> <ul style="list-style-type: none"> - Simple greetings - Making simple statements (about name and age) - Asking simple questions (about name and age) - Numbers 1-10 	<p>*Responding to a song or story in French</p> <p>*Understanding simple questions</p> <ul style="list-style-type: none"> - Numbers 11-20 - Simple questions - Expressing preference 	<p>*Celebrating achievements and special occasions</p> <ul style="list-style-type: none"> - Making simple statements (about activities) - Expressing praise - Months of the year - Writing an invitation - Playing games (following instructions) 	<p>*Colours</p> <p>*Descriptions of people</p> <ul style="list-style-type: none"> - Making simple statements (about appearance) - Giving a simple description of a person
Art Progression	<p>PROGRESSION OF ART SKILLS THIS ACADEMIC YEAR</p> <p>LINE, SHAPE AND FORM</p> <ul style="list-style-type: none"> - To create a wide range of tones using graded drawing pencils - To explore light and dark through use of charcoal, chalk and pastel <p>COLOUR</p> <ul style="list-style-type: none"> - To be able to mix graduations of one colour e.g. dark green to light green by adding white and yellower greens by adding yellow - To learn how to apply paint with increasing control. Choose and use correct size brush. Use different types of paint for different effects <p>FORM</p> <ul style="list-style-type: none"> - To explore how to layer materials and to create different effect. How to create tone by layering and cut with more accuracy - To create papier mache sculptures. To embellish with paint and paper. <p>PATTERN</p> <ul style="list-style-type: none"> - To produce complementary print blocks to create repeating or layers designs. Use colour to enhance final designs (look at examples of repeat patterns (fabrics, gift wrap etc). Discuss how the pattern is repeated. Think about rotation, colour and line <p>EVALUATE</p> <ul style="list-style-type: none"> - Provide opportunities to discuss art works brought into classroom. - Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary - Encourage written evaluations of their work and others 			
Art/D&T focus	<p>* Stone Age Britain</p> <p>* Drawing charcoal cave paintings</p> <p>* Sculpture: Henry Moore (compare to the Prehistoric Venus statues)</p>	<p>* Painting: Guiseppe Arcimboldo</p> <p>* Regional cooking</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Use a selection of ingredients to meet an identified need - Measure ingredients by weight or quantity using scales - Work in a safe and hygienic way - Present the food well and think about packaging <p>* Design and make packaging for a food product</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Use appropriate mouldable materials suitable for the product - Shape the product carefully using appropriate techniques and tools - Apply texture or design to the product 	<p>* Collage: Henry Rousseau 'In the Jungle'</p> <p>* Design and make their own jungle animal, e.g. poison dart frog</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Select appropriate textiles for my product - Use scissors accurately - My textile work reflects the views of users and its purpose 	
D&T Progression	<p>DESIGN</p> <ul style="list-style-type: none"> - Generate ideas by collecting and using information - Take the views of users' into account when designing my products - Beginning to produce step by step plans - Communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design <p>MAKE</p>			

	<p>- Specific objectives for each Topic task</p> <p>EVALUATE</p> <p>- Reflect on my designs and develop them, identify what is working well and what can be improved</p> <p>TECHNICAL KNOWLEDGE</p> <p>- Textile products include changes such as plaiting or weaving to create new products such as ropes, belts, bracelets and to strengthen structures</p> <p>- Joins are strong and stable, giving extra strength to products</p> <p>- Some joints are flexible to allow for dismantling or folding</p> <p>- Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages)</p> <p>- Apply their understanding of computing to program, monitor and control their products</p>		
PSHCE	<p>Hazel:</p> <p>ES34 Healthy and Safer Lifestyles Enrichment E-safety- continue to explore what being safe online means, including understanding the need to review their online presence constantly.</p> <p>AB34 Myself and My Relationships Anti-bullying Different forms of bullying</p> <p>WT34 Citizenship 6 Working Together learn to reflect on the process of learning a new skill and think about areas for improvement.</p>	<p>Hazel:</p> <p>C7 Citizenship 7 Diversity and Communities be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</p> <p>MMR11 Myself and My Relationships 11 Family and Friends be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends. • understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.</p> <p>HSL14 Healthy and Safer Lifestyles 14 Healthy Lifestyles know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. • know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. • understand some of the reasons people sometimes make unhealthy choices. • be able to talk about some of the physical and mental benefits of exercise.</p>	<p>Hazel:</p> <p>HSL15 Healthy and Safer Lifestyles 15 Drug Education be able to name some medical and legal recreational drugs.</p> <p>• have a basic understanding of how a drug can enter the body and the bloodstream.</p> <p>HSL13 Healthy and Safer Lifestyles 13 Sex and Relationships SRE3 Education be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. • be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.</p> <p>• be able to give several examples of the capabilities of their own bodies.</p> <p>MMR13 Myself and My Relationships 13 Managing Change be able to identify changes that they and other children may experience in their lives.</p> <p>• be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</p>
	<p>Pine:</p> <p>ES34 Healthy and Safer Lifestyles Enrichment E-safety- continue to explore what being safe online means, including understanding the need to review their online presence constantly.</p>	<p>Pine:</p> <p>C7 Citizenship 7 Diversity and Communities be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • recognise difference and respect diversity, including the</p>	<p>Pine:</p> <p>HSL15 Healthy and Safer Lifestyles 15 Drug Education be able to name some medical and legal recreational drugs.</p> <p>• have a basic understanding of how a drug can enter the body and the bloodstream.</p>

	<p>AB34 Myself and My Relationships Anti-bullying Different forms of bullying</p> <p>WT34 Citizenship 6 Working Together learn to reflect on the process of learning a new skill and think about areas for improvement.</p>	<p>importance of recognising and challenging stereotypes.</p> <p>MMR11 Myself and My Relationships 11 Family and Friends be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</p> <ul style="list-style-type: none"> • understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships. <p>HSL14 Healthy and Safer Lifestyles 14 Healthy Lifestyles know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. • know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. • understand some of the reasons people sometimes make unhealthy choices. • be able to talk about some of the physical and mental benefits of exercise.</p>	<p>HSL17 Healthy and Safer Lifestyles 17 Sex and Relationships SRE4Education be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</p> <ul style="list-style-type: none"> • be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood. • be able to identify an area for which they can take more responsibility. <p>MMR13 Myself and My Relationships 13 Managing Change be able to identify changes that they and other children may experience in their lives.</p> <ul style="list-style-type: none"> • be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.
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CREATIVE CURRICULUM : Rowan/Yew Planning

Upper Key Stage 2

YEAR B: 2016 - 2017

Topic Titles	MOUNTAINS	ANCIENT EGYPTIANS	THE MAYANS
Subject	Autumn	Spring	Summer
English	<p>Narrative: Classic Fiction Write a new story or chapter using characters and/or plot structures from a classic novel including words chosen for effect, appropriate use of archaic language, devices to build cohesion between paragraphs and features of the genre. <u>Suggested Texts/Authors</u></p> <ul style="list-style-type: none"> • <i>Chitty Chitty Bang Bang</i> by Ian Fleming • <i>The Wizard of Oz</i> by L Frank Baum • <i>The Secret Garden</i> by Frances Hodgson Burnett • <i>Alice in Wonderland</i> by Lewis Carroll • <i>The Railway Children</i> by E. Nesbitt <p>Non-Fiction: Recount Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a c.v. (e.g. Edmund Hillary/Darwin); composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary</p> <p>Non-Fiction: Report Write reports as part of a presentation. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types</p> <p>Non-Fiction: Explanation</p>	<p>Narrative: Stories from other Cultures</p> <p>Non-Fiction: Persuasion Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.</p> <p>Non-Fiction: Debating skills <i>A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of view</i></p> <p>Poetry: Free Verse</p>	<p>Narrative: Flashbacks/Time shift</p> <p>Narrative : Novel as a Theme</p> <p>Non-Fiction: Report Write reports as part of a presentation. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types</p> <p>Non-Fiction: Information Hybrid Text Information booklet with range of text types</p> <p>Poetry: Poems with a message Vanishing Acts – Climate and Poetry <i>How to Disappear</i> by Amanda Dalton http://www.capefarewell.com/switch/</p>

	<p>Links to Geography – physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes, and the water cycle</p> <p>Poetry : Classic Narrative Poem Write a poem which includes: a structure based on the model; imagery created through carefully chosen words and phrases; <u>Suggested Texts/Authors</u> King John's Christmas – AA Milne A Visit From St Nicholas – Clement Clarke Moore</p>					
Cross Curricular Writing Opportunities	<p>Non-Fiction: Report Write presentations on the publication of Darwin's Theory of Evolution / Edmund Hillary</p> <p>Non-Fiction: Recount Outlined above</p> <p>Non-Fiction Outlined above</p>		<p>Non-Fiction : Explanation Write an explanation of Egyptian hierarchical system</p>		<p>Non-Fiction: Debate Debate why Mayan culture used live sacrifices.</p> <p>Narrative – write a story depicting an aspect of Mayan life/culture</p>	
Maths	<p>Rowan:</p> <ul style="list-style-type: none"> * Place Value * Addition and Subtraction * Geometry: Angles * Measures: Perimeter 	<p>Rowan:</p> <ul style="list-style-type: none"> * Multiplication and Division * Fractions * Measures: Area * Statistics * Measures: Time * Roman Numerals 	<p>Rowan:</p> <ul style="list-style-type: none"> * Place Value: negative numbers * Addition and Subtraction * Multiplication * Measures: length, mass and capacity * Geometry: reflection and translation * Geometry: angles 	<p>Rowan:</p> <ul style="list-style-type: none"> * Division * Shapes * Fractions * Measures: area and volume * Statistics and measures 	<p>Rowan:</p> <ul style="list-style-type: none"> * Place Value * Fractions * Measures: time and statistics * Geometry * Addition and Subtraction * Multiplication and Division 	<p>Rowan:</p> <ul style="list-style-type: none"> * Place Value * Written calculations * Fractions * Measures: mass, volume and capacity * Area and volume of shapes
	<p>Yew:</p> <ul style="list-style-type: none"> * Fractions * Decimals * Convert measurements * Negative Numbers * Brackets * Coordinates 	<p>Yew:</p> <ul style="list-style-type: none"> * Multiplication and Division * Construction * Angles * 2D and 3D shapes 	<p>Yew:</p> <ul style="list-style-type: none"> * Ratio and proportion * Percentage * Fractions * Decimals * Formulae * Sequences * Algebra 	<p>Yew:</p> <ul style="list-style-type: none"> * Area * Perimeter * Volume * Angles * Scale * Factors * Division 	<p>Yew:</p> <ul style="list-style-type: none"> * Revision * Enrichment 	

		<ul style="list-style-type: none"> * Statistics: line graphs and pie charts * Word Problems 	<ul style="list-style-type: none"> * Word problems: four number operations 	<ul style="list-style-type: none"> * Average * Word Problems * Listing Outcomes 		
<p>Science KS2 N.C. objectives</p>	<p>Living things and their habitats (Y6)</p> <ul style="list-style-type: none"> - 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 	<p>Evolution and Inheritance (Y6)</p> <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p>Electricity (Y6)</p> <ul style="list-style-type: none"> - 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 		<p>Animals, including humans (Y5)</p> <ul style="list-style-type: none"> - describe the changes as humans to develop to old age 	<p>Living things and their habitats (Y5)</p> <ul style="list-style-type: none"> - 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
<p>History / Geography KS2 N.C. objectives G – Geography H - History</p>	<ul style="list-style-type: none"> - G1: 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 - G3: 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) - G4: understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America - G5a: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - G5b: describe and understand key aspects of 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 - G6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> - H7: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> - H9: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 		<ul style="list-style-type: none"> - H9: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD900; Mayan civilization c. AD900, Benin (West Africa) c. AD900-1300 	

			Survey maps) to build their knowledge of the UK and the wider world			
Computing	Rowan: E-Safety/PSHCE SMART Rules	Rowan: LEGO Programming	Rowan: Scratch Developing Games	Rowan: Internet Research and Website Design	Rowan: Radio Station	Rowan: 3D-Modelling SketchUp
	Yew: E-Safety/PSHCE SMART Rules	Yew: LEGO Programming	Yew: Scratch Animated Stories	Yew: Spreadsheets	Yew: Film-Making	Yew: Kodu Programming
PE	Rowan: Games – Netball OAA – Team Building and orienteering	Rowan: Gymnastics – Pair composition Dance – Dance Styles	Rowan: Games – Football Dance – On the Beach	Rowan: Gymnastics – Press and Go Games - Football	Rowan: Swimming Athletics - Heptathlon	Rowan: Swimming Games – Striking and fielding
	Yew: Games – Tag Rugby OAA – Upper KS2 Unit	Yew: Dance – Why bully me? Games – Tag Rugby	Yew: Gymnastics – Group Work Games - Hockey	Yew: Gymnastics – Body Symmetry Dance - Football	Yew: Swimming Athletics: Decathlon	Yew: Swimming Games – strike and field
RE	Rowan: What in 'my world' is given to me; what belongs to me and what should people share?	Why is light important and significant to some religions?	Rowan: Why is Jesus an inspiration to some people?	Bishop's Lent Challenge	Rowan: What do these shared stories from different faiths tell us?	Rowan: How do Jewish children remember their Heritage?
	Yew: What can we learn about ourselves at Harvest Time?		Yew: Religions in our community – How can we build a more respectful Orwell?		Yew: Hinduism in Britain. How and why do Hindus worship at home and at the Mandir in Peterborough?	Yew: How can the ideas of the Buddha influence our everyday life?
Music	Rowan: OUR COMMUNITY (Musical Focus: Performance)	Rowan: LIFE CYCLES (Musical Focus: Structure)	Rowan: SOLAR SYSTEM (Musical Focus: Listening)	Rowan: KEEPING HEALTHY (Musical Focus: Beat)	Rowan: AT THE MOVIES (Musical Focus: Composition)	Rowan: CELEBRATION (Musical Focus: Performance)
	Yew: WORLD UNITE (Music Focus: Step Dance Performance)	Yew: JOURNEYS (Musical Focus: Song cycle performance)	Yew: GROWTH (Musical Focus: Street Dance Performance)	Yew: ROOTS (Musical Focus: Mini Musical Performance)	Yew: CLASS AWARDS (Musical Focus: Awards Show Performance)	Yew: MOVING ON (Musical Focus: Leavers' Assembly Performance)
MFL: French	Unit 5: All Aboard *Travel		Unit 6: L'argent de poche	Unit 7: Vive le sport	Unit 8: Les Quatre amis *Responding to a story	Unit 9: Le Carnaval des animaux

	<p>*Weather</p> <ul style="list-style-type: none"> - Making statements (about travel) - Describing the weather - Days of the week 	<p>Pocket money</p> <p>*Expressing opinions about Likes and Dislikes</p> <ul style="list-style-type: none"> - expressing likes and dislikes about toys - justification of opinions - numbers 21-39 - simple prices 	<p>*Healthy Foods and Drinks</p> <ul style="list-style-type: none"> - making simple statements about activities and diet 	<p>*Description of animals</p> <ul style="list-style-type: none"> - Give a simple description (of an animal) - Making simple statements about movement 	<p>*Animals and their habitats</p> <ul style="list-style-type: none"> - Give a simple description (of an animals and habitats)
Art Progression	<p>PROGRESSION OF ART SKILLS THIS ACADEMIC YEAR</p> <p>LINE, SHAPE AND FORM</p> <ul style="list-style-type: none"> - To be able to demonstrate the illusion of depth using line, tone and hatching - To draw using a range of media. To look closely during observational drawing - To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill - To use viewing frames to focus on detail - To compose pictures with foreground and background, applying skills of perspective <p>COLOUR</p> <ul style="list-style-type: none"> - To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects <p>FORM</p> <ul style="list-style-type: none"> - To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials - To select and apply collage techniques appropriately to satisfy artistic expression <p>PATTERN</p> <ul style="list-style-type: none"> - To use a combination of all printing techniques to create a design. To use increasing skill to create more intricate blocks (learn how to use the lino printing tools and design and make a lino block print. Use to create repeating patterns) - Look at printing in art work. Use as inspiration to make print block, relief (use art work from other times, countries and cultures to inspire the production of relief print block using techniques already learned. Make repeat and other patterns. Consider colour, composition and pattern) <p>EVALUATE</p> <ul style="list-style-type: none"> - Provide opportunities to discuss art works brought into classroom. - Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary - Encourage written evaluations of their work and others 				
Art/D&T focus	<p>* Perspective Collage: Nicholas Roerich</p> <p>* Design and make a food product suitable for Mountaineering</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Use a selection of ingredients to meet an identified need - Work in a safe and hygienic way - Experiment with a range of materials until find the correct ones for the job (appropriate, affordability, appeal) - Add colour and texture to work - * Design, make and package a food product suitable for Mountaineering <p>D&T MAKE</p> <ul style="list-style-type: none"> - Use a selection of ingredients to meet an identified need - Work in a safe and hygienic way 	<p>* Sculpture: Egyptian god</p> <p>* Create an Egyptian tomb inspired electrical game</p> <p>D&T MAKE</p> <ul style="list-style-type: none"> - Choose components that can be controlled by switches or by ICT equipment - Improve product after testing - Product is well finished in a way that appeals - Make careful and precise measurements so that joins, holes and openings are exactly in the right place - Methods of work are precise - Finish edges by adding other materials (edging strips) 	<p>* Printing: Bonampak Temple Murals</p> <p>* Perspective Drawing: Bonampak Temples</p> <p>* Sculpture: Funerary mask of Lord Pakal</p>		

	- Experiment with a range of materials until find the correct ones for the job (appropriate, affordable, appeal)		
D&T Progression	<p>DESIGN</p> <ul style="list-style-type: none"> - Draw on and use various sources of information - Use understanding of familiar products to help develop my own ideas - Work from detailed plans, modifying where appropriate - Clarify ideas through discussion, drawing and modelling - Communicate ideas <p>MAKE</p> <ul style="list-style-type: none"> - Specific objectives for each Topic task <p>EVALUATE</p> <ul style="list-style-type: none"> - Reflect on designs and develop them - Identify what is working well and what can be improved - Awareness of limited resources (budget, time availability) - Evaluate products in light of information sources used to inform the design - Understand how key events and individuals in design and technology have helped shape the world <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> - Joins are strong and stable, giving extra strength to products - Some joints are flexible to allow for dismantling and folding - Hide joins for aesthetic effect - Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages) - Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) - Apply their understanding of computing to program, monitor and control their products 		
PSHCE	<p>Rowan:</p> <p>ES56 Healthy and Safer Lifestyles Enrichment E-safety- learn about the need to be careful about how they present themselves online, as well as being clear about what information should not be shared online.</p> <p>AB56 Myself and My Relationships understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of bullying to a range of situations including 'cyberbullying'</p> <p>WT56Citizenship 9 Working Together learn to reflect on the process of learning a new skill and think about what might help or hinder them when facing challenges, eg in the workplace</p>	<p>Rowan:</p> <p>C10 Citizenship 10 Diversity and Communities be able to recognise aspects of their identity and understand how other people can influence their perception of themselves. • be able to describe the ethnic make up of their community and different groups that live in Britain.</p> <p>MMR16 Myself and My Relationships 16 Family and Friends be able to identify the special people in their networks and to recognise how their networks have changed and developed.</p> <ul style="list-style-type: none"> • have developed ways of beginning new friendships and of maintaining existing ones during times of change. <p>HSL21 Healthy and Safer Lifestyles 21 Healthy Lifestyles understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.</p>	<p>Rowan:</p> <p>HSL22 Healthy and Safer Lifestyles 22 Drug Education be able to categorise drugs as medical, non-medical, legal and illegal. • understand the possible physical and psychological effects of drugs</p> <p>HSL20 Healthy and Safer Lifestyles 20 Sex and Relationships Education SRE 5 know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.</p> <ul style="list-style-type: none"> • understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently. <p>MMR18 Myself and My Relationships 18 Managing Change be able to identify a range of situations which involve loss and change.</p> <ul style="list-style-type: none"> • recognise emotions associated with loss and change, and understand how these feelings can change. • be able to identify what might help when experiencing difficult emotions.

		<ul style="list-style-type: none"> • be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important. 	
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