

Wider Curriculum
2026 - 2027

Wider Curriculum

Our Identity as a School (INTENT):

At St. Luke's we want to make sure that our curriculum reflects the diverse yet very distinct community that we serve. Considering the local context, there are three areas we want to support our pupils with:

- Change/resilience
- Celebrating differences
- Raising aspirations

Learning Guarantees (IMPLEMENTATION):

Our Wider curriculum will allow students to develop: independence, creativity, reflective learning, teamwork, resilience, empathy, problem solving, commitment to justice and social change.

Our Wider curriculum empowers children to:

- Connecting: seeing relationships and combining in new ways
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging questions
- Thinking: taking time for reflection and soft thinking
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying in different ways
- Elaborating: exploring and fiddling and doing the unnecessary with love!
- Analyse and evaluate
- Show empathy
- Explore problems from different perspectives
- Use evidence to support opinions
- Explore
- Recognise how they can impact their environment and community
- Show a commitment to justice
- Recognize their roles as a global citizen
- Work towards a goal
- Adapt as circumstances change

Every year, children will visit or experience:

- An art gallery
- A place of historical importance
- A place of worship
- A place of local importance
- A live professional music performance

We want every child to have the opportunity to grow their specialist skills and see connections between subjects and within life and beyond the school.

What Needs to be Covered – The National Curriculum

HUMANITIES						
	Autumn 1 History	**Autumn 2 Geography**	**Spring 1 History**	**Spring 2 Georgraphy**	**Summer 1 History**	**Summer 2 Geography**
Early Years	My Family History	Celebrations around the World	Creature Stories Through Time	Nature settings and Insects	Villains and Heroes Through Time	Space
Year 1	Toys	Weather	Homes	Our Country	Ships and Sea farers through time	My school and Local Area
Year 2	Florence Nightingale and Mary Seacole	Kenya	The Great Fire of London	What a Wonderful World	Rosa Parks	Going to the Seaside
Year 3	The Neolithic Revolution	Exploring the UK	Romans: -Ancient Rome - Roman Britain		Anglo Saxons	Hazardous Earth
Year 4	Vikings-1066	Is there enough Food?	Egyptians -Ancient Egypt - Mesopotamia		Windrush	South America
Year 5	A Princess comes to London (16th Century London)	Europe	The Victorians' and the Children's Rights	North America	Ancient Greeks	Energy Issues
Year 6	World War ll	Local Area Study	Nelson Mandela	Following the Thing	Early Islamic Civilisation	Rivers

SCIENCE						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Early Years	My Body	Light	Living Things and Their Habitats	Growing and Planting	Superhero powers	Super Scientists
Year 1	Humans	Seasonal Changes	Materials	Animals in the Local Area	Plants	
Year 2	Animals and Humans	The Environment	Living Things and their Habitats	Materials	Plants	
Year 3	Light	Animals and Humans	Forces and Magnets	Rocks	Plants	

Year 4	Living Things and their Habitats	Animals and Humans	States on Matter	Electricity	Sound	
Year 5	Living Things and their Habitats	Forces	Earth and Space	Animals and Humans	Properties of Materials	
Year 6	Electricity	Living Things and their Habitats	Light	Animals and Humans	Evolution	

PSHE						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
All year groups	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me

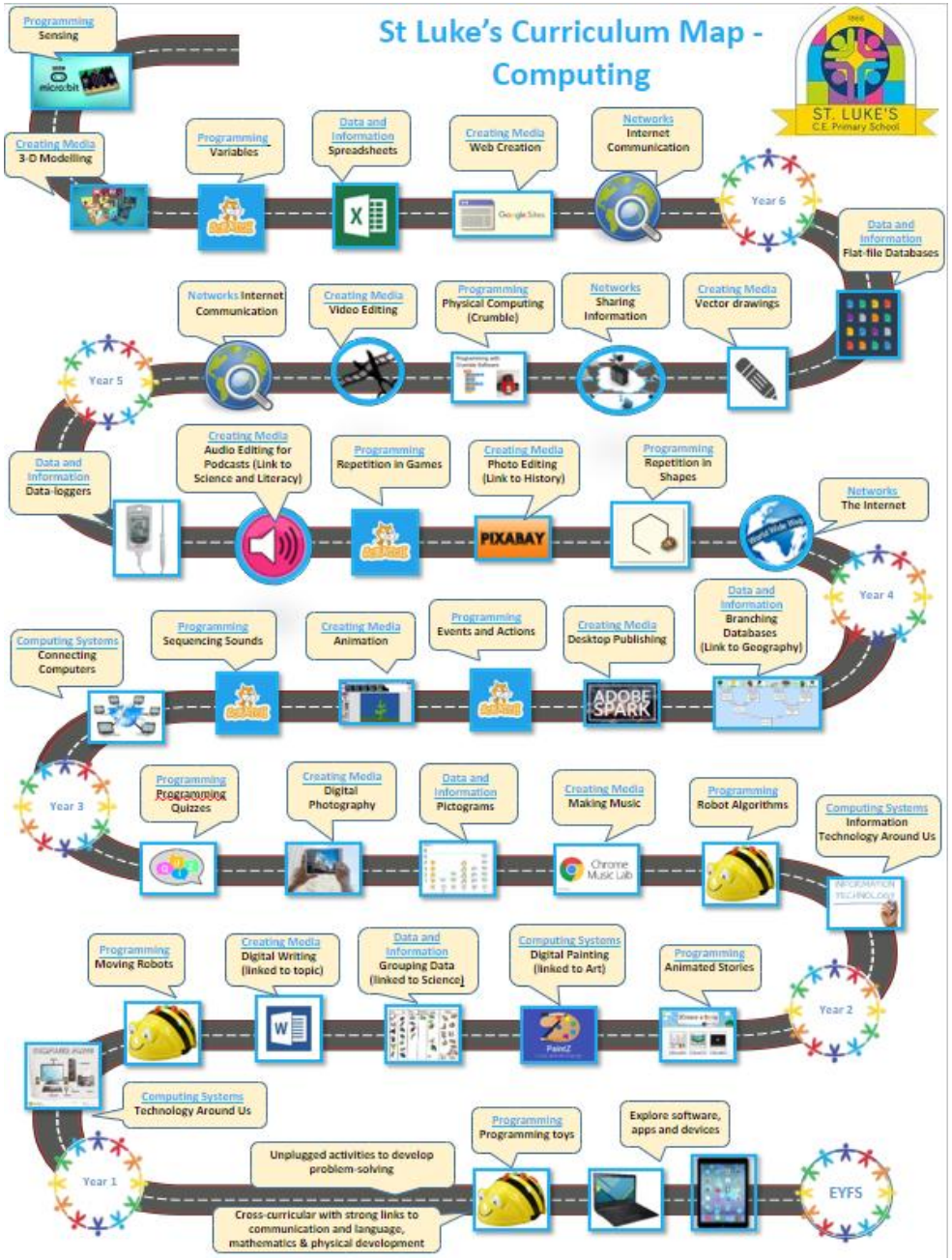
PHYSICAL EDUCATION						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Early Years	Moving in Different Ways	Balance and awareness	Catching and Throwing	Dance/ Movement	Athletics- Movement and speed	Ball Games
Year 1	Gymnastics/ Swimming	Ball skills- (throwing, catching and aiming games) /Swimming	Dance /Swimming	Gymnastics /Swimming	Ball skills - feet /Swimming	Athletics- locomotion (running, jumping)/ Swimming
Year 2	Gymnastics /Swimming	Ball skills (throwing, catching and inventing games) /Swimming	Dance /Swimming	Gymnastics /Swimming	Ball skills - feet /Swimming	Athletics- Run, Jump, Throw /Swimming
Year 3	Outdoor and Adventurous Activities / Swimming	Netball / Swimming	Gymnastics /Swimming	Dance/ Swimming	Striking and fielding games – Cricket / Swimming	Athletics / Swimming
Year 4	Outdoor and Adventurous Activities	Netball	Gymnastics	Dance	Striking and fielding games - Cricket	Athletics
Year 5	Outdoor and Adventurous Activities	Basketball	Gymnastics /Swimming	Dance /Swimming	Cricket /Swimming	Athletics /Swimming
Year 6	Athletics/ Swimming	Tag Rugby / Swimming	Gymnastics	Dance	Cricket	Football

RE						
	Autumn 1	**Autumn 2**	**Spring 1** *World Faith*	**Spring 2**	**Summer 1** *World Faith*	**Summer 2**
Reception	Who made the wonderful world and why?	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What Is so special about Easter?	**Who cares for this special world?**	How did Jesus rescue people?
Year 1	What responsibility has God given people about taking care of Creation?	Why is each person important in the Nativity story? *Why are saints important to Christians?*	**Judaism** What is it like to live as a Jewish person?	Why is Easter the most important festival for Christians? *What are God's rules for living – The 10 commandments*	**Islam** What does it mean to be a Muslim?	Why did Jesus tell stories?
Year 2	Why did Jesus teach the Lord's prayer as the way to pray?	How does the symbol of light help us to understand the meaning of Christmas for Christians? *Who Is the Saint of Our School? / What's the Story of our School name?*	**Judaism** Why are they having a party?	How do the symbols of Easter help us to understand the meaning of Easter for Christians? *What is the story of Noah really all about?*	**Islam** How do the five pillars of Islam help a Muslim to show commitment to God -Allah?	Why do Christians make and keep promises before God?
Year 3	What is the Bible's Big Story?	How does the season of Advent and the feast of the Epiphany point toward the true meaning of Christmas? *Why is Remembrance important?*	**Judaism** What does it mean to be Jewish?	Who is the most important person in the Easter story? *How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference?*	**Buddhism** What did the Buddha teach his followers about life?	Who is Jesus (I am …..statements)
Year 4	How did belief in God affect the actions of people from the Old Testament?	Is the Christmas message of peace still relevant to today's world? *What are the beatitudes and what do they mean to Christians?*	**Hinduism** How do Hindu's worship?	What is Holy Communion and how does it build a Christian community? *Do fame and the Christian faith go together?*	**Hinduism** What does it mean to be a Hindu?	Why is liturgy important to many Christians?
Year 5	What do the miracles tell us about Jesus?	How do art and music convey Christmas? *What can we learn from wisdom?*	**Sikhism** How did the first five Sikh Gurus shape Sikhism	What happens in churches during Lent, Holy Week and Easter Sunday? (6 sessions)	**Sikhism** How did the final five Sikh Gurus shape Sikhi?	Islam How do Muslims live and embrace their faith in a diverse world?

Year 6	. What might the journey of life and death look like from a Christian perspective?	How would Christians advertise Christmas to show what Christmas means today? *Should every Christian go on a pilgrimage?*	**Buddhism** What does it mean to be a Buddhist?	How does the Christian festival of Easter offer hope?	**Christianity** How has the Christian message survived for over 2000 years?	Who decides? (Version a or b)

ART AND DESIGN TECHNOLOGY						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Early Years	ART: Portraits	DT: Party Foods	DT: 3D Animals/ Props for Role Play	ART: Vangoh's Sunflowers and other still life	ART: Pop up art	DT: Mobiles (Planets)
Year 1	DT: Sliders (Toys)	ART: Spirals Drawing	DT: Making a house for a bird	ART: Making birds Working in 3D	DT: Food Technology	ART: Exploring Watercolour and Flora & Fauna (Combined) Painting and Collage
Year 2	ART: Explore and draw Drawing	DT: Textiles Puppets	DT: Bread	ART: Expressive painting Painting	DT: Wheels & Axles	ART: Simple Printmaking Printmaking
Year 3	ART: Charcoal Drawings Drawing	DT: Food Technology (UK / British Values)	ART: Working with Shape and Colour Collage	DT: Pneumatic Toys	DT: Books with Moving Parts	ART: Telling Stories through Drawing and Making Working in 3D
Year 4	DT: Woodwork - lightboxes	ART: Storytelling through Drawing Drawing	DT: Bridges	ART: Exploring Still Life Painting	DT: Textiles	Art: Sculpture, Structure, Inventiveness & Determination Working in 3D
Year 5	DT: Architecture Project	ART: Typography and Maps Drawing	DT: Parachutes	ART: Mixed Media Land and Cityscapes Painting	DT: Fairtrade Meal	ART: Shadow Puppets Working in 3D

Year 6	DT: Cams – Moving Toys	ART: 2D Drawing to 3D Making Drawing	ART: Activism Printmaking	DT: Textiles Repurposed Product	ART/DT : Set Design Working in 3D


St Luke's Curriculum Map - Computing
ST. LUKE'S C.E Primary School
Year 6
Programming Sensing
micro:bit
Creating Media 3-D Modelling
Programming Variables
Data and Information Spreadsheets
Creating Media Web Creation
Networks Internet Communication
Data and Information Flat-file Databases
Year 5
Networks Internet Communication
Creating Media Video Editing
Programming Physical Computing (Crumble)
Networks Sharing Information
Creating Media Vector drawings
Year 4
Data and Information Data-loggers
Creating Media Audio Editing for Podcasts (Link to Science and Literacy)
Programming Repetition in Games
Creating Media Photo Editing (Link to History)
PIXABAY
Programming Repetition in Shapes
Networks The Internet
Year 3
Computing Systems Connecting Computers
Programming Sequencing Sounds
Creating Media Animation
Programming Events and Actions
Creating Media Desktop Publishing
ADOBE SPARK
Data and Information Branching Databases (Link to Geography)
Year 2
Programming Programming Quizzes
Creating Media Digital Photography
Data and Information Pictograms
Creating Media Making Music
Chrome Music Lab
Programming Robot Algorithms
Computing Systems Information Technology Around Us
Year 1
Programming Moving Robots
Creating Media Digital Writing (linked to topic)
Data and Information Grouping Data (linked to Science)
Computing Systems Digital Painting (linked to Art)
Programming Animated Stories
Computing Systems Technology Around Us
EYFS
Programming Programming toys
Explore software, apps and devices
Unplugged activities to develop problem-solving
Cross-curricular with strong links to communication and language, mathematics & physical development

MUSIC- MUSIC EXPRESS UNITS						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Early Years	Body Percussion	Melody and Actions	Multicultural Music	Moving to Music	Creating a Theme Tune	Space Music with Instruments
Year 1	Ourselves Our bodies	Weather Seasons	Storytime (inc 3 little pigs) Pattern	Our School Animals	Travel Number	Water Machines
Year 2	Ourselves Animals	Weather Pattern	Toys Storytime	Our Land Seasons	Travel Number	Our Bodies Water
Year 3	Singing French Communication	Human Body (inc skeleton) Environment	Poetry China / Chinese New Year	Building Sounds	Time Ancient Worlds	Food & Drink In the Past (inc Tudor Dance)
Year 4	Communication In the Past	Environment Recycling (inc. Making musical instruments)	Ancient Worlds (Egypt) Food & Drink	Singing Spanish Sounds	Around the World (Slavery & Spiritual Songs) Time	Building Poetry
Year 5	Life Cycles	Keeping Healthy	Solar System	Our Community	At the Movies	Celebration
Year 6	World Unite	Journeys	Roots	Growth	Class Awards	Moving On

FRENCH- FOREGIN LANGUAGE						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 3	Greetings Je suis Préhistorique Colours – ID (name age city)	Numbers 0-12 Colours European countries and flags Christmas	3 Kings Festival & Roule Galette Story Candlemas How are you? Roman numbers // 0-20	Animals /Pets Colours Days Phonics	Numbers to 31 Body Parts	French-speaking countries A few flags and nationalities Revisions
Year 4	Back to School Classroom items Brothers and sisters	Months & numbers 1-31 Birthdays & Dates Book – Les Orteils n'ont pas de nom Christmas	Epiphany Alphabet // hieroglyphs Musical instruments Feelings	Places in the house School subjects	Seasons - Fruits and vegetables Weather Clothes	Time Magritte And transports Assessment (Language Magician)
Year 5	Family European Day of Languages Henry VIII's family	Kings' pastimes Sports and Flags Christmas	Epiphany Continents Map Haiti // Salutations Greeting songs Solar System and Planets Candlemas	New song L'Hymne de la Vie Maps French –speaking countries Landscape features Compass points	Kids United "L'hymne de la Vie" Feelings Directions Places in town	Water Cycle (CLIL Unit)
Year 6	Revision of greetings, numbers, song, phonics Hygiene and Covid song European day of Languages WWII and food	Food Likes and dislikes Places in Town Christmas	Epiphany About me Nelson Mandela Candlemas	Transport and holidays Products from French-speaking countries Senses Fairtrade link New song L'Hymne de la Vie	Language Magician Summer sporting events in France	Revision Reflection on language-learning skills and strategies for KS3 Transition project

Curriculum Map Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Goals
Big Question	*Who cares for us and who do we care for?*		*How do things change?*		*How can I help others and how do others help me?*		
Topics	**All About Me**	**Celebrations**	**Creatures Great and Small**	**In the Garden**	**SuperNouns**	**Space**	Topics may be added to or adapted based on children's interests/ needs
Key Texts	It's Good to be Different The Colour Monster Owl Babies FunnyBones So Much Hair Love Non-fiction: Family books, Our body, Keeping healthy	Kipper's Birthday The Little Princess I Want a Party The Nativity Story The Story of Rama and Sita Non-fiction: Celebrations around the world	No Dinner! Rumble in the Jungle Handa's Surprise Oh No, George! Blue Penguin Poles Apart One day in the… Non-fiction: Jungle Animals, Farm Animals, Habitats Chicken Clicking Goldilocks Dot. (Randi Zuckerberg)	Yucky worms Jasper's Beanstalk The Very Hungry Caterpillar Oliver's Vegetables Non-fiction: life cycle of a flower, minibeasts, planting	Super Daisy Superworm Supertato 10 Little Superheroes Non-fiction: People who help us	Whatever Next How to Catch a Star, The Way Back Home Here We Are Race to the moon and back Astrogirl Beegu Man on the Moon Small World Non-fiction: Space and our solar system	
Trips/ Visitors		Invite parents to talk about how they celebrate (Diwali, Chinese New Year) Theatre trip?	Mudchute Farm	Butterfly garden Father Tom to talk about Easter? Parent to talk about Holi? Hatching chicks?	Visit from Fire fighters/Police	Park trip/Teddy Bear's picnic	
Additional Learning Opportunities	Harvest, Autumn, Black History Month	Christmas, Hannukah, Diwali, Winter, Remembrance Day, Guru Nanak's Birthday	Chinese New Year,(22nd Jan), Internet Safety Week	Spring, World Book Day (2nd March), Holi (8th March), Science Week (10th March), Easter Sunday 9th April	Eid al-Fitr (21st April)	Summer, transition, Eid ul-Adha (28th June)	

C L	**Listening, Attention & Understanding**	**End Point:** I can listen to a simple story with the help of pictures 1:1 or in small groups I can follow simple directions (if not intently focussed on an activity of own choosing) I can focus for a while although can be easily distracted	**End Point:** I can concentrate intently on an activity of my choosing for a short period I can recall some key events and/or characters from familiar stories I can understand simple questions involving who, what, where and beginning to answer why questions	**End Point:** I can listen to others in small groups I can join in with repeated refrains and anticipate key events in stories I can shift attention and follow directions	**End Point:** I can respond to instructions with more than one element I can respond appropriately when engaging in communication during my play I can respond to simple comprehension questions about key texts and/or familiar experiences	**End Point:** I can retell simple, familiar stories I can listen and attend to longer stories with the help of pictures I can listen to ideas from peers and adults and incorporate them in my play I can understand and use prepositions	**End Point:** I can listen to others 1:1 or in small groups when the conversation interests me I can listen and attend to whole class sessions I can retell key events from familiar stories	I enjoy listening to longer stories and can remember much of what happens I pay attention to more than one thing at a time although this can be difficult I understand a question or instruction that has two parts. I understand 'why' questions School Curriculum Links: Oracy Reading Comprehension

	Speaking	**End Point:** I am beginning to explain how I feel through words and/or actions and gestures I can communicate using simple sentences but may jump from topic to topic I can use talk to express myself to familiar adults and peers	**End Point:** I can recite familiar rhymes, poems or songs I can talk in sentences and am starting to extend them I am starting to connect ideas and stick to a topic	**End Point:** I can talk to pretend/role play I am building a repertoire of rhymes, poems and songs I can use some of the new vocabulary learnt	**End Point:** I can use new vocabulary in play and in small group sessions I can stick to a theme and ask simple questions I can communicate in front of a small group	**End Point:** I am building my repertoire of songs, poems and rhymes I try to use the correct tense although I may still muddle them e.g. I bringed a bag I can start a conversation	**End Point:** I am using longer sentences (4 -6 words) I use language to problem solve and organise my thoughts	I use a wider range of vocabulary I can sing a large repertoire of songs and rhymes I know many rhymes. I can talk about familiar books and tell a familiar story I use longer sentences of four to six words I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions I can start a conversation with an adult or a friend and continues it for many turns I use talk to organise myself and my play School Curriculum Links: Oracy
PSED	**Self Regulation**	**End Point:** I am beginning to find ways to calm myself and/or be calmed by an adult I am beginning to settle and feel confident in Nursery	**End Point:** I am beginning to self-regulate during transition times I can express a range of emotions I beginning to show self-control (e.g. not grabbing a toy)	**End Point:** I can talk about how I feel I am beginning to talk about how others may be feeling	**End Point:** I am beginning to sort out minor conflicts and accept that not everyone can be chosen I am increasingly able to follow rules without adult reminders I am starting to listen to the ideas of others	**End Point:** I am starting to listen to others in my play and find a compromise in our ideas I can express my own needs and wants appropriately	**End Point:** I am starting to resolve conflicts between peers I can express how I feel appropriately	I find solutions to conflicts and rivalries I am increasingly following rules and understand why they are important I remember rules without needing an adult to remind me

		I am beginning to have a sense of who I am I am starting to follow rules and boundaries of Nursery						I am developing appropriate ways of being assertive I talk with others to solve conflicts I talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried' School Curriculum Links: PSHCE
	Managing Self	**End Points:** I can manage toileting with increasing independence I can explore different areas within the Nursery environment I am displaying growing independence and confidence in my abilities 'me do it'	**End Points:** I am beginning to understand the routines and boundaries in Nursery I can ask for help and am beginning to express my needs and wants I am displaying growing independence and confidence in my abilities 'me do it'	**End Points:** I can ask for help and express my needs with a range of people I am becoming more confident in new situations I am extending and playing with more varied activities and resources	**End Points:** I have high levels of well being and involvement in my chosen activities I can talk about some healthy choices (e.g. hand washing, food, exercise) I can self-select activities and ask for help when needed	**End Points:** I am displaying increasing confidence in new situations I can talk about some healthy choices (e.g. hand washing, food, exercise) I ask for help from adults and peers when needed and show willingness and pride to help others	**End Points:** I can select activities and resources and use independently (and ask for help when needed) I am growing in independence and giving things a go	I can select and use activities and resources, with help when needed I am becoming more outgoing with unfamiliar people, in the safe context of their setting I show more confidence in new social situations I am increasingly independent in meeting my own care needs I make healthy choices about food, drink, activity and tooth brushing School Curriculum Links: PSHCE
	Building Relationships	**End Points:** I can engage with others (adults or peers) using gesture, gaze or talk) I am beginning to play and join in with other children	**End Points:** I am beginning to develop friendships/relationships with peers and adults I enjoy playing alone, alongside and with others	**End Points:** I am beginning to see myself as part of a group and am developing a sense of responsibility e.g. at tidy up time I am beginning to develop friendly	**End Points:** I can play in a group, building on and elaborating ideas (e.g. in role play) I can work as part of a team and am beginning to take into account other's needs and feelings	**End Points:** I can initiate play and offer cues for peers to join in I am beginning to understand how others may be feeling	**End Points:** I am beginning to listen to others and solve conflicts with peers I understand that other people have a variety of emotions	I can play with one or more other children, extending and elaborating play ideas I am gradually understanding how others might be feeling

				behaviour – initiating play/communication with peers and adults				I am developing my sense of responsibility and membership of a community School Curriculum Links: PSHCE Oracy
PD	Gross Motor Skills	**End Points:** I can run and stop safely I am beginning to climb with increasing confidence I can use a range of movements to use the space e.g. crawl, climb, run	**End Points:** I sit on push along toys, bikes, trikes, etc I can kick a large ball I am beginning to balance	**End Points:** I can balance and move in a range of ways I can catch a large ball	**End Points:** I can draw lines and circles using gross motor skills I can move skilfully, avoiding obstacles I am developing my shoulder, elbow and wrist pivot I can work with others to move objects e.g. a box	**End Points:** I can create movements to music I am beginning to use alternate feet when going up stairs/climbing	**End Points:** I am developing my proprioception (awareness of position and movement of body) I can throw and catch a large ball	I am continuing to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills I can go up steps and stairs, or climb up apparatus, using alternate feet I can skip, hop, stand on one leg and holds a pose for a game like musical statues I use large-muscle movements to wave flags and streamers, paint and make marks I am starting to take part in group activities which we make up ourselves or in teams I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm I can match my developing physical skills to tasks and activities in the setting

								I can choose the right resources to carry out my own plan (e.g. a spade to enlarge a hole) I can collaborate with others to manage large items such as moving a long plank safely or carrying large hollow blocks School Curriculum Links: PE
	Fine Motor Skills	**End Points:** I am developing my manipulation and control when exploring different tools and equipment I am starting to use one-handed tools (scissors, mark making tools) I can make marks on paper (maybe using palmer grasp)	**End Points:** I can hold scissors in my preferred hand and make snips I am beginning to draw lines and circles I am beginning to use cutlery independently to feed myself	**End Points:** I am beginning to do my own zip if an adult supports me I am experimenting with emergent writing I am beginning to use a tripod grip when using mark making tools	**End Points:** I am using scissors with increasing control with one hand I am gaining more strength and control when mark making	**End Points:** I can copy some letters I can use my hands, fingers and other tools to create the desired effect when using playdough	**End Points:** I can form some of the letters in my name I use a tripod grip when using pens/pencils I can use scissors to cut straight lines and beginning to cut a curve	I use one-handed tools and equipment, for example, making snips in paper with scissors I use a comfortable grip with good control when holding pens and pencils I show a preference for a dominant hand. I am increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips. School Curriculum Links: Handwriting Art D&T
Literacy	**Comprehension**	**End Points:** I enjoy listening to stories with an adult I am learning to handle a book with care, turning the pages	**End Points:** I repeat words and phrases from familiar stories I can handle a book with care, turning the pages	**End Points:** I have favourite stories that I can talk about (characters, events, etc) I am beginning to ask and answer questions about simple stories	**End Points:** I react and respond to illustrations, characters and narratives from books I can retell parts of a familiar story using some of the vocabulary from the text	**End Points:** I can retell and perform key events from familiar stories I am beginning to invent my own stories	**End Points:** I can predict, recall and talk about characters and setting in familiar stories I know that some books can be used to obtain information	I understand that print has meaning, it can have different purposes, and we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.

cy			I am beginning to notice pictures and symbols in the environment and recognise what they stand for				I am beginning to use vocabulary I have learned from books	I can engage in extended conversations about stories, learning new vocabulary School Curriculum Links: Reading Oracy
	Word Reading	See Phonics Planning						I am developing my phonological awareness, so that I can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound such as money and mother School Curriculum Links: Reading English
	Writing	**End Points:** I am beginning to give meaning to the marks I make I am beginning to engage in drawing and mark making activities	**End Points:** I give meaning to the marks I make I engage in drawing and mark making activities	**End Points:** I imitate adult's writing by making squiggly lines, circles, shapes I am beginning to make the letter shapes to form the initial letter of my name	**End Points:** I am beginning to use mark making/writing as a form of communication I am beginning to form some recognisable letters	**End Points:** I am beginning to make letter shapes to represent the initial sound in a word I can write some letters accurately	**End Points:** I can write some letters accurately I can write my name recognisably	I use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page or writing 'm' for mummy I can write some or all my name I can write some letters accurately. School Curriculum Links: English Handwriting
MD	Number	**End Points:** I am beginning to use 1:1 correspondence to count to 5	**End Points:** I am beginning to recognise numerals 1 and 2 I can subitise to 2	**End Points:** I am beginning to recognise numerals 1-5 I am beginning to see the composition of numbers to 5	**End Points:** I can recognise numerals to 5 I count using 1:1 correspondence to 5	**End Points:**	**End Points:**	I am developing fast recognition of up to 3 objects, without having to count them individually (subitising)

			I can accurately count 1 or 2 objects	I can count accurately 5 objects	I am beginning to recite numbers past 5 I am beginning to understand the cardinal principle			I can recite numbers past 5 I say one number for each item in order: 1,2,3,4,5 I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) I can show 'finger numbers' up to 5 I link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5 I experiment with my own symbols and marks as well as numerals I can solve real world mathematical problems with numbers up to 5 I compare quantities using language: 'more than', 'fewer than'
	Numerical Patterns	**End Points:** I am becoming familiar with a variety of number songs **Shape, Space & Measure** I am beginning to sort and match according to colour	**End Points:** I can compare groups of 1 and 2 **Shape, Space & Measure** I am beginning to make an AB pattern I am beginning to recognise, copy,	**End Points:** **Shape, Space & Measure** I can recognise and sort triangles, squares and rectangles I can use some mathematical	**End Points:** I can compare 2 quantities I am beginning to recite numbers to 5 and beyond **Shape, Space & Measure**	**End Points:** **Shape, Space & Measure**	**End Points:** **Shape, Space & Measure**	I talk about and can identify the patterns around me, e.g. stripes on clothes, designs on rugs and wallpaper I use informal language like 'pointy', 'spotty', 'blobs', etc

		I am beginning to make comparisons between objects relating to size	extend and generalise patterns and sequences around me	vocabulary to describe triangles, squares and rectangles				I extend and create ABAB patterns – stick, leaf, stick, leaf I notice and correct an error in a repeating pattern I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...' **Shape, Space & Measure** I talk about and explore 2D and 3D shapes using informal and mathematical language, e.g. 'sides', 'corners'; 'straight', 'flat', 'round' I understand position through words alone, e.g. "The bag is under the table," – with no pointing I describe a familiar route and location, using words like 'in front of' and 'behind' I make comparisons between objects relating to size, length, weight and capacity I select shapes appropriately, e.g. flat surfaces for building, a triangular prism for a roof, etc. I combine shapes to make new ones, e.g. an arch, a bigger triangle, etc.

UW	Past & Present	**End Points:** I enjoy role play and small world play based on my experiences I am beginning to make sense of my own life story	**End Points:** I am beginning to make sense of my own life story and family history I talk about and describe experiences with my family	**End Points:** I am beginning to ask questions to learn about my own life story I enjoy role play and small world play based on my experiences	**End Points:** I am beginning to understand the concept of chronology	**End Points:** I am beginning to make sense of my own life-story and family's history	**End Points:** I am beginning to make sense of my own life-story and family's history	I am beginning to make sense of my own life-story and family's history School Curriculum Links: History RE
	People, Culture & Communities	**End Points:** I notice differences between people I show curiosity towards other people and people in stories	**End Points:** In role play, I imitate events and customs from my own culture I enjoy learning about other customs and celebrations I am beginning to make connections between my own family and other families	**End Points:** I am beginning to make connections between my own family and other families I am beginning to know there are other countries in the world and how they differ or are similar to the UK I am beginning to learn about different occupations	**End Points:** I can talk about some of the ways people celebrate Easter and Holi I am beginning to learn about different countries around the world	**End Points:** I have an awareness of the emergency services and how they help us I show an interest in different occupations	**End Points:** I am beginning to comment and ask questions about my world and the people around me	I show an interest in different occupations I am continuing to develop positive attitudes about the differences between people I know that there are different countries in the world and can talk about the differences I have experienced or seen in photos. School Curriculum Links: Geography RE

	The Natural World	**End Points:** I use my senses to explore my environment I explore a variety of materials	**End Points:** I know about some of the signs of autumn I am building my vocabulary to talk about what I notice	**End Points:** I know about some of the signs of Winter I am beginning to understand the life cycle of an animal I can talk about the changes I notice I am beginning to understand some of the things needed to care for living things	**End Points:** I know about some of the signs of Spring I am beginning to understand some of the things needed to care for the natural environment I am beginning to understand some of the key features of the life cycle of a plant/living things	**End Points:** I know about some of the signs of Summer I am beginning to talk about the differences I notice between materials	**End Points:** I explore using all my senses and use a widening range of vocabulary to talk about my observations	I use all my senses in hands-on exploration of natural materials I explore collections of materials with similar and/or different properties I can talk about what I see, using a wide vocabulary I plant seeds and cares for growing plants I understand the key features of the life cycle of a plant and an animal I am beginning to understand the need to respect and care for the natural environment and all living things I explore and talk about different forces I can feel I talk about the differences between materials and changes I notice. I explore how things work School Curriculum Links: Science
EAD	Creating with Materials	**End Points:** I make intentional marks I use small world and construction toys to create	**End Points:** I explore colours I am exploring ways to join materials	**End Points:** I am exploring different materials and using my ideas to make and create	**End Points:** I am developing my ideas about how and what to make I am using lines and mark making equipment to	**End Points:** I explore a variety of creative materials to create and effect I am developing my own ideas	**End Points:** I am beginning to talk about choices I make in my creative work I am becoming more independent in my	I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park

					make representations of things		choices when joining and creating I am drawing with increasing detail	I explore different materials freely to develop my ideas about how to use them and what to make I develop my own ideas and then decide which materials to use to express them I join different materials and explore different textures I create closed shapes with continuous lines and begin to use these shapes to represent objects I draw with increasing complexity and detail such as representing a face with a circle and including details I use drawing to represent ideas like movement or loud noises I show different emotions in my drawings and paintings like happiness, sadness, fear, etc. I explore colour and colour mixing School Curriculum Links: Art D&T Computing

	Being Imaginative & Expressive	**End Points:** I am becoming familiar with a range of songs and rhymes I join in with action songs I engage in pretend play	**End Points:** I can perform songs in the Nativity Performance I can move in response to music I am beginning to pitch match I engage in role alongside others	**End Points:** I can create musical patterns using instruments I am developing my imagination when playing with small world I am beginning to describe my thoughts and feelings in response to music	**End Points:** I am listening with increased attention to sounds I can make rhythmic and repetitive sounds	**End Points:** I am playing musical instruments with increasing control I am developing the stories in my pretend play	**End Points:** I respond to music through movement and expressing my thoughts and feelings I am developing more complex stories in my role play/small world play	I take part in simple pretend play using an object to represent something else even though they are not similar I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. I am listening with increased attention to sounds I respond to what I have heard, expressing my thoughts and feelings I remember and sing entire songs I can sing the pitch of a tone sung by another person ('pitch match') I sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs I create my own songs or improvise a song around one I know I play instruments with increasing control to express my feelings and ideas. School Curriculum Links: Music Drama English

Curriculum Map Reception 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Big Question	*Who cares for us and who do we care for?*		*How do things change?*		*How can I help others and how do others help me?*		
Topics	**All About Me**	**Celebrations**	**Creatures Great and Small**	**In the Garden**	**SuperNouns**	**Space**	Topics may be added to or adapted based on children's interests/ needs
Key Texts	It's Good to be Different The Colour Monster Owl Babies FunnyBones Non-fiction: Family books, Our body, Keeping healthy	Kipper's Birthday The Little Princess I Want a Party The Nativity Story The Story of Rama and Sita Non-fiction: Celebrations around the world	No Dinner! Rumble in the Jungle Handa's Surprise Oh No, George! Blue Penguin One day in the… Non-fiction: Jungle Animals, Farm Animals, Habitats Chicken Clicking Goldilocks Dot. (Randi Zuckerberg)	Yucky worms Jasper's Beanstalk The Very Hungry Caterpillar Oliver's Vegetables Non-fiction: life cycle of a flower, minibeasts, planting	Super Daisy Superworm Supertato 10 Little Superheroes Non-fiction: People who help us	Whatever Next How to Catch a Star, The Way Back Home Here We Are Race to the moon and back Astrogirl Beegu Man on the Moon Non-fiction: Space and our solar system	
Key Vocabulary	Family, body parts, respect, share, kindness, co-operation	Festival, celebrate, Diwali, henna, rangoli, nativity	nocturnal, habitat, camouflage, predator, food chain, herbivore, carnivore	Water, nutrients, photosynthesis, air, sunlight, minibeasts, insect, life cycle	Hero, villain, arch-enemy	Planets, universe, solar system, galaxy, astronaut, gravity	
Trips/ Visitors		Invite parents to talk about how they celebrate (Diwali, Chinese New Year) Theatre trip?	Mudchute Farm	Butterfly garden Father Tom to talk about Easter? Parent to talk about Holi?	Visit from Fire fighters/Police	Greenwich observatory	

Additional Learning Opportunities		Harvest, Autumn, Black History Month	Christmas, Hannukah, Diwali, Winter, Remembrance Day, Guru Nanak's Birthday	Chinese New Year,(22nd Jan), Internet Safety Week	Spring, World Book Day (2nd March), Holi (8th March), Science Week (10th March), Easter Sunday 9th April	Eid al-Fitr (21st April)	Summer, transition, Eid ul-Adha (28th June)	
CL	**Listening, Attention & Understanding**	**End Point:** I can follow simple instructions I can listen to stories and understand what is happening (with the help of pictures) I know how to listen carefully and why it is important	**End Point:** I can engage in story sessions and join in with repeated refrains and actions I can respond to more complex instructions (with more than 1 step) I can answer how and why questions	**End Point:** I can ask questions to find out more I can listen to and talk about stories (describe key events, make predictions) I can understand a range of sentence structures	**End Point:** I can retell a familiar story (with some exact phrases and using their own words) I can follow a story without pictures or prompts I can respond with relevant questions and comments to what I have heard	**End Point:** I can understand questions such as who, what, where, when, why and how I can have conversations with adults and peers with back and forth exchanges	**End Point:** See ELGs	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. School Curriculum Links: Oracy Reading Comprehension

	Speaking	**End Point:** I can talk in front of a small group I can talk to my teacher and TA I can learn new vocabulary	**End Point:** I can answer questions during whole class/group times I can learn rhymes, poems and songs	**End Point:** I can talk in sentences using conjunctions e.g. and, because I can describe events with increasing detail I can use new vocabulary learnt throughout the day	**End Point:** I can use new vocabulary in different contexts I can share my work and ideas in front of the class I can link statements and stick to a main theme	**End Point:** I can use talk to organise, sequence and clarify thinking, ideas, feelings and events I can talk in more complex sentences using a range of tenses I can explain how things work and why they might happen	**End Point:** See ELGs	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. School Curriculum Links: Oracy
PSED	Self Regulation	**End Point:** I can recognise different emotions I can focus during short whole class activities I can follow one-step instructions I know how people show emotions	**End Point:** I can talk about how I am feeling I am beginning to consider the feelings of others I can adapt my behaviour in a range of situations	**End Point:** I can focus during longer whole class lessons I can follow two-step instructions	**End Point:** I can identify and moderate my own feelings socially and emotionally I can consider the feelings and needs of others	**End Point:** I can control my emotions using a range of techniques I can set a target and reflect on progress throughout	**End Point:** See ELGs	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow

								instructions involving several ideas or actions. School Curriculum Links: PSHCE
	Managing Self	**End Points:** I can wash my hands independently I can put my coat and other clothes on independently I can explore different areas within the Reception environment I can use the toilet independently	**End Points:** I can help to develop class rules and understand the need to have rules I can dress and undress for swimming with support I am confident to try new activities	**End Points:** I am beginning to show resilience and perseverance in the face of challenge I am practising doing up zips, buttons and buckles	**End Points:** I am developing independence when dressing and undressing for swimming I can talk about some factors which support my health such as healthy eating	**End Points:** I am beginning to identify and moderate my feelings socially and emotionally I can talk about why healthy eating is important	**End Points:** See ELGs	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. School Curriculum Links: PSHCE
	Building Relationships	**End Points:** I can seek the support of adults when needed I am gaining confidence to speak to peers and adults	**End Points:** I can play with children who are playing with the same activity I am developing my friendships I can form positive relationships with Reception staff	**End Points:** I am beginning to work as a group with support I can use different strategies to support turn taking	**End Points:** I can listen to the ideas of other children and agree on a solution and compromise	**End Points:** I can work as a group I can listen to the ideas of other children and agree on a solution and compromise	**End Points:** See ELGs	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs. School Curriculum Links: PSHCE Oracy

PD	Gross Motor Skills	**End Points:** I can move safely in a space I can stop safely I am developing control when using equipment I can work co-operatively with a partner	**End Points:** I can balance I can run, stop and change direction I can jump, hop, skip I can explore different ways to travel using equipment	**End Points:** I can roll and track a ball I am developing accuracy when throwing to a target I can dribble using hands I can throw and catch with a partner I can dribble a ball using my feet I can kick a ball to a target	**End Points:** I am beginning to stay in time with the music when copying and creating actions I can move safely and with confidence and imagination, communicating ideas through movement I can move with control and co-ordination, expressing ideas through movement I can move with control and co-ordination, copying, linking and repeating actions	**End Points:** I can create short sequences using shapes, balances and travelling actions I can balance and safely use apparatus I can jump and land safely from a height I am exploring travelling around, over and through apparatus	**End Points:** See ELGs	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing School Curriculum Links: PE
	Fine Motor Skills	**End Points:** I use a dominant hand I can mark make using different equipment I am beginning to use a tripod grip when using mark making tools I can use tweezers to transfer objects I can use large pegs I am beginning to copy letters I can hold scissors correctly and make snips in paper	**End Points:** I can thread large beads I am beginning to use anticlockwise movements and retrace vertical lines I can hold scissors correctly and cut along a straight and zigzagged lines I use a tripod grip when using mark making tools I can accurately draw lines, circles and shapes to draw pictures	**End Points:** I can use a tripod grip when using mark making tools I can hold scissors correctly and cut along a curved line I can thread small beads I can use small pegs I can write taught letters using correct formation	**End Points:** I can hold scissors correctly and cut out small shapes I can write taught letters using correct formation I can use thin paintbrushes to create shapes and pictures	**End Points:** I can hold scissors correctly and cut various materials I can create drawings with details I can from letters mostly using correct formation I can independently use a knife, fork and spoon to eat a range of meals	**End Points:** See ELGs	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. School Curriculum Links: Handwriting Art D&T

			I can write taught letters using correct formation I am beginning to hold a knife and fork correctly and use to cut food with support					
Literacy	Comprehension	**End Points:** I can use pictures to tell stories I can sequence familiar stories I can independently look at book, holding them the correct way and turning pages	**End Points:** I can engage in story times, joining in with repeated phrases and actions I am beginning to answer questions about the stories I hear I enjoy an increasing range of books including fiction, non-fiction, poems and rhymes	**End Points:** I can act out stories I am beginning to predict what may happen in a story I can suggest how a story might end	**End Points:** I can retell a story I can use vocabulary that is influenced by my experiences of books I am beginning to answer questions about what I have read	**End Points:** I can talk about the characters in the books we are reading I can follow a story without pictures or props	**End Points:** See ELGs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play School Curriculum Links: Reading Oracy
	Word Reading	**End Points:** To identify sound set 1 and 2. To blend CVC and CCVC words using these sounds. To read set 1 Orange level books using these sounds.	**End Points:** To identify sound set 1-5. To blend CVC and CCVC words using these sounds. To read set 1-4 Orange level books using these sounds.	**End Points:** To identify sound set 1 and 7. To blend CVC and CCVC words using these sounds. To read set 1-7 Orange level books using these sounds.	**End Points:** To identify sound set 1-7 including phonemes and diagraphs To identify and read consonant blends and doubles. To blend CVC and CCVC words using these sounds.	**End Points:** To identify sound set 1-7 including phonemes and diagraphs To identify and read split diagraphs and alternative sounds. To blend CVC and CCVC words using these sounds.	**End Points:** To identify sound set 1-7 including phonemes, diagraphs and split-diagraphs. To identify and read using alternative sounds. To blend CVC and CCVC words using these sounds.	Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

					To begin reading Red level books using these sounds.	To read within the Red level using these sounds.	To begin reading Yellow level books using these sounds.	
	Writing	**End Points:** I can copy my name I give meanings to the marks I make I can copy taught letters I can write initial sounds I am beginning to write CVC words using taught sounds	**End Points:** I can write my name I use the correct letter formation of taught letters I write words and labels using taught sounds I am beginning to write captions using taught sounds	**End Points:** I can form some lowercase letters correctly I am beginning to write sentences using fingers spaces I know that sentences start with a capital letter and end with a full stop I can spell words using taught sounds I can spell some taught tricky words correctly	**End Points:** I can form taught lower-case letters correctly I am beginning to write sentences and captions using finger spaces and full stops I can write phonetically plausible words using taught sounds I can write some taught tricky words correctly I am using some taught digraphs in my writing	**End Points:** I am beginning to write longer words which are spelt phonetically I am beginning to use capital letters at the start of a sentence I can use finger spaces and full stops when writing a sentence I can spell some taught tricky words correctly I am beginning to read their work back	**End Points:** See ELGs	Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others School Curriculum Links: English Handwriting
M D	Number	**End Points:** I know how old I am and can recognise that numeral I am beginning to subitise to 3	**End Points:** I can recognise numerals 1-3 I can subitise to 3 I know that 3 can be shown in different ways	**End Points:** I can recognise numerals 0 – 8 I can match numeral to quantity to 8 I can subitise to 5 and see smaller numbers within quantities to 8 I can say one more/less up to 8	**End Points:** I can explore the composition of numbers to 10 I can order numbers to 10 I can make numbers to 10 in different ways I can combine numbers to make 10 in practical activities	**End Points:** I can match picture to numeral to 10 I can subtract quantities from 10 in practical activities I can work out the missing number within a number sentence within 10 (addition and subtraction)	**End Points:** I know some double facts (to 10) I can explore how many when quantities are added or taken away	Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number

				I know that numbers to 8 can be shown in different ways I can explore the composition of numbers to 8 I can combine 2 numbers (to 8)				bonds to 10, including double facts
	Numerical Patterns	**End Points:** I can join in with number songs and think about what number will come next **Shape, Space & Measure** I am beginning to sort and match different objects I can compare size, height & length I can make an AB pattern	**End Points:** I can compare 2 groups and say which group has more/less (to 3) I can say one more/one less up to 3 I can match numeral to quantity (0-3) **Shape, Space & Measure** I know some of the properties of circles and triangles I can use some language to describe position	**End Points:** I can say if a number is equal or unequal to 8 I can compare 2 groups and say which has more/less (to 8) I can find pairs within quantities to 8 **Shape, Space & Measure** I can use the terms heavier and lighter to compare weight of objects I am exploring capacity and can use the terms full/empty	**End Points:** I can represent numbers to 10 in different ways I can compare numbers within 10 I can say if a number is equal or unequal to 10 **Shape, Space & Measure** I can name some 3d shapes and talk about their properties I can make a repeated pattern with more than 1 in each repeat e.g. AAB, ABB or ABC	**End Points:** I can match picture to numeral to 20 I can make reasonable estimations of quantities I can count on from a given number within 20 **Shape, Space & Measure** I can describe the properties of some 2d shapes and use them to create and replicate models I can explore how shapes can be joined to create new shapes	**End Points:** I can share quantities equally I can explore and represent double facts I can explore if quantities are even or odd **Shape, Space & Measure** I can add cubes/Cuisenaire rods to create the same length I can make repeated patterns e.g. ABBC, AABC I can give directions using first, then, next and positional language e.g. in front of	Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
UW	Past & Present	**End Points:** I know about my own life-story I know how I have changed	**End Points:** I know some similarities and differences between things in the past and now	**End Points:** I know some similarities and differences between things in the past and now	**End Points:** I know about the past through settings, characters and events encountered in books read in class and storytelling	**End Points:** I know about the past through settings, characters and events encountered in books read in class and story telling I know about some people from the past	**End Points:** See ELGs	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

					and how they helped people		Understand the past through settings, characters and events encountered in books read in class and storytelling School Curriculum Links: History RE
	People, Culture & Communities	**End Points:** I know about family structures I can talk about who is in my family I can identify similarities and differences between myself and my peers I know some features of the local environment I know that there are many countries around the world	**End Points:** I can talk about how Hindus celebrate Diwali I can talk about the Christmas Story and how it is celebrated I know that people around the world have different religions	**End Points:** I can talk about Chinese New Year I know some features of the local environment I can talk about some differences and similarities between where I live and other habitats around the world	**End Points:** I know that Christians celebrate Easter and can talk about some of the traditions I know that Hindus celebrate Holi and can talk about some of the traditions	**End Points:** I know about people who help us within the local community I know that Muslims celebrate Eid and talk about some of the traditions	**End Points:** See ELGs	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps School Curriculum Links: Geography RE
	The Natural World	**End Points:** I can ask questions about the natural environment I show respect and care for the natural environment	**End Points:** I know about and recognise the signs of autumn I know about features of the world and Earth	**End Points:** I know about and recognise the signs of Winter I know some important processes and changes in the natural world	**End Points:** I know about and recognise the signs of Spring I know and can talk about life cycles (of a flower/frog/butterfly)	**End Points:** I know about and recognise the signs of Summer I know some important processes and changes in the natural world	**End Points:** See ELGs	Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between

				including states of matter (water freezing) I can talk about different habitats I know about features of my own immediate environment and how they might vary from another	I know some of the things plants need to grow I can name some parts of a plant (flower, leaves, stem, roots)	including states of matter (melting, floating and sinking)		the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter School Curriculum Links: Science
E A D	Creating with Materials	**End Points:** I can create simple representations of people and objects I can role play using given props and costumes I can explore different techniques for joining materials I know how to work safely and hygienically I can use different construction toys	**End Points:** To use colours for a particular purpose I can share my creations I can explore different techniques for joining materials I know how to work safely and hygienically I can use non-statutory measures (spoons, cups) I can use some cooking techniques (spreading, cutting, threading, coring) – Sandwiches, Fruit Kebabs, cupcakes	**End Points:** I can experiment with different mark making tools such as art pencils, pastels, chalk I can explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) I know how to work safely and hygienically	**End Points:** I can use natural objects to make a piece of art I can share my creations and talk about the process I am exploring different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) I can make props and costumes for different role play scenarios	**End Points:** I know which prime colours you mix together to make secondary colours I can plan what they I am going to make (cooking, wood work, construction, junk modelling) I can manipulate materials I can share my creations, talk about process and evaluate my work I can adapt work where necessary	**End Points:** See ELGs	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories School Curriculum Links: Art D&T Computing

	Being Imaginative & Expressive	**End Points:** I can sing and perform nursery rhymes I can experiment with different instruments and their sounds I can talk about whether I like or dislike a piece of music I can create musical patterns using body percussion I use costumes and resources to act out narratives	**End Points:** I can perform songs in the Nativity Performance I can learn and perform songs for the Nativity Performance I can pitch match I can sing the melodic shape of familiar songs I am beginning to build up a repertoire of songs I can sing entire songs I can use costumes and resources to act out narratives	**End Points:** I can create musical patterns using instruments I am beginning to create costumes and resources for role play	**End Points:** I can create costumes and resources for role play	**End Points:** I can perform to an audience (Graduation) I can listen to poems and create my own I am beginning to create my own compositions using instruments I can invent my own narratives, making costumes and resources	**End Points:** See ELGS	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. School Curriculum Links: Music Drama English

Year 1
Autumn 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How does a human take care of themselves and each other? **Museum of Childhood (currently closed)** **Christ Church to discuss questions on the concept of creation**	*Lost in the Toy Museum* *By David Lucas* *Naughty Bus by Jan and Jerry Oke* *Seasonal Poems*	**Title: History** Toys	**Title:** Animals including humans	**Title: DT** Levers and Sliders	**Title:** What responsibility has God given people about taking care of the world?	**Title:** Technology around us	**Title:** Ourselves/ Our bodies	**Title:** Being me in my world	**Title: Gymnastics** Points and Patches	
		End Points: Describe features of different toys Identify old and new toys Make comparisons using words relating to the passing of time Know different ways we can find out about the past	**End Points:** To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**End Points:** I know that levers and sliders are mechanisms which create movement I can use a slider mechanism to make a storyboard with a moving part	**End Points:** Know the core concept: Creation. Know the creation story and where it comes in the Bible. (Old Testament) Understand what it means to be made in God's image. Have an understanding of how the Christian community cares for the people God created.	**End Points:** Know how to log onto a Chromebook Understand how to drag and drop objects independently using the touchpad Create a simple word-processed document.	**End Points:** Ourselves Perform a body percussion song that includes expressive vocal sounds Our bodies Perform a song that includes, untuned percussion and their own verses.	**End Points:** To understand the rights and responsibilities as a member of my class To know my views are valued and contribute to the class rules. To recognise the choices I make and understand the consequences	**End Points:** *Children are able to demonstrate different ways of balancing and travelling on small (points) and large (patches) parts of the body. *Children can create and perform a simple gymnastics sequence of 2-3 elements with start and finish. *Children can share the space and apparatus safely.	

Year 1
Autumn 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How does a human take care of themselves	*Whatever next? Or Winter's Sleep by Sean Taylor*	**Title: What's the weather like?**	**Title: Seasonal Change**	**Title: Art Drawing - Spirals**	**Title: Why is each person important in the Nativity story?**	**Title: Programming- Moving Robots**	**Title: Weather/ Seasons**	**Title: Celebrating Differences**	**Title:** Ball Skills (throwing, catching, aiming games)	

and each other? **Soanes Centre**	*Curious Nature Weather and Seasons* *Stick Man*	**End Points:** There are 4 seasons in our country. There are different types of weather in the Uk that can change. There are 3 types of climates in the world and the Uk has a temperate climate. Temperature varies between season, time of day and location in the world.	**End Points:** I know what the weather is like in all four seasons. I know how to collect, write and draw data that I have collected. I know how an animal adapts to cope with the weather in winter.	**End Points:** **I know** that drawing is something physical *I can do with different body parts* **I know** what a sketchbook is and I feel like it belongs to me. **I know** about the work of Molly Haslund and I have been able to ***share how I feel*** *about her work.* ***I can make choices*** *about which colours I'd like to use in my drawing.* *I can practise observational drawing* ***I can talk about*** *what I like in my drawings, and what I'd like to try again.*	**End Points:** To know and remember the meaning of the core concept: Incarnation. To know and remember the Nativity story and its message. To know and remember what Christians, believe about the story. To know and remember why each person is important in the story. To know and remember the key religious vocabulary and what each word means.	**End Points:** **Learn**: algorithms are a set of clear, ordered instructions, and that a computer program is the implementation of an algorithm on a digital device. **Investigate**: giving instructions to each other to giving instructions to a robot by programming it**.** Using predictions of outcomes, as a introduction to coding. **Evaluate:** Task – what is needed Design – what it should do Code – how it is done Running the code – what it does	**End Points:** Create a soundtrack for a storm movie Listen in detail to a piece of orchestral music	**End Points:** I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody fee I know who to talk to if I am feeling worried I can discuss how to make new friends	**End Points:** *Children can throw and catch various equipment with increasing confidence. *Ch. are able to work with a partner (throwing, catching, aiming) *Children are able to aim using different equipment. *Ch. understand a concept of an aiming game. *Ch. can play an aiming game co-operatively with a partner and 'keep score'.	

Year 1
Spring 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL

What does I mean when things change? **Museum of the Home** **Synagogue**	*The Three Little Pigs* *A house that Once was*	**Title: History Homes**	**Title: Materials**	**Title: DT Making a home for a bird**	**Title: Judaism What is it like to live as a Jewish person?**	**Title: Creating Media**	**Title: Storytime / Patterns**	**Title: Dreams and Goals**	**Title: Dance** Heroes	
		End Points: Describe features of different toys Identify old and new toys Make comparisons using words relating to the passing of time Know different ways we can find out about the past	**End Points:** I know the name of different everyday materials. I know the difference between objects and materials. I can use appropriate adjectives to describe how materials feel. I know how to perform simple tests. I know how to group objects with the same properties.	**End Points:** I can make a standing / hanging feeder for a bird I can select appropriate materials I can make an improvement to my product	**End Points:** To know and remember the meaning of the Star of David, prayer cap, (Kippah) prayer shawl, (Tallit) yad, Torah, Challah loaf and Menorah. To know and remember what the Torah is and how it is used by the Jewish people. To understand the meaning of Shabbat and what happens during Shabbat including the meal. The role the synagogue plays in the life of a Jewish family.	**End Points:** **Learn**: A understanding of using computers to create and manipulate digital content, focussing on using a word processor. **Investigate and** develop their ability to find and use the keys on a keyboard in order to create digital content **Evaluate:** consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	**End Points:** Perform a musical Create snake sounds on instruments and play two-, three- and four-beat groups.	**End Points:** I can tell you about a thing I do well I can tell you how I learn best I can celebrate achievement with my partner I can identify how I feel when I am faced with a new challenge I know how I feel when I see obstacles and how I feel when I overcome them I know how to store the feelings of success in my internal treasure chest	**End Points:** *Children can respond to different stimuli (stories, poetry, music, and event) with a range of actions. *Children can copy and explore basic body actions and movement patterns. *Children can choose movements to make into their own phrases with beginning, middle and ending. *Children can talk about dance, linking movement to moods, ideas and feelings.	**End Points:**

Year 1
Spring 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
What does it mean when things change? **Horniman Museum**	*Beegu* *Katie in London*	**Title: Geography Our Country**	**Title: Animals in the local area**	**Title: Art Making Birds**	**Title: Why is Easter the most important festival for Christians?**	**Title: Data and information: grouping data**	**Title: Our school and animals**	**Title: Healthy Me**	**Title: Gymastics** Rocking and Rolling	
		End Points: I know what a town is and what you can find in it. I know that there are 4 countries in the UK, and I can name them. I know what a physical feature is. I know what a human feature is	**End Points:** I can identify and name animals found around the home. I can identify what animals need to live. I can observe and identify minibeasts. I can identify and name common pond plants and animals. I can share and record my ideas.	**End Points:** I know there is a relationship between drawing & making – we can transform 2d to 3d. I know that individual sculptures can then be brought together to make a whole artwork *I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.* *I can fold, tear, crumple and collage paper to transform it from 2d to 3d.* *I can use a variety of materials to make my own sculpture which stands.*	**End Points:** To know and remember the meaning of the core concept: Salvation – to save To know and remember what happened on: Palm Sunday - Jesus' entry into Jerusalem Maundy Thursday – The events of the Last Supper Good Friday – Jesus' death and the build up to this Easter Sunday – Jesus' Resurrection	**End Points:** **Learn:** This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. **Investigate**: Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. **Evaluate**: their ability to sort objects into different groups to answer questions about data.	**End Points:** Create a soundscape of our school surroundings Perform a chant varying vocal pitch and following a picture score	**End Points:** I feel good about myself when I make healthy choices I am special so I keep myself safe I know some ways to help myself when I feel poorly can recognise when I feel frightened and know who to ask for help. I can recognise how being healthy helps me to feel happy	**End Points:** *Children know, understand and show which parts of the body can be used for spinning and rocking. *Children can perform rolling actions- sideways (curled and stretched), forwards. *Children can plan and link a series of movements together (jump-land-roll- balance).	**End Points:**

Year 1
Summer 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How can a person	*The Lonely Beast*	Title: History Ships and seafarers through time	Title: Plants	Title: DT Food Technology Healthy Smoothies	Title: Islam What does it mean to be a Muslim?	Title: Digital Painting	Title: Travel/ Numbers	Title: Relationships	Title: Ball skills feet	

make a difference? **Cutty Sark** **Mosque**	*The Treasure of Pirate Frank* *Where the Wild Things Are*	**End Points:** I know how people worked out ways to travel on water. Long-distance boat-making started in Egypt and East Africa, with journeys made into the Arabia Sea and reaching India. I know that they used reeds, wood, animal skins and textiles to make boats. I understand why boats inspired different ways of getting food, trading goods, and fighting wars.	**End Points:** I can describe and compare plants, seeds and bulbs. I can name the parts of plants and trees. I can observe closely using magnifying glasses. I can identify and name some common garden and wild plants. I can explain what deciduous and evergreen trees are. I can name, sort and compare some common fruit and vegetable plants.	**End Points:** Chop fruit and vegetables safely to make a smoothie. Identify if a food is a fruit or a vegetable. Learn where and how fruits and vegetables grow.	**End Points:** Islam is a way of life. Muslims believe that there is One God and that the prophet Muhammed (pbhuh) is his messenger. The Qur'an is the holy book for Muslims. Muslims believe it to be the word of God. Babies are welcomed into the world by having the adhaan recited into their right ear. Prayer is very important to a Muslim's daily life and for many Muslims takes place five times a day. Muslims often use a prayer mat to pray and face towards the Ka'bah in Makkah when they pray.	**End Points:** **Learn**: Explore the world of digital art and its exciting range of creative tools with your learners. **Investigate:** Empower them to create their own paintings, while getting inspiration from a range of other artists. **Evaluate:** to consider their preferences when painting with, and without, the use of digital devices.	**End Points:** Can I perform rhythm patterns on untuned percussion with a chant. Create a class performance of Mister Macarella	**End Points:** I know how it feels to belong to a family and care about the people who are important to me I know how to make a new friend I can recognise which forms of physical contact are acceptable and unacceptable to me I know when I need help and know how to ask for it I know ways to praise myself	**End Points:** *Children can kick (dribble) a ball with increasing control. *Children can dribble with their dominant foot. *Children can move into space avoiding other pupils. *Children can explore kicking the ball in different ways. *Children can play simple games following the rules.	**End Points:**

Year 1
Summer 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How can a person make a difference? **Greenwich**	*Look up* *Information text on the Isle of Dogs*	**Title: Geography** **My local area**	**Title: Super Scientists**	**Title: Art** **Flora and Fauna/ Watercolours**	**Title: Why did Jesus tell stories?**	**Title: Animated Stories**	**Title: Water and Machines**	**Title: Changing Me**	**Title:** Athletics- locomotion (Running, jumping, throwing)	
		End Points: I can describe what an aerial view is. I can describe what a local area is and recognise where I live. I understand the features of a map and how to draw one	**End Points:** I can observe and describe the properties of the material that Lego is made from. I know facts about Mae Jemison. I can identify and classify animals. I can identify parts of animals' bodies. I can take part in an investigation to find the best things to keep us warm. I can describe what Linda Brown Buck found out about how we smell things.	**End Points:** I know that artists can be inspired by the flora and fauna around them. I know that we can use careful looking to help our drawing, and use drawing to help looking. I can look closely at insects and plants and make drawings using pen to describe what I see. I can experiment using graphite and oil pastel and make my own insects. I can explore watercolour paints I can cut out shapes in different colours, and use these shapes to make an insect	**End Points:** To know the core concept: Gospel/good news. To know the following parables; The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan.	**End Points:** **Learn:** Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. **Investigate:** how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. **Evaluate:** their reasoning and explanation to which method they prefer.	**End Points:** Can you learn to play a descending melody and create a performance? Can you replicate a train journey through a class performance using changes in speed (tempo)	**End Points:** I know that changes are OK and that sometimes they will happen whether I want them to or not I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private I know some ways to cope with changes	**End Points:** *Children can demonstrate some basic jumps and show very simple combinations (hop, skip, bounce etc.) *Children can move at different speeds with increasing control. *Children can demonstrate an underarm and overarm throw and show increasing accuracy into targets.	**End Points:**

Year 2

Autumn 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How should we look after each other and our local area? **Florence Nightingale Museum**	*The day the Crayons Quit* *Traction Man*	**Title:** Florence Nightingale and Mary Seacole	**Title:** Animals including humans	**Title: Art** Explore and Draw	**Title:** Why did Jesus teach the Lord's Prayer as a way to pray?	**Title: Technology around us**	**Title: Ourselves/ Animals**	**Title: Being me in my world**	**Title:** Gymnastics (Parts high and parts low)	**Title:**
		End Points: To understand the impact Florence Nightingale and Mary Seacole had on nursing and hospitals To know the Crimean war began in 1853 and ended in 1856 That both women had to overcome many challenges due to gender and race	**End Points:** To notice that animals, including humans, have offspring which grow into adults. To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**End Points:** To know artists explore the world and bring things back to their studios to help them make art. We can go into our own environments and learn to see with curiosity. We can do close observational drawings of objects we find. We can use the shape of the page, and the way we arrange elements, to create compositions that we like.	**End Points:** To know the core concepts: Gospel and Kingdom of God. To know that the Lord's Prayer is the most famous prayer for Christians. To know it's the prayer that Jesus taught his disciples. To remember what each part of the prayer means. To understand what the Lord's prayer means for Christians and how it helps them in their daily life.	**End Points:** By the end of the unit, you will be able to: Know how to log onto a Chromebook Understand how to drag and drop objects independently using the touchpad Create a simple word-processed document.	**End Points:** Perform 'Nosy Dog' with pitch line notations and percussion instruments. Perform a call and response song expressing mood with voices.	**End Points:** To identify some of my hopes and fears for this year To understand the rights and responsibilities for being a member of my class and school I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences	**End Points:** *Children understand and demonstrate with confidence various ways of travelling and balancing with different parts of the body high or low (change of levels). * Children are able to smoothly link 3-4 movements (eg. balance, roll, jump, body shape) in a planned gymnastics sequence. *Children recognise how their body feels when they are active (exercise	**End Points:**

									improves health, makes them feel good and helps their body work well). *Children are able to lift, carry and erect their own apparatus in a co-operative and safe way.	

Year 2
Autumn 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How should we look after each other and	*The Hunter*	**Title: Kenya**	**Title: The Environment**	**Title: DT** **Textiles - Puppets**	**Title: How does the symbol of light help us to understand the meaning of Christmas for Christians?**	**Title: Computing: Programming robot algorithms**	**Title: Weather and Pattern**	**Title: Celebrating differences**	**Title:** Ball Skills (throwing, catching, inventing games)	

our local area? **Recycling centre/ Puppet show at Half Moon theatre?**	*Wangari Trees of Peace* *Dear Greenpeace*.	**End Points:** Kenya is a country in the continent of Africa Kenya borders 5 countries: Somalia, Ethiopia, South Sudan, Uganda, and Tanzania In the mountains, the weather is cold enough for snow to fall	**End Points:** I can conduct simple tests. I can explain to others what I have found. I can use simple data to answer questions. I can gather and record data to help in answering the questions.	**End Points:** I can cut, shape and sew a puppet I can explain what the product is for I can draw and discuss my ideas I can say whether my product was successful	**End Points:** To know and remember the meaning of the core concept: Incarnation. To understand why Jesus referred to himself as the light of the world. To know and remember the meaning of the symbols in the Christingle. To know and remember the key religious vocabulary and what each word means.	**End Points:** **Learn: Develop their** understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will also learn about design in programming **Investigate:** . Learners will use given commands in different orders to investigate how the order affects the outcome **Evaluate:** develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	**End Points:** Perform a call and response song, expressing mood with voices Perform a score in three and four beat patterns	**End Points:** I know what a stereotype is I know what bullying is and what to do if it is happening I can explain that sometimes people get bullied because they are seen to be different. .I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends	**End Points:** *children can throw, catch and bounce a ball with 2 hands or 1 hand, being in stationary position or moving about the playing area. *Children know what 'beat your own record' means and challenge themselves to improve performance. *Children understand how to make up rules and score points. *Children can teach others how to play their game.	

Year 2
Spring 1

Big Question **Trip**	**Key Texts**	**History/ Geography**	**Science**	**Art/ DT**	**R.E**	**Computing**	**Music**	**PSHE**	**Physical Education**	**MFL**
What are some big changes that have	*The Story Machine*	**Title: History The Great Fire of London**	**Title: Living things and their habitats**	**Title: DT Bread**	**Title: Judaism Why are they having a party?**	**Title: Creating Digital Music**	**Title: Toys and storytime**	**Title: Dreams and Goals**	**Title:** Dance (Great Fire of London)	**Title:**

happened in London? **St Paul's GFoL workshop**	*Great Fire of London texts*	**End Points:** Describe key events during the Great Fire of London Identify similarities and differences to London due to this event Explore Samuel Pepys' diary entry and findings, in the wake of this event	**End Points:** I know how life processes can tell us if something is living, dead or has never been alive. I know how to gather and record data. I know how to use research to find answers to questions. I know the needs of different plants and animals. I know how a food chain works.	**End Points:** I can follow a design criteria to make bread I can communicate my design ideas I can knead and shape dough	**End Points:** To know some of the key festivals that are important to Jewish people: Rosh Hashanah, Sukkot, Hanukkah) To know how each festival is celebrated and its meaning. To know that the festivals are key points for the Jewish people in helping them remember their history. To begin to make links with festivals that are important to me	**End Points:** **Learn**: using a computer to create music **Investigate**: Listen to a variety of pieces of music and consider how music can make them think and feel **Evaluate:** Learners will look at patterns and purposefully create music	**End Points:** Plot a graphic score and perform it. Combine vocal and percussion sounds to perform a spooky scene	**End Points:** I can tell you things I have achieved and say how that makes me feel I can tell you some of my strengths as a learner I can tell you how working with other people helps me learn I can work with others in a group to solve problems I can tell you how I felt about working in my group I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	**End Points:** *Children can explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels. *Children show a growing range of creative movements. *Children can choose and link actions to make short dance phrases. *Children can perform short dances using rhythmic and dynamic qualities to express moods, ideas and feelings.	**End Points:**

Year 2
Spring 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL

What are some big changes that have	*The Sea Monster* *Captain Flinn and the*	**Title: Geography What a wonderful World**	**Title: Materials**	**Title: Art Expressive Painting**	**Title:** How do the symbols of Easter help us to understand the meaning of Easter for Christians?	**Title: Data and information: Pictograms**	**Title: Our land/ seasons**	**Title: Healthy Me**	**Title:** Gymnastics (Linking movements together)	

happened in London? **National Gallery**	*Pirate Dinosaurs* *Tell Me a Dragon*	**End Points:** I know what a continent is and how many there are in the world. I know what an ocean is and how many there in the world. I can find Europe on a world map	**End Points:** I know the uses of different everyday materials. I can record my observations. I can compare the suitability of a variety of everyday materials. I can explain how the shapes of some objects made from some materials can be changed. I can explain the process of recycling. I can tell you about the inventor John McAdam.	**End Points:** I know that artists use loose, gestural brush marks to create expressive painting which can be representational or abstract. I know that we can enjoy and respond to the way paint and colour exist on the page. *I can recognise primary colours and mix secondary colours. I can experiment with hues.* *I can m* *ake a loose drawing from a still life.* *I can use paint to make an expressive painting.*	**End Points:** To know and remember the meaning of the core concept: Salvation To retell the Easter story and know and remember its meaning To know and remember which symbols teach us about the meaning of Easter for Christians: bread/wine/cross	**End Points:** **Learn:** Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. **Investigate**: presenting data in the form of pictograms and finally block diagrams. **Evaluate:** other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device.	**End Points:** Rehearse, record and make a Map of myths Sing a song and perform actions to reflect rising and falling pitch	**End Points:** I am motivated to make healthy lifestyle choices I can tell you when a feeling is weak and when a feeling is strong I feel positive about caring for my body and keeping it healthy I have a healthy relationship with food and know which foods I enjoy the most and are nutritious for my body.	**End Points:** *Children understand how different movements can be linked together smoothly. *Children can compose a short, simple sequence of 3 or more gymnastics movements using different combinations of travel, roll, balance, jump. *Children recognise and use changes in level, speed and direction. *Children can perform a simple sequence with a partner.	

Year 2
Summer 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Can we learn from each other to make a difference?	*Owl Babies* *The Story of Ruby Bridges*	**Title: History Rosa Parks**	**Title: Plants**	**Title: DT Wheels and Axles**	**Title:** Islam How do the five pillars of Islam help a Muslim to show commitment to God -Allah?	**Title: Creating Media – Digital Photography**	**Title: Travel / Number**	**Title: Relationships**	**Title: Ball skills - feet**	

Soanes Centre	*Th disgusting Sandwich*	I can recognise that there are reasons why people acted as they did in the past. I can describe people and events that I have studied. On December 5th, 1955, Rosa Parks was charged with violating a local ordinance (breaking the rules) and disorderly conduct (causing trouble). I understand what the 'Bus Boycott' was	**End Points:** I can perform simple tests to find out what plants need to stay healthy. I can observe closely using magnifying glasses. I know how seeds and bulbs grow into plants. I know what plants need to grow and stay healthy. I know what happens if plants don't get the things they need. I can explain how plants are suited to their habitats.	**End Points:** I know what makes a wheel and an axle work I can design and make a moving vehicle that includes functioning wheels, axles and axle holders I can label my design using appropriate vocabulary	**End Points:** To understand what commitment means in Islam. To know and remember there are five pillars in Islam – Religious duties that are required of every Muslim The Shahadah – Call to faith, Salat – The role of prayer in a Muslim's life, Sawm – Call to fasting, Zakat – Giving to charity, Hajj – The importance of pilgrimage. To understand how a Muslim shows commitment to God (Allah) and draws closer to him through the five pillars.	**End Points:** **Learn:** Learners will learn to recognise that different devices can be used to capture photographs **Investigate:** capturing, editing, and improving photos. **Evaluate**: Their knowledge to recognise that images they see may not be real.	**End Points:** Improvise descriptive music following a picture score Compose an ostinato for percussion	**End Points:** I accept that everyone's family is different and understand that most people value their family I know which types of physical contact I like and don't like and can talk about this I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this understand how it feels to trust someone	**End Points:** *Children can move the ball with control, keeping it close to them. *Children can kick the ball using the insides and outsides of their feet. *Children can move the ball around the space keeping away from the defenders. *Children understand the meaning of 'control'.	

Year 2
Summer 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL

Can we learn from each other	*The Tunnel* *Into the Forest*	**Title: Geography** **Going to the Seaside**	**Title: Super Scientists**	**Title: Art** **Simple Printmaking**	**Title:** Why do Christians make and keep promises before God?	**Title: Programming Quizzes**	**Title: Our bodies and water**	**Title: Changing Me**	**Title: Athletics** Run, jump, throw	

to make a difference? **Trip to the Seaside**	*The River poem*	**End Points:** I know that Great Britain is an island, and the UK is over two main islands (Great Britain and N. Ireland on the island of Ireland), and also lots of little ones. I know that a coast is the border between the land and the sea. Ports and seaside towns are on the coast. Seaside visits can be for a day or longer	**End Points:** I know what botanists do and why their work is important. I know what is important in order to stay healthy. I can describe Louie Pasteur's life and work. I can describe Macintosh's famous invention. I know why it's important to keep the oceans clean. I can answer questions about the invention of wind turbines.	**End Points:** I know that we can make a "plate" from which to "print" I know that there is a relationship between plate and print: e.g. negative / positive. *I can make simple prints using my hands and feet.* *I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.* *I can use colour, shape, and line to make my prints interesting.* *I can create a symmetrical or sequenced print.*	**End Points:** To understand the meaning of a church community. To know what Baptism is. To know the meaning of a Christian marriage. To know what is meant by the word 'promise.'	**End Points:** **Learn:** understand that sequences of commands have an outcome, and make predictions based on their learning. **Investigate:** They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. **Evaluate:** learners evaluate their work and make improvements to their programming projects.	**End Points:** Perform a rhythmic pattern on percussion instruments to a steady beat Perform musical ideas following a leader.	**End Points:** I understand there are some changes that are outside my control and can recognise how I feel about this I can identify people I respect who are older than me feel proud about becoming more independent I can use the correct names for all my body parts am confident to say what I like and don't like and can ask for help	**End Points:** *Children can run at different speeds for short and long distances and over obstacles. *Children can throw across various distances and aim at a target (when throwing). *Children can link a variety of jumps together.	

Year 3

Autumn 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Does the past help us to understand who we are? **Museum of London (Prehistory stories)**	*Ugg: Boy genius of the Stone Age* *Hansel and Gretel*	**Title:** A Neolithic Revolution	**Title:** Light	**Title: Art** Drawing with charcoal	**Title:** What is the Bible's Big Story?	**Title: Connecting computers**	**Title: Singing in French/ Communication**	**Title: Being me in my world**	**Title:** Outdoor and Adventurous Activities	**Title:** Greetings Alphabet ID (name age city) Numbers 0-20
		End Points: To understand how people lived in the Neolithic period To know what period came before and after To understand the benefits agriculture had on daily life	**End Points:** To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of	**End Points:** To know charcoal can be used to make gestural marks to create work. To know cave people used charcoal and their fingers to draw on cave walls and we can still do the same thing today When we draw, we can use the expressive marks we make to create a sense of drama. We can use light to make our subject more dramatic, and charcoal captures this.	**End Points:** To know what the Bible is and the big story of the Bible. To remember the core concepts of the Bible. To know how the Bible influences the lives of Christians today.	**End Points: Learn** about inputs, processes and outputs in digital devices. **Explain** the role of different devices in a network. **Understand** how networks can be connected to other networks.	**End Points:** Perform a song/ rap in French using different pitch. Compose and perform computer game soundtracks from a symbol score.	**End Points:** I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand my actions affect others and try to see things from	**End Points:** *Children can follow simple marked trails in familiar environment and identify where they are on the trail. * Children can recognise symbols and fea-tures of an orienteering map. *Children choose simple approaches to solve problems they have been set. *Children work cooperatively with others on the tasks.	**End Points**: To say 'Hello' and 'Goodbye' To be able to reply to 'What's your name?' and say 'My name is…' To be aware that French letters can have accents or special characters To know that some alphabet letters sound differently.

			shadows change.					their points of view		

Year 3
Autumn 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Does the past help us to understand who we are?	*The Iron Man*	**Title: Exploring the UK**	**Title: Animals including Humans**	**Title: DT Cooking** Healthy European meal	**Title:** How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	**Title: Computing Sequencing sounds**	**Title: Singing in Human body and environment**	**Title: Celebrating Differences**	**Title:** Invasion games-Netball	**Title:** Days (and Planets) Classroom Instructions Christmas

Westminster Abbey – Advent?	*The Giving Tree*	**End Points:** The UK is made up of four nations with their capital cities (review) The UK is an island surrounded by the North Sea, Atlantic Ocean, English Channel and the Irish Sea (review) Major rivers in the UK include the Severn, Thames and Trent. Different parts of the UK have different physical and human features	**End Points:** I know how to gather, record, classify and present data, in a variety of ways to help answer questions. I know how to set up simple practical enquiries, comparative and fair tests. I know how to make systematic and careful observations. I ask relevant questions using different types of scientific enquiries to answer them.	**End Points:** I can identify healthy ingredients I can prepare and cook a range of ingredients using a variety of skills and utensils I can evaluate the food I have cooked and explain the skills I have developed	**End Points:** To know and remember the meaning of the core concept: Incarnation To know and remember what a prophet is and what the prophecies were. To know and remember who John the Baptist is and what his message was. To know the meaning of Epiphany and the significance of the wisemen to the Christmas story. To have an understanding of how the Christian community prepares for Christmas.	**End Points:** **Learn:** a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences **Investigate:** Explore the concept of sequencing in programming through Scratch **Evaluate**: Learner's understanding of sequences in a new programming language. Particularly the order of sequence and understanding design in programming.	**End Points:** Compose skeleton dance music Compose a soundscape to depict your local environment	**End Points:** I know that there are many different types of families. I know what a bystander should do when they witness bullying. I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.	**End Points:** *Children can perform basic technics to pass and catch the ball. *Children perform the basic skills (pass, catch, use of space, mark, dodge, signal for the ball, intercept) needed for the game with increasing control and consistency. * Children understand and use rules to keep games going without disputes. *Children can play confidently in small sided invasion games.	**End Points:** To identify 4 numbers in French To remember 2 days of the week To be aware that French nouns have 'genders' To be able to identify and use the sound **OU**

Year 3
Spring 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL

Is change a positive thing? **Tate Modern**	*Romulus and Remus* *Wouldn't want to be a Roman gladiator* *Shape poems*	**Title: History Romans Ancient Rome**	**Title: Forces and magnets**	**Title: Art Working with shape and colour**	**Title:** Judaism What does it mean to be Jewish?	**Title: Stop Frame Animation**	**Title: Poetry and China**	**Title: Dreams and Goals**	**Title:** Gymnastics (Symmetry and asymmetry)	**Title:** Colours Numbers 0-20 How are you?
		End Points: I understand the terms 'invade' and 'settle' I can place the Romans on a timeline The way power was organised changed over time. A sophisticated military system saw Rome's army conquer more and more territory.	**End Points:** I know the names of the different types of forces. I know how to gather and record data. I know the names of some magnetic and non-magnetic materials. I know the poles of a magnet.	**End Points:** I know we can use shape and colour as a way to simplify elements of the world. I know shapes have both a positive and negative element. *I can cut shapes directly into paper, using scissors, inspired by a key artwork.* *I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to the artwork.* *I can add to my collage, using line, colour and shape made by stencils*	**End Points:** To know and remember what a promise/covenant is. To understand the significant of the Shema (Affirmation of the Jewish faith) To know and remember what the significance of the Passover is for Jewish people. To know and remember the importance of the seder meal for Jewish people. To know and remember the importance of the ten commandments for Jewish people.	**End Points:** **Learn**: To use a range of techniques to create a stop-frame animation using tablets **Investigate: New** skills to create a story-based animation **Evaluate:** adding other types of media to their animation, such as music and text.	**End Points:** Perform Bug chant with voices, body percussion and instruments Perform a percussion accompaniment to a song.	**End Points:** I respect and admire people who overcome obstacles and achieve their dreams and goals I can imagine how I will feel when I achieve my dream/ambition I can break down a goal into a number of steps and know how others could help me to achieve it I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest	**End Points:** *Children know what symmetry and asymmetry means; can identify and demonstrate symmetrical and asymmetrical balances on different body parts. *Ch. can travel in different ways (jump, roll, spin etc.) showing symmetrical and asymmetrical shapes and working on different levels. *Ch. understand how to link smoothly, travelling , jumping, turning and balancing movements	**End Points:** **1.** To identify 4 colours in French **2.** To identify 6 numbers in French **3.** To be aware that feminine adjectives usually ends with the letter -E. **4.** To be able to ask and answer 'Comment ça va?

Year 3
Spring 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Is change a positive thing?	*Roman life in Britain* *Romans on a Rampage*	**Title: History Romans Roman Britain**	**Title: Rocks**	**Title: DT Pneumatic Toys**	**Title:** Who is the most important person in the Easter story?	**Title: Programming events and actions (Scratch)**	**Title: Building/ Sounds**	**Title: Healthy Me**	**Title:** Dance (Magnets and Forces)	**Title:** Animals /Pets dictionary skills Easter

Museum of London – Roman amphitheatre workshop	*Terry Deary The Captive Celts*	**End Points:** I can give some reasons why the Romans invaded Britain I can use sources to find out about Celtic daily life I know who Boudica was and what she did I know that history is represented in different ways by different people I can identify aspects of our lives that are affected by the Roman rule in Britain	**End Points:** I can compare different types of rocks. I can make systematic and careful observations. I can describe how fossils are formed. I can explain Mary Anning's contribution to palaeontology. I know how soil is formed. I can present findings using the key scientific vocabulary.	**End Points:** I can design a book with moving parts I can identify and use lever and linkage mechanisms in my product I can design a product for a particular user	**End Points:** The meaning of the core concept: Salvation The role Judas, Peter, the women and Mary Magdalene play in the Easter story. What it means to betray, deny, reject those who are different. To understand who might be viewed as the most important person in the Gospel accounts of Holy week and why.	**End Points:** **Learn:** the links between events and actions. Learners begin by moving a sprite in four directions (up, down, left, and right). **Investigate:** programming extensions, using Pen blocks, concluding with learners designing and coding their own maze-tracing program. **Evaluate:** their own code, features and design in a maze-based challenge.	**End Points:** Create a class performance comprising of a song and composition Perform melodic phrases from Patterns in the night on tuned percussion	**End Points:** I can set myself a fitness challenge I know what it feels like to make a healthy choice I know how to be safe around drugs including medicines, and who to tell immediately if I find something I am unsure of I can express how being anxious or scared feels I can take responsibility for keeping myself and others safe	**End Points:** *Children can link dance actions to make short creative dances when working with a partner or in a small group (applying a broad range of movement skills incorporating action and reaction- eg. Pushing, pulling, attraction etc.). *Children can use a range of expressive language to describe dance. * Children can recognise unison and canon. * Children can perform dances using a range of movement patterns.	**End Points:** **1.** To identify 3 animals in French **2.** To know that adjectives of colours go after the noun **3.** To identify the 3 parts of the bilingual dictionary 1. English to French part 2. Vocabulary by topic part 3. French to English part **4.** To be able to identify and use the sound **CH** in a word

Year 3
Summer 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
What qualities do you need to	*Beowulf* *Acrostic Poetry*	**Title: History Anglo Saxons**	**Title: Plants**	**Title: DT Books with moving parts**	**Title:** What is Buddhism?	**Title: Creating Media Desktop Publishing**	**Title: Time/ Ancient Worlds**	**Title: Relationships**	**Title:** Striking and Fielding games-Cricket	**Title:** Body Parts

make a difference? **London Buddhist Centre**		**End Points:** I know that the 'Early Middle Ages', was known as the 'Dark Ages'. The Anglo-Saxon period was period between about 410 and 1066. When the Romans left Britain, the Germanic-speaking Angles, Saxons, Jutes and Frisians began to arrive. I know that King Aethelberht and Queen Bertha were the first Christian King and Queen. I know that Anglo-Saxon material culture can still be seen in architecture, dress styles, texts, metalwork.	**End Points:** I know the different parts of a flowering plant and can explain their jobs. I can set up an investigation to find out what plants need to grow well. I present the results of my investigation using scientific language, drawings, labelled diagrams and tables. I can explain how water is transported in plants. I can explain pollination and fertilization. I can describe the stages of the life cycle of a flowering plant.	**End Points:** I can make a book with moving parts I can identify and use lever and linkage mechanisms in my product	**End Points:** To know and remember the story of Prince Siddhartha and how he became the Buddha. To know and remember that for a Buddhist the way to end suffering is to follow the four noble truths. To know and remember that for a Buddhist nothing is permanent and things are always changing. To know and remember that for a Buddhist kindness and compassion are central to the belief.	**End Points:** **Learn:** to use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. **Investigate:** Learners will be making their own template for a magazine front cover, adding text and images to create their own pieces of work using desktop publishing software. **Evaluate**: how different layouts can suit different purposes. Pupils will also consider the benefits of desktop publishing	**End Points:** Perform rhythm notations on instruments Combine three songs in a round with an ostinato accompaniment	**End Points:** I can describe how taking some responsibility in my family makes me feel I know how to negotiate in conflict situations to try to find a win-win solution I know who to ask for help if I am worried or concerned about anything online I can empathise with children whose lives are different to mine and appreciate what I may learn from them	**End Points:** *Children can catch and throw a ball with increasing confidence and accuracy (underarm, overarm, high, low, fast, slow). *Children can strike a ball with confidence, control and direct it into a simple target area. *Children can understand and identify good striking and fielding techniques and use the skills to play effectively in a small sided striking/fielding game. *Children show understanding and demonstrate the roles of bowler, striker (batter) and fielder.	**End Points:** **1.** To identify 8 numbers in French **2.** To identify 4 body parts **3.** To find an accent on a word **4.** To be able to identify and use the sound **J/G** in a word

Year 3

Summer 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
What qualities do you need to	*Escape from Pompeii*	**Title: Geography Hazardous Earth**	**Title: Super Scientists**	**Title: Art Telling stories**	**Title:** Who is Jesus (I am …..statements)	**Title: Data and Information Branching Databases - link to Geography**	**Title: Food and Drink in the past**	**Title: Changing Me**	**Title:** Athletics- Run, Jump & Throw	**Title:** Where in the world is French spoken? (Flags and colours)

make a difference? Science Museum	*Stone Girl, Bone Girl*	**End Points:** I know that the 'Early Middle Ages', was known as the 'Dark Ages'. The Anglo-Saxon period was period between about 410 and 1066. When the Romans left Britain, the Germanic-speaking Angles, Saxons, Jutes and Frisians began to arrive. I know that King Aethelberht and Queen Bertha were the first Christian King and Queen. I know that Anglo-Saxon material culture can still be seen in architecture, dress styles, texts, metalwork.	**End Points:** I can explain how Marie Curie's work on x-rays helps us identify bones. I can explain how George Washington Carver helped farmers to grow crops. I can describe what Inge Lehmann discovered about Earth's core. I know how electromagnets are made. I can identify inventions and discoveries from all over the world linked to scientific ideas.	**End Points:** I know that we can take inspiration from other artforms such as film and literature and make work in response. I know that we can explore character, narrative and context and create sculptures which convey these qualities through their form, texture, material, construction and colour. *I can use my own sketchbook to explore my response to the chosen book/film by making visual notes.* *I can make a sculpture using materials to model or construct* *I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.*	**End Points:** To know and remember the core concepts: Incarnation and Gospel. To know and remember the 'I am' statements and their meaning to Christians. To consider how the statements may be relevant and applied to their own lives.	**End Points:** **Learn:** Throughout this unit, pupils will develop their understanding of what a branching database is and how to create one **Investigate:** Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database. **Evaluate**: They will test if their database works, considering real-world applications for branching databases.	**End Points:** Explore different types of accompaniment Learn a Tudor dance	**End Points:** I can express how I feel when I see babies or baby animals I can explore how I might feel if I had a new baby in the family I recognise how I might feel about puberty happening to me and know how I will cope with those feelings I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	**End Points:** *Children can run at fast, medium and slow speeds and are able to change speed and direction. *Children can demonstrate different combinations of jumps. *Children can throw a range of equipment consistently and accurately.	**End Points:** **1.** To identify 2 countries where French is spoken **2.** To identify 10 numbers in French **3.** To identify nouns in the bilingual dictionary **4.** To be aware that only people's names, countries, cities, towns take capital letters.

Year 4

Autumn 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
		Title: Vikings - 1066	**Title:** Living things and their habitats	**Title: DT** Woodwork	**Title:** How did belief in God affect the actions of people from the Old Testament?	**Title:** Technology around us	**Title:** Communication/ In the Past	**Title:** Being me in my world	**Title: Outdoor and Adventurous Activities**	**Title:** Create my ID Numbers to 31 Age & birthdays / dates
Can learning from the past teach us to improve? **Museum of London**	*The saga of Eric the Viking*	**End Points:** To know that the Vikings arrived in order to colonise, raid, explore and trade To understand how and why the Vikings invaded what was considered to be the sacred heart of the Northumbrian Kingdom, Lindisfarne The Vikings established new kingdoms, conquering some of those created by the Anglo Saxons, but King Alfred resisted	**End Points:** To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things.	**End Points:** To make a free-standing lamp To use woodwork tools and equipment accurately and safely	**End Points:** To know and remember the core concept: People of God. To know and remember the following stories - Abra(ha)m, Moses, Ruth. To know and understand how each person's belief in God affected their actions. To know how sacred stories can impact on a believer's life and what they can teach them about their faith and life.	**End Points: Learn** that the World Wide Web is part of the Internet. **Explore** the World Wide Web and **evaluate** online content to decide how honest, accurate and reliable it is. **Understand** the consequences of false information.	**End Points:** Children create a news programme, complete with theme music and school news headlines. The children use a variety of notations to build performances from different periods and styles.	**End Points:** I know my attitudes and actions make a difference to the class team I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	**End Points:** *Children know how to use maps, plans, and pictures to orientate themselves and travel around a simple course. *Children can work increasingly cooperatively with others. * Children are able to show initiative when working in a group.	**End Points:** To be able to say one's day and month of birth To be able to identify and use the sound **QU** To be able to ask and answer: 'How old are you?' **.** To know that 'j'ai' is 'I have' and that in French we say 'I have … years old' and not 'I am … years old.

Year 4
Autumn 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Can learning from the past teach us to improve? St Paul's Advent?	*Anansi Nina Birch unit* *Zoo Nina Birch unit*	**Title: Is there enough food?**	**Title: Animals and Humans**	**Title: Art Drawing** Storytelling through drawing	**Title:** Is the Christmas message of peace still relevant for today's world?	**Title: Repetition in shapes**	**Title: Environment and Recycling**	**Title: Celebrating Differences**	**Title:** Invasion games- Netball	**Title:** Classroom items Christmas
		End Points: Food is produced around the world. Climate is important in the production of plant-based foods. Food often goes through many farmers and producers, whom take a share of the final profit. There are many different reasons why people don't have enough food	**End Points:** I know how to record findings using simple scientific language, drawings, labelled diagrams, keys bar charts and tables. I can use scientific evidence to answer question or support findings. I know how to set up simple practical enquiries, comparative and fair tests. I know how make systematic and careful observations. I know how to use results to draw simple conclusions, make prediction for new values, suggest improvement and suggest further questions.	**End Points:** **I know** that artists and illustrators interpret texts to tell stories through drawing I know we can sequence drawings and add text to give meaning *I can use charcoal and chalk to create light/ shadow, conveying a sense of drama and mood* *I can take a creative risk with my drawings to create images with energy, feeling and character* *I can respond to an artist's work and share my response*	**End Points:** To know and remember the meaning of the core concept: Incarnation To have an understanding of the meaning of internal and external peace. To have an understanding of why Jesus is referred to as the Prince of Peace. To know and remember what the Bible says about Jesus' message of peace.	**End Points:** **Learn:** Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. **Investigate:** They will use Logo, a text-based programming language, investigating sequence of commands in a programme. **Evaluate**: the sequence of commands in a program to using count-controlled loops. Pupils will create algorithms and then implement those algorithms as code.	**End Points:** Compose an introduction to a song. Compose a rondo.	**End Points:** I can tell you a time when my first impression of someone changed as I got to know them. I know what influences me to make judgements about people I can explain why bullying might be difficult to spot and what to do about it if I'm not sure .I can explain why it is good to accept myself and others for who we are.	**End Points:** *Children can perform a range of attacking and defending skills with increasing control (passing, catching, intercepting, marking a player, dodging, etc). *Children can combine and perform skills with control (eg. pivot and pass). *Children understand the positions they play and their responsibilities in the game. *Children can work co-operatively in groups and follow basic rules of high 5 netball.	**End Points:** To identify 4 classroom items To be aware that 'C'est' or 'Ceci est' is ' It is. To be aware that most nouns in the plural form will have an -S at the end To identify nouns and adjectives in the bilingual dictionary

Year 4
Spring 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Why do ideas change over time?	*A variety of information*	**Title: History The Egyptians Ancient Egypt**	**Title: States of Matter**	**Title: DT Bridges**	**Title:** How do Hindus worship?	**Title: Photo Editing**	**Title: Ancient Egypt Food and Drink**	**Title: Dreams and Goals**	**Title:** Gymnastics (Rolling)	**Title:** Talk/Write about holidays Magritte painting // negative form

British Museum	*texts about Egyptians E.g.* Explore! Ancient Egyptians *Egyptian Cinderella* *Egyptian myths i.e. Isis and Osiris, The story of Ra*	**End Points:** The economy was based on farming and craftwork. Egypt is famous for the pyramids, which were remarkable feats of technology. Egypt traded with other lands, including by sea. I can explain the significance of Howard Carter's discovery	**End Points:** I know the properties of solids, liquids and gases. I know some uses of gas. I know how heat can cause solids to change to liquids. I know the different states water can be in. I know how to plan and carry out a comparative test. I know the different stages of the water cycle.	**End Points:** I know how to build a stable structure I know how to reinforce a structure	**End Points:** Hindus worship one Supreme Being, Brahman. The different images of gods and goddesses communicate the different attributes of Brahman. Many Hindus start their prayers with the Aum sound which was the first sound that began the creation of the universe. Many Hindus worship at a shrine in the home and at the mandir. The Ganges river is an important pilgrimage site in India.	**End Points:** **Learn**: how digital images can be changed and edited, and how they can then be resaved and reused. **Investigate:** the impact that editing images can have, and evaluate the effectiveness of their choices: **Evaluate:** knowledge and understanding of digital photography and using digital devices to create media	**End Points:** Rehearse and prepare for a performance in a layered structure Learn rhythmic and melodic accompaniments for a song and combine them in a performance	**End Points:** I know how it feels to have hopes and dreams I know how to cope with disappointment and how to help others cope with theirs I know what it means to be resilient and to have a positive attitude I know how to share in the success of a group and how to store this success experience in my internal treasure chest	**End Points:** * Children can identify and show at least 2 different types of rolls (forwards, backwards, sideways) and understand that they can be performed in different directions and different speeds. * Children can create a sequence with a partner linking different rolls with jumps, balances and travelling movement; can perform the sequence with control and accuracy. *Children observe and describe movements of others using appropriate language.	**End Points:** **1.** To be able to name 1 activity done during the holiday **2.** To be aware that the negative form is made of 2 words NE / N' and PAS which come around the verb like a sandwich NE +verb+ PAS N' +verb+ PAS **3.** To be able to identify and use the sound **l**

Year 4
Spring 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Why do ideas change over time?	*A variety of information texts about Egyptians E.g.* Explore! Ancient Egyptians	**Title: History The Egyptians Mesopotomia**	**Title: Electricity**	**Title: Art Exploring Still Life**	**Title:** What is Holy Communion and how does it build a Christian community?	**Title: Programming Repetition in games**	**Title: Singing Spanish Sounds**	**Title: Healthy Me**	**Title:** Dance (Egyptians)	**Title:** School subjects Fr-speaking p.23,76 (subjects) Opinions Time (o'clock)

Wallace Collection	*Egyptian Cinderella* *Egyptian myths i.e. Isis and Osiris, The story of Ra*	**End Points:** Fertile land around the Rivers Tigris and Euphrates was the setting for the earliest farming communities Farming communities that stay in one place begin to trade and start to need laws and government Geography played a big part in shaping the earliest civilisations. Story-telling leads to art and culture, such as the Epic of Gilgamesh.	**End Points:** I can identify common appliances that run on electricity. I can identify circuit components and build working circuits. I know how to set up simple practical enquiries, comparative and fair tests. I can recognise some common conductors and insulators. I know and can explain how a switch works in a circuit. I can use scientific evidence to answer questions.	**End Points:** I know what still life is and that it has been a genre for many hundreds of years, and is still relevant today. I know that when artists work with still life, they bring their own meaning to the objects they portray. *I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.* *I can use paint and collage to create my own still life with objects of meaning to me*	**End Points:** The meaning of the core concept: Salvation How Holy Communion links to the Last Supper and Jesus' commandment – do this in remembrance of me. Why the church celebrates Holy Communion and the meaning behind the liturgy. How the act of sharing Holy Communion influences a believers' life. The legacy of Jesus and how celebrating Holy Communion might help build the Christian community today.	**End Points:** **Learn:** about programming, with a specific focus on repetition in games. Explore in programming there are infinite loops and count-controlled loops. **Investigate**: p the use of count controlled loops, infinite loops, as well as developing a design that includes multiple loops and a project based around repetition. **Evaluate**: a design that includes two or more loops which run at the same time. Modify an infinite loop in a given program.	**End Points:** Combine tuned percussion, untuned percussion and singing Explore the combined expressive effects of different instrument groups	**End Points:** I can identify the feelings I have about my friends and my different friendship groups I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others I can tap into my inner strength and know how to be assertive	**End Points:** *Children can think about character and narrative ideas created by the stimulus, and respond through movement. *Children experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group. *Children can remember, practise and combine longer, more complex dance phrases. *Children can describe and interpret dance movements using appropriate vocabulary. *Children can use different compositional ideas to create motifs incorporating unison and canon.	**End Points:** **1.** To identify 4 school subjects **2.** To identify 4 opinions (likes and dislikes) **3.** To be able to identify and use the sound **É** **4.** To be able to say the time to the hour up to 12 o'clock

									*Children can suggest how dances and performances can be improved, so that they communicate more effectively.	

Year 4
Summer 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Is it ever okay to treat	*Coming to England*	**Title: History Windrush**	**Title: Sound**	**Title: DT Textiles**	**Title:** What does it mean to be a Hindu?	**Title: Creating Media Audio Editing for Podcasts (Link to Science and Literacy)**	**Title: Spiritual songs and Time**	**Title: Relationships**	**Title:** Striking and Fielding games-Cricket	**Title:** Places in the House

people differently? **Hindu Temple**	*Under Moon and Over Sea*	**End Points:** I understand the links between Britain and parts of the Caribbean I know that African-Caribbean people were present in Britain before the 1940s I recognise the contribution of African-Caribbean people during WWII I know that the ship HMT Empire Windrush arrived in 1948 carrying 492 Carribean migrants, many of them WW2 veterans I understand the difficulties faced by the Windrush settlers when they arrived in Britain I can explain the legacy of the Windrush	**End Points:** I know and can explain how sounds are made. I can explain how different sounds travel. I know how to change the pitch of a sound. I know how sound changes over distance. I can explain why some materials can absorb sounds. I can create a musical instrument that will play sounds of different pitch and loudness.	**End Points:** Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion. Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch	**End Points:** Know about the importance of family in Hinduism I can talk about Hindu values I understand what karma is and the impact that it has Understand the importance of the Mandir Understand the role pilgrimage plays	**End Points:** **Learn:** , pupils will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. **Investigate:** Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. **Evaluate:** valuate the effective use of audio	**End Points:** Combine tuned percussion, untuned percussion and singing Explore the combined expressive effects of different instrument groups	**End Points:** I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens I know how most people feel when they lose someone or something they love I understand that we can remember people even if we no longer see them I know how to stand up for myself and how to negotiate and compromise I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	**End Points:** *Children can perform the basic skills needed for the game with increasing control and confidence (bowling, striking, fielding). *Children can throw accurately and be reliable 'bowlers' ('feeders') of the ball. *Children understand and use rules and keep games going without disputes.	**End Points:** **1.** To identify 4 rooms in homes **2.** To identify 3 prepositions of place **3.** To identify 4 French graphemes (sounds)

Year 4
Summer 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL

Is it ever okay to treat people differently?	*The Great Kapok Tree*	**Title: Geography South America**	**Title: Super Scientists**	**Title: Art Sculpture**	**Title:** Why is liturgy important to many Christians?	**Title: Data and Information – Data joggers**	**Title: Building and Poetry**	**Title: Changing Me**	**Title: Athletics**	**Title:** Transport

V & A Museum	*The Wonder Garden*	**End Points:** I know the key features of South America including landscape, physical and human features, biomes, cities. I can develop relevant language that is specific to South America. I know that there are various ecosystems; and what makes them thrive. I know that there are 12 countries in South America and can locate them on a map.	**End Points:** I can describe Alexander Graham Bell and his inventions. I can identify the achievements of Maria Telkes. I can conduct an experiment to demonstrate oxygen's properties. I can explain what Lord Kelvin called 'absolute zero' and accurately use a thermometer. I can explore the impact of electrical inventions by inventors such as Thomas Edison and Lewis Latimer. I know the achievements of Garrett Morgan.	**End Points:** I know that artists can draw parallels with other beings/events to help us understand things about ourselves. I know that we can express our personality through the art we make. *I can take creative risks when I work.* *I can feel ok when I am being challenged by materials and ideas.* *I can construct with a variety of materials to make a sculpture.* *I can see my personality in what I have made.*	**End Points:** Know some of the key elements of liturgical worship including words used by believers Understand the restorative role of a Eucharistic liturgy Ask thoughtful questions to people of different religions Describe the importance of each element of the Eucharist	**End Points:** **Learn:** pupils will consider how and why data is collected over time, considering the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. **Investigate:** Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. **Evaluate**: Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	**End Points:** Combine tuned percussion, untuned percussion and singing Explore the combined expressive effects of different instrument groups	**End Points:** I appreciate that I am a truly unique human being I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty I am confident enough to try to make changes when I think they will benefit me I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	**End Points:** *Children can run at different speeds smoothly and with consistency. *Children can demonstrate throws with some accuracy and power into a target area (pull and push throw). *Children can perform a range of jumps, showing consistent techniques and sometimes using a short run-up. *Children recognise that there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation.	**End Points:** **1.** To identify 4 means of transport **2.** To identify 2 articles and their gender **3.** To be aware that adjectives agree with (match) the noun they describe (fem – masc-plural) **4.** To be aware that adjectives in the dictionary are in the masculine form

Year 5
Autumn 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How has the past shaped Britain as we know it today? Golden Hind	*Macbeth*	**Title:** A princess comes to London	**Title:** Living things and their habitats	**Title: DT** Architecture project	**Title:** What do the miracles tell us about Jesus?	**Title:** Computing systems and Network: Systems and searching	**Title**: Life Cycles	**Title:** Being me in my world	**Title:** Outdoor and Adventurous Activities	**Title:** Talk/Write about holidays' pastimes Royalty's pastimes
		End Points: The various stages of Catherine of Aragon's life reveal the role of women in the dynastic marriages, international powerplay and concern for the succession. Securing profitable alliances was a major preoccupation of European rulers. Women of the past were pawns of a bigger picture. Monarchs utilised pageantry to manipulate the public's view of their status	**End Points:** To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.	**End Points:** To communicate and create 2d and 3d designs To create 3d structures to build a new city	**End Points:** To know and remember the core concept: Incarnation. To know and remember the following miracles: Jesus turning water into wine at the wedding of Cana in Galilee, the feeding of the 5000, the woman who touched Jesus' garment, the miracle of the raising of Lazarus. To understand how the miracles of Jesus signpost us to who Jesus is – both human and divine – incarnation. (To note: Jesus is able to perform miracles because he is God, not	**End Points:** **Learn: P**upils consolidate their learning of computer systems. Learners consider small scale and large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. **Investigate: H**ow information is found on the World Wide Web, through learning how search engines work. **Evaluate:** collaborative online project with other class members and develop their skills in working together online.	**End Points:** Perform using voices and instruments in four parts To use percussion instruments to make musical effects	**End Points:** I can face new challenges positively and know how to set personal goals I understand my rights and responsibilities as a citizen of my country I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group	**End Points:** * Children can read a variety of maps and plans accurately, recognising symbols and fea-tures. *Children work increasingly well in a group (team) where roles and responsibilities are understood. * Children are able to take a leading role when working with others.	**End Points:** To be able to name 3 activities/ pastimes To be aware of silent letters in French and remove them at the end of a word- usually consonants. CAREFUL! – C-R-F-L can sometimes be sounded. To be aware of adjectives agreement: if your noun is masculine or feminine, singular or plural, your adjective will have the same gender and number.

					because he has faith in God.)					

Year 5
Autumn 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How has the past shaped Britain as	*Scrooge*	**Title: Europe**	**Title: Forces**	**Title: DT Typography and Maps**	**Title: How do art and music convey Christmas?**	**Title: Creating Media and Webpages**	**Title: Keeping healthy**	**Title: Celebrating Differences**	**Title:** Invasion games- Basketball	**Title:** Family Christmas

we know it today? *Christmas music performance* – Westminster Abbey?		**End Points:** To know which countries are in Europe. To know some physical and human features of Europe To explain what tourism is including sustainable tourism To explore the benefits and problems of tourism to the economy and environment To explore current issues in Europe	**End Points:** I can plan and conduct an investigation. I know Isaac Newton's role in developing a theory of gravity. I can take measurements using a range of scientific equipment with increasing accuracy and procession taking repeat readings when appropriate. I can plan different types of scientific enquiries to answer questions, including recognising and controlling variable where necessary	**End Points:** I know that when designers work with fonts and layout it is called Typography. I know we can create our own typography to map identity as well as geography I can explore line weight, rhythm, grip, mark making and shape. I can create my own fonts inspired by objects/elements around me to communicate ideas and emotions. I can combine drawing with making to create pictorial / 3-dimension maps by manipulating paper.	**End Points:** To know and remember the meaning of the core concept: Incarnation To know what makes a piece of art sacred. To know the influence carols, have on conveying the central beliefs of Christmas to the world. To know and remember the central beliefs in the Nativity narrative.	**End Points:** **Learn:** Children will learn how to create short videos by working in pairs or groups. They will develop the skills of capturing, editing, and manipulating video **Investigate:** Storyboards, film angles and video editing. **Evaluate**: Their end video.	**End Points:** Read grid or staff notation to play a bassline. Arrange a complete performance of the circuit and songs.	**End Points:** I understand what racism is I understand that cultural differences sometimes cause conflict I can explain the difference between direct and indirect types of bullying I can understand a different culture from my own	**End Points:** *Children understand and demonstrate a range of controlled passing, receiving, dribbling, shooting skills when playing an invasion game (basketball). *Children know and understand the positions they play and identify and show specific attacking and defending skills: marking a player or a space, intercepting, dodging, moving into space, shooting. *Children work as a team and follow basic rules of basketball.	**End Points:** To be able to give information about 2 family members (age / name / likes). To be aware that we only use an apostrophe to show that there is a letter missing, like in 'j'ai'. To show possession we have to do something else. To be aware that to read, you break down the words into groups or individual letters. Two vowels together often produce one sound e.g l ai t

Year 5
Spring 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL

What causes people to look	*Street Child*	**Title: History The Victorians and children's rights**	**Title: Earth and Space**	**Title: DT Parachutes**	**Title: How did the first five Sikh Gurus shape Sikhism?**	**Title: Physical Computing – Crumble Kits**	**Title: Solar Systems**	**Title: Dreams and Goals**	**Title:** Gymnastics (Bridges)	**Title:** Solar System and planets

beyond themselves to create change for the greater good? **Ragged School Museum**		**End Points:** To understand that the Victorian era was from 1837 - 1901 There was a major contrast between the rich and poor in Victorian times. The Industrial Revolution changed the way people lived and saw the development of town and city expansion. To understand how this was a period of development for children's rights as schooling was made compulsory	**End Points:** I know why the Sun, Earth and Moon are described as a sphere. I know some features of the planets. I know how planets move in the solar system. I know how to explain day and night. I know how to report and present my findings. I know how the Earth and Moon move relative to the Sun.	**End Points:** I can select materials according to their functional properties I can make a product to fulfil a design criteria	**End Points:** How Sikhism developed with each Guru. What Sikh practices today are influenced by the teachings of the Gurus. The Guru Granth Sahib is the 11th living Guru. The importance of equality in Sikhism.	**End Points:** **Learn**: use physical computing to explore the concept of selection in programming using the Crumble programming environment **Investigate:** microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors) **Evaluate:** programming using a block-based language (eg Scratch) and understand the concepts of sequence and repetition.	**End Points:** Develop techniques of performing rap using texture and rhythm Create and present a performance of song, music and poetry	**End Points:** I can identify what I would like my life to be like when I am grown up I appreciate the contributions made by people in different jobs I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future I appreciate the similarities and differences in aspirations between myself and young people in a different culture	**End Points:** *Children can identify and show a range of bridge shapes with back, front or side of the body towards the floor or apparatus. *Children understand and demonstrate a variety of high and low level bridges and are able to create a balanced gymnastics sequence with inclusion of bridges. *Children can expand and improve their gymnastics sequence using variations in level, speed and direction, applying high quality of movement. *Ch. can transfer and extend all their ideas and skills onto apparatus at every stage of learning.	**End Points:** **1.** To be able to give information about 2 planets (size, distance from sun, temperature). **2.** To be aware that the letter -E sounds differently depending on its place in a word. -E at the end of word is normally silent e.g. planète **3.** To be aware that some adjectives are allowed in front of the noun: BANGS (Beauty, Age, Number, Goodness, Size).

Year 5
Spring 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
What causes people to look beyond themselves	*Street Child* *Free Verse Poems –*	**Title: Geography North America**	**Title: Animals and Humans**	**Title: Art Mixed Media land and cityscapes**	**Title:** What happens in churches during Lent, Holy Week and Easter Sunday?	**Title: Data information: Flat file databases**	**Title: Our Community**	**Title: Healthy Me**	**Title:** Dance (Space)	**Title:** French Speaking Countries

to create change for the greater good? **Tate Britain**	*Michael Rosen*	**End Points:** I know that North America is the third largest continent by size, with 23 countries, and fourth largest by population. I understand why countries closer to the equator are generally hotter. I understand that there are different time zones in North America and why. The Earth rotates on its axis once every 24 hours, meaning that different parts of the Earth are facing the sun at different times.	**End Points:** I can describe the changes as humans develop to old age. I know how to record data and results using bar and line graphs. I can explain the main changes that occur during puberty. I can explain the changes that take place in old age. I can report findings from enquiries, including oral and written explanations. I can report and present findings by analysing data.	**End Points:** I know that artists often work outside so that all their senses can be used to capture a land or city scape I can experiment with materials, combining them to see what happens. I can feel free and safe to take creative risks, without fear of getting things "wrong". I can extend my sketchbook thinking creatively about how I can change the pages I can share my journey and discoveries with others	**End Points:** To know and remember the meaning of the core concept: Salvation To know and remember the churches rituals linked with Ash Wednesday and the services during Holy week. To know the meaning of the ritual for the believer.	**End Points:** **Learn: Pupils will** explore the flat-file databases and how they can be used to organise data in records **Investigate:** tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. **Evaluate:**_____How computer programs can be used to compare data visually. Use and evaluate a real-world database to answer questions.	**End Points:** Perform my own invented lyrics in Our community tour through time Stage a performance of Our changing world	**End Points:** I can make an informed decision about whether or not I choose to smoke or drink and know how to resist pressure I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I respect and value my body I know who I can talk to if I am worried about my own, or a friends, relationship with food	**End Points:** *Children can explore, improvise and choose appropriate actions to create a dance motif, moving like an astronaut with expression and creativity, showing flow, change of levels and dynamics. *Children can make their movement big, clear and exaggerated. *Children can create and perform a dance sequence with a partner (moving in unison or canon). *Children appreciate ideas of others and can make improvements to their performance.	**End Points:** **1.** To be able to say 3 facts about French-Speaking countries **2.** To remember a few subject pronouns in French: Je = I Tu =You sing. Il = He Elle She **3.** To identify verbs in the bilingual dictionary using their basic form: the infinitive. (In French, infinitives end in –er, -ir or –re.) **4.** To be aware that a vowel or vowels before the letter N or M will make a nasal sound

Year 5

Summer 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How much of our culture is shaped by	*A variety of ancient Greek myths including*	**Title: History Ancient Greeks**	**Title: Properties of Materials**	**Title: DT Fairtrade meal**	**Title:** How did the **final** five human Sikh Gurus shape Sikhi?	**Title: Creating Media Vector Drawings**	**Title: At the movies**	**Title: Relationships**	**Title:** Striking and Fielding games- Cricket	**Title:** Places in town

other civilisations and significant people from the past? **Gurdwara**	*Theseus and the Minotaur*	**End Points:** I understand that Ancient Greece was not one united country or empire. It was split into hundreds of polis (city states), each with its own government and culture. I know that Athens and Sparta were two of the wealthiest and most powerful polis. They were very different from each other. I know that Athens valued art, culture and education; whilst Sparta valued military gain. Because the two polis' were so different, and so powerful, they had a fierce rivalry. They spent decades at war with each other.	**End Points:** I can compare materials according to their properties. I can plan and carry out an investigation into thermal conductors and insulators. I can identify electrical conductors and insulators. I know the difference between melting and dissolving. I can use sieving, filtering, evaporating and other processes to separate mixtures of materials. I can explain irreversible chemical changes.	**End Points:** I can identify nutritious foods I can suggest ingredients to make a healthy meal I can use a range of cooking utensils I can use a range of cooking techniques I can prepare a range of ingredients for cooking I can demonstrate safety in the kitchen I can prepare and cook a savoury dish I know that cooking is a crucial life skill I understand seasonality I know where and how a variety of ingredients are grown, reared, caught and processed	**End Points:** Sikhi developed with each Guru Sikh practices today are influenced by the teachings of the Gurus The Guru Granth Sahib is the 11th living Guru The importance of equality in Sikhi	**End Points:** **Learn:** , pupils begin to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. **Investigate:** layering their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. **Evaluate**: They reflect on the skills they have used to create the vector drawing and think about why they used the skills they did. Learners then begin to compare vector drawings to freehand paint program drawings	**End Points:** Create and perform a sequence of melodic phrases with a movie Perform music with an animation	**End Points:** I know how to keep building my own self-esteem I can recognise when an online community feels unsafe or uncomfortable I can identify things I can do to reduce screen time, so my health isn't affected I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	**End Points:** *Children refine their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency to outwit their opponents. * Children can create, apply and refine tactics for batting, bowling and fielding, reflecting on the tactics and making any necessary adaptations. *Children develop communication skills as they officiate in game based scenarios. Pupils will also start to lead their team and manage their games.	**End Points:** **1.** To be able to name 3 places in town **2.** To remember the name of 3 prepositions **3.** To be aware that: there is no nasal sound if the letter following a vowel+ N/M is a vowel e.g. u-n-e

Year 5

Summer 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
How much of our culture is shaped by	*The Lost Thing*	**Title: Geography Energy Issues**	**Title: Super Scientists**	**Title: Art Shadow Puppets**	**Title:** How do Muslims live and embrace their faith in a diverse world?	**Title:** Data and Information **Flat-file Databases**	**Title: Celebration**	**Title: Changing Me**	**Title: Athletics**	**Title:** Weather and clothes

other civilisations and significant people from the past? **Half Moon Theatre – Puppet show**	*On the Horizon by Lois Lowry*	**End Points:** I understand how fossil fuels are used the most for energy production. I understand how the burning of fossil fuels contributes to climate change. Global energy sources and use are not distributed evenly. I can talk about renewable energy sources.	**End Points:** I can describe the life and work of David Attenborough. I can describe Margaret Hamilton's life and work. I can explore the sizes, surfaces and orbits of planets in our solar system. I can describe Eva Crane and her work with bees. I can describe Stephanie Kwolek and her work with materials. I can carry out an enquiry to test the accuracy of Leonardo da Vinci's accuracy of Vitruvian Man.	**End Points:** I know that there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. I know that artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. I can use my sketchbook to record, generate ideas, test ideas and reflect. I can make a shadow puppet thinking about how the materials I use affect the final outcome. I can make my puppets move in simple ways by articulating them. I can work with my peers to create a collaborative experience.	**End Points:** The significance and importance of the Shahadah to a Muslim's life. The importance of zakat for Muslims and the impact it has on an individual's way of thinking. How a Muslim expresses and embraces their faith will be different for each individual. There is diversity within Islam.	**End Points:** **Learn: P**upils will explore the flat-file databases and how they can be used to organise data in records. **Investigate:** Learners will use tools within a database to order and answer questions about data. They will create graphs and charts from their data to help solve problems. **Evaluate:** They use a real-life database to answer a question, and present their work to others.	**End Points:** Perform a song with a complex structure in four parts Perform tune up and play with singing and instrumental parts	**End Points:** I know how to develop my own self esteem I understand what is going to happen to my body during puberty I know how to manage my feelings about puberty I know how to keep myself clean I am confident that I can cope with the changes that growing up will bring	**End Points:** *Children can sustain their pace over longer distances and run more rhythmically. *Children know and understand the basic principles of relay take over ('upsweep' method) and take part in relays. *Children can throw (over-arm) with greater control and accuracy. *Children can perform a range of jumps showing control and consistency at take-off and landing. *Children can organise themselves in small groups safely (measure distance, time each other); identify good points when others perform and suggest ways of improving.	**End Points:** **1.** To identify 4 types of clothing / weather **2.** In French possessive adjectives have to agree with the noun like other adjectives do. **3.** To be aware that: there is no nasal sound if there is a vowel+ double NN or MM e.g. g-o-mm-e **4.** To be able to read a simple book in French

Year 6

Autumn 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Can we learn from conflict? **Imperial War Museum**	*Rose Blanche* *Goodnight Mr Tom*	**Title: World War II**	**Title:** Electricity	**Title: DT** CAMS Moving toy	**Title:** What might the journey of life and death look like from a Christian perspective?	**Title:** Internet Communication	**Title:** World Unite	**Title:** Being me in my world	**Title:** Athletics	**Title: Food** and opinions
		End Points: I can investigate historical problems and issues accurately I can communicate my understanding in oral, written and ICT formats using correct dates and historical terms and vocabulary I recognise why some events might be judged as more historically significant than others I know how multicultural London was involved in the war effort at home and overseas.	**End Points:** To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To 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. To use recognised symbols when representing a simple circuit in a diagram.	**End Points:** To make a product with a cam mechanism To explain how cam mechanisms work	**End Points:** To know and remember what a rite of passage is within the Christian Faith. To know and understand what a sacrament is. To understand the meaning of baptism and confirmation as sacraments of initiation. To know and remember what marriage means for a believer. To understand how the sacraments are significant to a believer's life.	**End Points:** **Learn** how we find information on the World Wide Web. **Investigate** different methods of communication, inc. Internet-based communication. **Evaluate** methods of Internet-based communication.	**End Points:** Perform World Unite as a combination of musical ideas Video Evidence Perform the dance from Move It	**End Points:** I can identify my goals for this year, and understand my fears and worries about the future I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how democracy and having a voice	**End Points:** *Children can perform a range of jumps safely (long, triple, high) showing power and control at both take-off and landing. *Children can throw with greater control, accuracy and efficiency (sling, pull throw). *Children can sustain their pace over longer distance. *Children know and understand the basic principles of relay take overs and confidently	**End Points:** . To be able to give opinion about 3 food items To be aware that many question words start with "qu", the first two letters of "question" To be aware that there are 3 ways to ask the same question in French (1. Est-ce que + sentence 2. affirmation with intonation 3. inversion between verb and subject pronoun) To be aware there are 4 ways to say 'SOME' identify 2 of them (du – de la – des – d')

		I know the impact of evacuation						benefits the school community	take part in relay races.	

Year 6
Autumn 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Can we learn from conflict?	*Boy in the tower* *Overheard in a tower block*	**Title: Local area study**	**Title: Living things and their habitats**	**Title: Art** **2D to 3D drawing**	**Title: How do Christians advertise Christmas to show what Christmas means today?**	**Title:** Creating webpages	**Title: Journeys**	**Title: Celebrating differences**	**Title:** Invasion Games- Tag Rugby	**Title:** BOOK: Qu'est-ce qu'ils aiment les lapins **Christmas**

Docklands Museum *Design Museum?*		**End Points:** Our local area is the Isle of Dogs The Isle of Dogs is a peninsula bounded on three sides by a meander in the River Thames It has been known locally as 'The Island' since the 19th century It is within the London Borough of Tower Hamlets in East London	**End Points:** I know who Carl Linnaeus was. I can record data and results of increasing complexity using scientific diagram and labels classification keys tables scatter graphs, bar and line graphs. I can report and present findings from enquiries including conclusions, causal relationships and explanation of and degree of trust in results in oral and written forms such as displays and other presentations. I know how to classify living things according to their characteristics.	**End Points:** I know drawing can be used to transform a two dimensional surface.. I know that when we transform two dimensional surfaces we can use line, shape, colour, pattern and composition to help us create our artwork. *I understand there is a challenge involved in bringing two dimensions to 3 dimensions which I can solve with a combination of invention and logic.* *I can use negative and positive space to "see" and draw a simple element/object.* *I can use the grid system to scale up an image*	**End Points:** To know and remember the meaning of the core concept: Incarnation To understand the difference between the secular and religious views of Christmas. To know the different emphasis the Gospels, give to the Nativity narrative and the reasons why. To know and understand some of the reasons why churches advertise Christmas.	**End Points:** **Learn:** Learners will be introduced to creating websites for a chosen purpose **Investigate** what makes a good web page and design and evaluate their own website. Learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. **Evaluate**: Pupil Webpages and hyperlinks. understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing.	**End Points:** Stage a performance of two songs Perform a multi media performance of a song cycle	**End Points:** I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration	**End Points:** *Children can demonstrate controlled passing and receiving of rugby ball with accordance to the tag rugby rules (direction, offside etc.) *Children are able to transfer knowledge and skills previously taught in 'invasion games'- passing, receiving, intercepting, dodging, moving into space, scoring- defending and attacking) into a new game. *Children understand how to organise their team into different formations to concentrate more on attack or on defence (communication).	**End Points:** To be able to use phonics knowledge to read a story aloud To be able to understand the gist of a story and answer questions about it To teach 4 words of basic chosen vocabulary to younger children

Year 6

Spring 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Can one person change	*Journey to Jo'Burg* *Biographies*	**Title: History Nelson Mandela**	**Title: Light**	**Title: Art Activism**	**Title:** What does it mean to be a Buddhist?	**Title: Introduction to Spreadsheets**	**Title: Roots**	**Title: Dreams and Goals**	**Title:** Gymnastics (Counter-balance and counter – tension)	**Title:** All about me Phonics booklet

the world? **Hayward Gallery**		**End Points:** I can recognise why some people might be judged as more historically significant than others - I can select appropriate information and use correct historical terms and vocabulary - I can suggest reasons for continuity and change in history,	**End Points:** I know how light travels from a light source to our eyes. I know and can explain how light is reflected. I know how light is refracted. I know and can describe what Isaac Newton discovered about light. I know why shadows have the same shape as the object that casts them.	**End Points:** I know that artists can use art as a way to express their opinions, using their skills to speak for sectors of society. I know that artists acting as activists often use print because it allows them to duplicate and distribute their message. I have explored how I can find out what I care about, and find ways I might share my ideas through art I can use line, shape and colour to make my artwork. I can use typography to make my messages stand out. I can combine different techniques such as print, collage and drawing.	**End Points:** To know and remember what Buddhism teaches about suffering. To know and remember the role the noble eight-fold path plays in helping a Buddhist live their life well and to end suffering. To understand what samsara is and how a Buddhist understands karma as a way of breaking free from samsara. To know what being part of the sangha means for a practising Buddhist.	**End Points:** **Learn**: the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. **Investigate:** how to apply formulas that include a range of cells and apply formulas. **Evaluate:** their graphs and evaluate their results in comparison to asked questions.	**End Points:** Combine rhythm cycles in a percussion piece Perform Anansi saves the village to an audience	**End Points:** .I understand why it is important to stretch the boundaries of my current learning I can set success criteria so that I will know whether I have reached my goal I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations I can give praise and compliments to other people when I recognise their contributions and achievements	**End Points:** *Children show understanding and can identify counter-balance and counter-tension. * Children can demonstrate counter-balance and counter-tension balances in two's showing changes in shape, level, body parts used and in contact. *Children can work in pairs to construct, practise, evaluate and improve the composition and quality of their gymnastics sequence. *Children can adapt and transfer a sequence onto apparatus. *Children can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others.	**End Points:** **1.** To select and copy new words to create a glossary of vocabulary and phonics **2.** To be able to ask and answer 6 questions about oneself **3.** To be aware that regular verbs follow a pattern with 3 steps (1. find the infinitive 2. Chop the regular ending –er –ir –re 3.add correct ending according to verb subject

Year 6
Spring 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Can one person	*Wedding Ghost*	**Title: Geography Follow the Thing**	**Title: Animals and Humans** *Split over two half terms*	**Title: DT Textiles – Repurposed Product**	**Title:** How does the Christian festival of Easter offer hope?	**Title: Programming: Variables**	**Title: Growth**	**Title: Healthy Me**	**Title:** Dance (Olympics/ Sports)	**Title: Shrove Tuesday, Easter and April Fools day** in France

change the world? **Horniman**		**End Points:** I understand that child labour exists, manufacturing toys and goods for western markets. I know that a global supply chain explains the journey from production to consumerism. I know that prospects for change are being made (recycling, re-use, refuse and replace)	**End Points:** I know the three main parts of the circulatory system and describe the job of the heart. I can describe the important jobs of the blood vessels and blood. I can plan different types of scientific enquiries to answer questions,	**End Points:** Designing a waistcoat in accordance with a specification and design criteria to fit a specific theme. Marking and cutting fabric accurately, in accordance with a design. Sewing a strong running stitch, making small, neat stitches and following the edge. Tying strong knots. Decorating a waistcoat – attaching objects using thread and adding a secure fastening.	**End Points:** To know and remember what forgiveness, salvation and hope mean from a Christian perspective. The parable of the prodigal son and the key concepts within it: Forgiveness, jealously, repentance, redemption The story of Zacchaeus and the paralysed man and the concept of repentance and forgiveness. To know and remember the stations of the cross and how they link to the concepts of forgiveness, salvation and hope. To know and remember how the resurrection narratives, help to understand what Christian hope is	**End Points:** **Learn**: Children develop their block-based programming language using scratch. Pupils will explore the concept of variables in programming through games in Scratch. Pupils will use variables to create a simulation of a scoreboard. **Investigate:** Pupils will follow the Use-Modify-Create model, experimenting with variables in an existing project, then modify them, then they will create their own project. **Evaluate:** They consider how they could improve their own projects and make small changes to achieve this	**End Points:** Perform a melodic and chordal ostinato to accompany a song Perform and evaluate	**End Points:** I am motivated to care for my physical and emotional health I can suggest strategies someone could use to avoid being pressurised I know how to help myself feel emotionally healthy and can recognise when I need help with this I can use different strategies to manage stress and pressure	**End Points:** *Children can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. *Children can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. *Children can select and use a range of compositional ideas (dynamics, pathways, formations, various movement) to create motifs that demonstrate their dance idea. *Children can work as choreographers to produce a dance for a valued audience. *Children can perform the created dance with clarity, control and sensitivity to the music,	**End Points:** **1.** To be aware that there are different customs according to the region you are in France and be able to compare 2 customs **2.** To be able to create my own 'knock knock' joke in French **3.** To create a quiz about customs in different regions

									communicating a dance idea. *Children can use appropriate language and terminology to describe, interpret and evaluate dance.	

Year 6
Summer 1

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Do we ever finish learning?	*Holes*	**Title: History Early Islamic Civilisation**	**Title: Animals and Humans** *Split over two half terms*	**Title: Art/DT Set Design**	**Title:** How has the Christian message survived for over 2000 years?	**Title: Creating Media 3D Modelling**	**Title: Class Awards**	**Title: Relationships**	**Title:** Striking and Fielding games- Cricket	**Title:** All about my routine

Natural History Museum		**End Points:** - The religion of Islam began in 610, which is when Muslims believe the Angel Jibril visited Muhammad to share Allah's words with him. Muhammad wrote Allah's words down to create the Qur'an, which he shared with the people of Mecca and Medina. Muhammad gained many followers, and Islam grew. After Muhammad's death, the caliphate spread the word of Islam. Through military conquests, the Islamic Empire grew and grew. The Islamic Empire experienced a golden age between 790 AD – 1258 AD. During this time, science, technology, art and culture flourished, particularly in Baghdad.	**End Points:** I can record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs, I can report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings. I can explain the importance of exercise and its impact on the body. I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.	**End Points:** I know that designers and makers design "sets" which form the backdrop/props to give context to drama I can respond to a suggested stimulus and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board	**End Points:** To know and remember the account of Pentecost found in Acts and its impact. Key concepts found within the Apostles' Creed and its significance. How Christians use the Bible and reasons why translating it into different languages is important. To know about the experience of the persecuted church in North Korea. To know about world and local mission and the reasons why Christians are motivated to share the Christian message.	**End Points:** **Learn**: Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. **Investigate**: Creating hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. **Evaluate:** learners will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	**End Points:** Write new verses for a rap Perform together with an awareness of audience	**End Points:** I understand that people can get problems with their mental health and that it is nothing to be ashamed of can help myself and others when worried about a mental health problem I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control I can resist pressure to do something online that might hurt myself or others I can take responsibility for my own safety and well-being	**End Points:** *Children consolidate their bowling, throwing, catching, stopping, retrieving and batting skills and apply these with accuracy and consistency into mini games. *Children demonstrate resourcefulness and problem solving skills by creating a range of tactics, applying these into their games. *Children can combine and perform skills with control (bowling, batting, fielding) in a competitive situation.	**End Points:** **1.** To be aware that many reflexive verbs are "er" verbs and identify 3 of them ("se réveiller", "se lever", "s'habiller", "se coucher" and "se brosser") **2.** To be able to complete a quiz **3.** To be able to describe 3 daily/ weekly routines

Year 6
Summer 2

Big Question Trip	Key Texts	History/ Geography	Science	Art/ DT	R.E	Computing	Music	PSHE	Physical Education	MFL
Do we ever	*Wonder*	**Title: Geography Rivers**	**Title: Evolution**	**Title: Art/DT Set Design**	**Title:** Who decides? (Version a or b)	**Title: Programming: Sensing** Micro:bits	**Title: Moving on**	**Title: Changing Me**	**Title:** Invasion Games- Football	**Title:** BOOK: Je m'habille et je te croque

finish learning? **Theatre** **A suitable place of worship**	*Pie in the Sky* *You are Awesome*	**End Points:** I understand what a river is and how they are formed. I understand the water cycle, rivers and how they erode, transport and deposit materials. I can show understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of the people who live there	**End Points:** I can explain the scientific concept of inheritance. I can identify how animals and plants are adapted to suit their environment in different ways. I can identify the key ideas of the theory of evolution.. I can identify evidence for evolution from fossil records. I can understand how human beings have evolved. I know how human intervention affects evolution. **Have a focus on a variety of people in STEM, leaving pupils excited for their potential future as a scientist**	**End Points:** I know that designers and makers design "sets" which form the backdrop/props to give context to drama I can respond to a suggested stimulus and design and build a model set which conveys my interpretation of the mood/narrative of the original stimulus. I can use my sketchbook to brainstorm ideas, jot down thoughts, test materials, record and reflect. I can share my process and outcome with my classmates, articulating my ideas and methods. I can listen to their feedback and take it on board	**End Points:** Consider who makes the rules we follow Know the Creation story and how rules are followed and broken Explain how teachings are conveyed in a Muslim story Explain your personal creed	**End Points:** **Learn:** Pupils will learn how to use a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. **Investigate:** Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth. **Evaluate:** Pupil knowledge of the programming constructs and use their design to create their own micro:bit-based step counter.	**End Points:** Learn a chordal accompaniment and perform it in two groups Organise and stage a leaver's assembly performance	**End Points:** I know how to develop my own self esteem I can express how I feel about these changes happening to me and know how to cope with these feelings I understand that sexual intercourse can lead to conception and that is usually how babies are made. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to I know how to prepare myself emotionally for moving on to secondary school	**End Points:** *Children demonstrate a range of controlled passing, receiving, dribbling and striking skills when kicking a ball and implement them in a game. *Children know and understand the positions they play and show specific attacking and defending skills (marking a player or a space, intercepting, dodging, moving into a space and shooting). *Children show understanding of how to organise their team into different formations (eg. 'overload' the attack).	**End Points:** **1.** To be able to name 3 conjunctions **2.** To write a simple story **3.** To read a story to younger children or teach them basic vocabulary words **4.** To be able to identify 3 question words