



# Dubmire Primary Academy

KS1 - KS2

Curriculum

2018/2019



## What are the main principles of Dubmire's curriculum?

- The Learning Challenge concept is built around the principle of greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point.
- In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. A series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly the learning challenges need to make sense to the learners and it is something that is within their immediate understanding.
- **Hook events/tasks** ensure that learners are excited and engaged into new learning. These events ranges from visits/visitors to classroom activities.
- Continuity and progression in the curriculum will be built around a set of matrices known as essential knowledge, understanding and key skills within subject disciplines. These are broken into year group expectations and have additional challenges for able learners. The '**Essential Knowledge, Skills and Understanding**' matrices within the Learning Challenge Curriculum will allow school to guarantee that the learners' essential skills are being developed, alongside National Curriculum requirements (where appropriate), whilst allowing Dubmire to have autonomy with our methodology.
- In addition, there is an expectation that teachers **apply English, mathematics and ICT** skills where it is appropriate to do so. The main idea is to use the knowledge, skills and understanding matrices for each subject to bring to teachers' attention the level of work expected around each learning challenge. In addition there should be careful consideration given to the quality of work produced by learners in the core subject areas.
- Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where **reflection** is seen as a very important part of individuals' learning programme. Within the Learning Challenge Curriculum the final subsidiary learning challenge is handed over for learners to reflect on their learning. The idea is that learners present their learning back to the rest of the class, other year groups or parents, making the most of their oracy and ICT skills to do so. Initially learners may require a great deal of direction so the reflection time may need to be presented in the form of a question which helps them to review their work.

Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenges History/Geography</b>	Super Me! Super You!	Super Me! Super You! Super Them!	Where do the wild things live?		Would you have a Hog Roast for tea?	
<b>Key areas</b>	Geography	History	Geography	Geography	Geography	History
<b>Focus</b>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary</li> <li>Recognise human and physical features; devise a simple plan;</li> <li>Fieldwork and observational skills</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory: When parents were young</li> <li>Significant people from history</li> <li>Local history</li> </ul>	<ul style="list-style-type: none"> <li>Features of a cold place</li> <li>People who live in a cold countries</li> <li>Seasonal change</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Features of a hot places</li> <li>People who live in a hot countries</li> <li>How the seasons and weather affect people</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary</li> <li>Identify the four countries making up the United Kingdom</li> <li>Name some main towns and cities in the United Kingdom</li> <li>Answer questions using books, atlases and internet</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory: When parents were young</li> <li>Significant people from history</li> <li>Local history</li> </ul>
<b>NC</b>	<p><b>KS1 Geography:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<p><b>KS1 History:</b> Changes within living memory - revealing aspects of change in national life</p> <p><b>KS1 History:</b> Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present</p> <p><b>KS1 History:</b> the lives of significant individuals in Britain's past who have contributed to our nation's achievements</p>	<p><b>KS1 Geography:</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><b>KS1 Geography:</b> use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p><b>KS1 Geography:</b> use world maps, atlases and globes to identify the United Kingdom and its countries</p>	<p><b>KS1 History:</b> Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present</p> <p><b>KS1 History:</b> the lives of significant individuals in Britain's past who have contributed to our nation's achievements</p>
<b>Art</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Famous Artists - self portraits</li> <li>Describe what they can see and like.</li> <li>Ask sensible questions about a piece of art</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Communicate about themselves</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Communicate about themselves</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Vegetable printing</li> </ul>	<p><b>3D</b></p> <ul style="list-style-type: none"> <li>Clay - cut, roll and coil</li> <li>Make different shapes</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Primary and Secondary colours</li> <li>Painting</li> <li>Observational painting</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>draw using pencils and crayons</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Using different lines of thickness</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Cut and tear paper</li> </ul> <p><b>Gather and sort materials they need</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Choosing thick or thin brushes</li> </ul>	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Design own printing block</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Create moods in their drawings</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Create moods in their paintings</li> </ul>	<p><b>3D</b></p> <ul style="list-style-type: none"> <li>Clay - add texture using tools</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Sort threads and fabrics</li> <li>Groups threads and fabrics</li> <li>Create a flag - weaving fabric and thread</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Create a repeated pattern</li> <li>Print onto paper and textile</li> </ul>	
<b>DT</b>	<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>Healthy food</li> </ul> <p>Design a balanced packed lunch</p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Describe the texture of foods.</li> </ul>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Cut food safely</li> <li>Decorating food</li> <li>Wash hands</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>Puppets -describe how textiles feel.</li> <li>Make a product from textiles by gluing.</li> </ul>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>Make a product that moves,</li> <li>Describe materials used</li> <li>Cut materials using scissors</li> <li>Say why they have used moving parts</li> </ul>		<p><b>Construction</b></p> <ul style="list-style-type: none"> <li>Construct a product (castle)</li> <li>Select appropriate resources</li> <li>Make simple plans</li> <li>Use of materials</li> <li>Make a structure using different materials</li> <li>Making model stronger</li> </ul>	
<b>Performing arts</b>	<p><b>Charanga - Hey You &amp; Rhythm in the way</b></p> <ul style="list-style-type: none"> <li>Use their voice to sing</li> <li>Join in with singing</li> <li>Clap rhythmic patterns</li> <li>Copy sounds using instruments</li> </ul>		<p><b>Charanga - In the groove &amp; Round and round</b></p> <ul style="list-style-type: none"> <li>Make different sounds with their voice/instruments</li> <li>Identify changes in sounds</li> <li>Change the sound</li> <li>Repeat rhythmic patterns</li> <li>Make a sequence of sounds</li> <li>Show sounds by using pictures</li> </ul>		<p><b>Charanga - Your imagination &amp; Reflect, Rewind, Replay</b></p> <ul style="list-style-type: none"> <li>Respond to different moods and music</li> <li>Say how a piece of music makes them feel</li> <li>Likes and dislikes about a piece of music</li> <li>Choose sounds to represent different things</li> </ul>	

					<ul style="list-style-type: none"> <li>• Recognise repeated patterns</li> <li>• Follow instructions about when to play or sing</li> </ul>	
<b>PE</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Moves to music</li> <li>• Copy dance moves</li> <li>• Perform dance moves</li> <li>• Make up a short</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Make their body tense, relaxed, curled and stretched</li> <li>• Control their body when balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, travel, climb, stretch, curl and balance</li> </ul>	<p><b>Striking Games</b></p> <ul style="list-style-type: none"> <li>• throw underarm</li> <li>• roll a piece of equipment</li> <li>• throw in different ways</li> </ul>	<p><b>Ball Games</b></p> <ul style="list-style-type: none"> <li>• hit a ball with a bat</li> <li>• catch with both hands</li> </ul> <p><b>Kicking a ball</b></p> <ul style="list-style-type: none"> <li>• can they kick in different ways</li> </ul>	<p><b>Invasion games</b></p> <ul style="list-style-type: none"> <li>• can they move and stop safely</li> </ul>	<b>Athletics</b>	<b>Striking and fielding Sports Day</b>
<b>Science</b>	Why are our bodies super?	Why does it get dark earlier in winter?	Why are humans not like tigers?	Which birds and plants would Dinosaurs find in our park?	Which materials should the Knight have used to build their castle?	What do dragons think of life on planet Earth?
<b>Focus</b>	<p><b>Animals (including humans)</b></p> <ul style="list-style-type: none"> <li>• Name parts of the human body</li> </ul>	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Features of day and night including temperature</li> <li>• Weather, associated with seasons</li> </ul>	<p><b>Animals (including humans)</b></p> <ul style="list-style-type: none"> <li>• Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals)</li> <li>• Know carnivores, herbivores and omnivores</li> <li>• How to care for pets</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identification and labelling, including trees</li> <li>• Structure of plants, including roots, stem, flower, etc.</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Identify and name a range of materials (wood, plastic, glass, metal, water and rock;</li> <li>• Classifying and grouping according to a range of physical properties</li> </ul>	
<b>National Curriculum</b>	<p><b>KS1 Science (Y1 Animals, including Humans)</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</li> </ul>	<p><b>KS1 Science (Y1 Seasonal Changes)</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons;</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);</li> </ul>	<p><b>KS1 Science (Y1 Plants)</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>KS1 Science (Animals, including humans)</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</li> </ul>	<p><b>KS1 Science (Y1: Everyday Materials)</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the materials from which it is made;</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;</li> <li>• Describe the simple physical properties of a variety of everyday materials;</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	
<b>Computing</b>	<p><b>Algorithms and Programs</b></p> <ul style="list-style-type: none"> <li>• Create a simple set of instructions</li> <li>• Record their routes</li> <li>• Understand forwards, backwards, up and down</li> <li>• Plan and test a beebot journey</li> </ul>	<p><b>Data Retrieving and Organising</b></p> <ul style="list-style-type: none"> <li>• Capture images</li> <li>• Print out from a camera</li> <li>• Record a sound and play it back</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Word process using a keyboard</li> <li>• Use space bar and backspace</li> </ul>	<p><b>Algorithms and Programs</b></p> <ul style="list-style-type: none"> <li>• Put two instructions together to control a programmable toy</li> <li>• Espresso coding</li> </ul>	<p><b>Data Retrieving and Organising</b></p> <ul style="list-style-type: none"> <li>• Enter information into a template to make a graph</li> <li>• Talk about the results of a graph</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Print out a page from the internet</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• Follow school safety rules</li> <li>• Use search engines</li> <li>• Use the internet</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Recognise what an email address looks like</li> <li>• Join in sending a class email</li> <li>• Use the @ key and type an email address</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• Send and receive an email as a class</li> <li>• Understand different methods of communicating</li> </ul>
<b>RE</b>	What can we learn about Christianity from visiting a Church?	How is Divali a festival of light?	Why is Jesus special to Christians?	What is the meaning of Easter?	What can we find out about Buddha?	What can we find out about Buddha?

	How and why do Christians celebrate Harvest?	What is the meaning of Christmas?  Why are gifts given at Christmas? (3 Wise Men; Jesus as a gift)	(Look at stories about Him and told by Him; what do Christians learn from Jesus?)	What is the Easter Story?	How is Buddha special to Buddhist?	Why did Buddha leave home?
<b>MFL</b>	-	-	-	-	-	-
<b>4Life</b>	Harvest Using a knife and fork	Christmas Shoe box Rudolph(super nose) Christmas	Skip with a rope	Visit Great North Museum Hancock	A day without electricity	Banquet
<b>SMSC</b>	Local Area visit  Fireman Visitor  Dental Nurse visitor  Visit to St Andrews Church	Spiritual - Hindu visitor (Rangoli patterns) <i>depending on parents</i> Spiritual - Christian visitor Mrs Brown visit (talking about the past) Mystery Readers Remembrance Day	Animal Exhibition	Cultural - Museum visit  Spiritual - Christian visitor	Spiritual - Buddhist visitor  Local Hero (Knight)	Cultural - Castle trip  Banquet - Parents invited
<b>Forest School</b>	Shelter Maker using frame (up to middle)	Hide and seek	Blindfold challenge around the forest (holding hands)	Traps  Observe footprints	Build a home for the dragon (up to middle) Test materials.	Water proof shelters

# Year 2

Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenges History/Geography</b>	What would Horrid Henry find exciting about our town/city?	Is Madagascar like it is in the film?	What was it like when the Queen came to the throne in 1953?		Why do we love to be beside the seaside?	How have Rosa Parks and Nelson Mandela helped to make the world a better place?
<b>Key areas</b>	Geography	Geography	History		Geography	History
<b>Focus</b>	<ul style="list-style-type: none"> <li>-a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>-identify seasonal and daily weather patterns in the United Kingdom</li> <li>-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>-a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>-identify seasonal and daily weather patterns in the United Kingdom</li> <li>-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Changes and events beyond living memory that are significant nationally or globally</li> <li>-significant historical events, people and places in their own locality</li> <li>-significant people from Britain or abroad</li> </ul>		<ul style="list-style-type: none"> <li>-a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>-identify seasonal and daily weather patterns in the United Kingdom</li> <li>-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Changes and events beyond living memory that are significant nationally or globally</li> <li>-significant historical events, people and places in their own locality</li> <li>-significant people from Britain or abroad</li> </ul>
<b>NC</b>	<b>KS1 Geography:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<b>KS1 Geography:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world	<b>KS1 History:</b> events beyond living memory that are significant nationally or globally		<b>KS1 Geography:</b> identify seasonal and daily weather patterns in the United Kingdom – human and physical features of a small area of the United Kingdom	<b>KS1 History:</b> the lives of significant individuals in the past who have contributed to national and international achievements.
<b>Art</b>	Creating different shades	Responding to an artist Secondary colours (painting)	Portraits - look at the various portraits created of The Queen over her reign. Appraise the different styles. Children create own portrait of The Queen, Head Teacher or teacher.		Printing - seascape and seaside scenes	
<b>DT</b>		Structures - look at different bridges. Set the challenge to build a bridge to link Mozambique to Madagascar (one table to another)	Joining 2 materials-design and make knickers for the Queen (linked text <i>The Queen's Knickers</i> )		Moving Pictures -sliders (linked text <i>The Lighthouse Keeper's Lunch</i> )	Cooking and Nutrition - jambalya
<b>Performing arts</b>	<b>Charanga - Hands, Feet, Heart</b>  Learning and performing traditional folk song	<b>Charanga - Ho, Ho, Ho</b>  Creating and performing African music using djembe drums.	<b>Charanga - I Wanna Play in a Band &amp; Zootime</b>  Use of drama to explore key events during Queen Elizabeth II's reign.		<b>Charanga - Reflect, Rewind and Replay</b>  Use of dance to tell the story of how a sand dune is formed.	<b>Charanga - Friendship Song</b>  Listen to, appraise and recreate MOBO.
<b>PE</b>	Dance/Gymnastics	Invasion Games - Hockey	Tennis	Striking and Fielding	Football/Tag Rugby	Dance/Gymnastics
<b>Science</b>	Why would a dinosaur not make a good pet?	How do animals and humans survive in Madagascar?	How can we grow our own food?		Which materials did they use to build the Lighthouse?	What is our school made from?

<b>Focus</b>	<b>Animals (including humans)</b> <ul style="list-style-type: none"> <li>•Exercise and healthy living</li> <li>•What animals and humans need to survive</li> <li>•Animals have offspring, which grow to be adults</li> </ul>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>•Habitats</li> <li>•Living and non living things</li> <li>•Early Food Chains</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>•What plants and seeds need to grow</li> <li>•Growing from seeds and bulbs</li> </ul>		<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>•Classifying and grouping</li> <li>•Changing materials by bending, etc.</li> </ul>	<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>•Use of different everyday materials</li> <li>•Classifying and grouping</li> </ul>
<b>NC</b>	<b>KS1 Science (Y2 Animals, including humans)</b> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring, which grow into adults;</li> <li>• Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</li> <li>• Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</li> </ul>	<b>KS1 Science (Y2 Living Things and their Habitats )</b> <ul style="list-style-type: none"> <li>• Explore and compare differences between things that are living, dead and things that have never been alive;</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats;</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<b>KS1 Science (Y2 Plants)</b> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants;</li> <li>• Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</li> </ul>		<b>KS1 Science (Y2 Uses of Everyday Materials)</b> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</li> </ul>	<b>KS1 Science (Y2 Uses of Everyday Materials)</b> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<b>Computing</b>	What is an algorithm?  How are algorithms useful?	What can I discover about Madagascar?  How do I stay safe online?  Can you believe everything you see on the internet?	Can you predict the outcome of a set of instructions?  Can you tell a computer what to do?  How can we correct a computer?		How can we communicate with technology?  How do I stay safe online?	What's the best way to present information?
<b>RE</b>	What do Christians believe about God? (creator, Alpha and Omega, the Holy Trinity)  Why is the Bible special to Christians?	How is Hanukkah a festival of light?  What is the meaning of Christmas?  How and why is light important at Christmas?	What can we learn from the story of Venerable Bede?	What is the meaning of Easter?  How do Christians celebrate Easter?	What does it mean to belong in Christianity? (baptism, communion, 10 commandments, Jesus' commandments)	How do Buddhists express their beliefs?  How do Buddhists show their beliefs in practice?  How do Buddhists worship at home?
<b>MFL</b>						
<b>4Life</b>	Climb to Penshaw Monument Tie shoelaces	Learn to play an instrument (djembe drum) Give to others (CiN) Tie shoelaces	Learn the National Anthem Tie shoelaces		Visit to the beach Build a sandcastle Tie shoelaces	Use a knife to cut ingredients Use a vegetable peeler Tie shoelaces

	<b>SMSC</b>	(So) Voting for class rep. for sch. Parliament (C) Learning about the traditions of the local area	(C) Meet African drummer. (C) Learn to play African drum. (Sp) Take part in Christmas play (C) Hispanic Day	(C and So) How events have changed the way people live and think	(Sp) Awesome power of the sea; the beauty of shells; etc (So and M) Human impact on seaside - how should we care for it?	(M) Discussion about why it is important to stand up for what is right (So) How individuals can help change the world for the better - they can change the world (C) MOBO
<b>Forest School</b>				Blindfold challenge around the forest (giving instructions)	Hide and seek	Make bridge large scale



Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenges History/Geography</b>	What makes the Earth angry?	Who first lived in Britain?	Where did all the mines go?		Were the Vikings always victorious and vicious?	Why do so many people choose to go to the Mediterranean for their holidays?
<b>Key areas</b>	Geography	History	History			Geography
<b>Focus</b>	<b>Volcanoes, Earthquakes and Tsunamis</b> ·The power of the Earth	<b>Stone Age to the Iron Age, including:</b> ·Hunter gatherers ·Early farming ·Bronze Age, and ·Iron Age	<b>Local History</b> ·Mining in the local area What happened to the mines? Beamish trip - down the mine Mining through the ages-changes to and impact on the local area.		<b>The Vikings and Anglo-Saxon struggles</b> including: ·Viking raids and invasion ·Alfred the Great ·Viking invasions and Danegeld ·Anglo-Saxons law and justice ·Edward the Confessor	<b>European Country</b> ·holiday destination ·famous cities
<b>NC</b>	<b>KS2 Geography:</b> pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>KS2 History:</b> Stone Age to the Iron Age, including: - Hunter gatherers; Early farming; Bronze Age, and Iron Age	<b>KS2 History:</b> Local History - A study of Local History taking account of a period of history that shaped the locality		<b>KS2 History. The Viking and Anglo-Saxon struggle for the kingdom of England</b> - Viking raids - Edward the Confessor	<b>KS2 Geography:</b> understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a European country
<b>Art</b>	KS2 Art Painting -Colour mixing within painting 3D -make volcano	KS2 Art: Printing Cave paintings using printing techniques	KS2 Art: mosaic - create a mining mosaic	KS2 Art: collage - create a mining collage	KS2 Art: Drawing and sketch books-pencil skills -Science-plants and animals	Textiles make a flag using a technique (eg. Cross-stitch, needle-point)
<b>DT</b>	KS2 DT- Mouldable materials - Create a model volcano - active eruption	KS2 DT-Stiff and flexible materials - Create a iron age tool	Textiles-create a miners banner (across term)		Electrical and mechanical components-working circuits	Food and nutrition-cooking linked to food from the Mediterranean
<b>Performing arts</b>	<b>Charanga - Let your spirit fly</b> Compose a tune about a natural disaster	<b>Charanga - Glockenspiel</b> Christmas performances- carols etc	<b>Charanga - Three little birds</b> Analyse mining songs	<b>Charanga - The Dragon song Bringing us together</b> Compose our own mining song	<b>Charanga - Bringing us together</b> Create a Viking Raid scene Perform Beowulf	<b>Charanga - Reflect, rewind &amp; Reply</b> Appreciation of Spanish song and dance
<b>PE</b>	Dance Gymnastics	Invasion games Hockey	Tennis	Basketball/Athletics	Football Tag Rugby	Striking and fielding Sports Day
<b>Science</b>	Are you attractive enough?	What do rocks tell us about the way the Earth was formed?	How far can you throw your shadow?		How did that blossom become an apple?	How can Usain Bolt move so quickly?
<b>Focus</b>	<b>Forces and Magnets</b> ·How magnets attract/repel some materials ·Magnetic poles ·Friction	<b>Rocks</b> ·How rocks are formed ·Different kinds of rocks ·Fossils ·Soil	<b>Light</b> ·Sources, including the Sun ·Protecting eyes from the Sun ·Shadows ·Reflection /mirrors		<b>Plants</b> ·Function of different parts of plants ·What different plants need to flourish ·Journey of water through a plant ·Life cycle of a plant	<b>Animals (including Humans)</b> ·Nutrition, linked to what we eat ·Skeletons and muscles
<b>NC</b>	<b>KS2 Science (Y3 Forces and Magnets)</b> · compare how things move on different surfaces	<b>KS2 Science (Y3 Rocks)</b> · compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<b>KS2 Science (Y3 Light)</b> · recognise that they need light in order to see things and that dark is the absence of light · notice that light is reflected from surfaces		<b>KS2 Science (Y3 Plants) - (May or June)</b> · identify and describe the functions of different parts of	<b>KS2 Science (Y3 Animals, including humans)</b> · identify that animals, including humans, need the right types and amount of nutrition, and that they

	<ul style="list-style-type: none"> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that light from the Sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	<ul style="list-style-type: none"> <li>flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	
<b>Computing</b>	KS2 Computing- Presentation - Research and presentation of information E-safety	KS2 Computing- Communicating - Email - how communication has changed E-safety	KS2 Computing- Algorithms and programs E-safety	KS2 Computing- Using the internet E-safety	KS2 Computing- Data retrieving and organising - photo editing E-safety	KS2 Computing- Database E-safety
<b>RE</b>	What can we learn from Christian symbols? (different crosses and their meanings; fish; Alpha and Omega)	What is the meaning of Christmas?  How and why is Advent important to Christians?	How do Sikhs express their beliefs?  How do Sikhs worship in the Gurdwara?	What is the meaning of Easter?  What do Christians remember on Palm Sunday?  Easter Service: Palm Sunday- Jesus enters Jerusalem	Why do people of faith travel to scared places? Muslims - the Hajj Hindus - The Kumbh Mela Sikhs - The Golden Temple Christians - Jerusalem, The Vatican, Lourdes Jews - The Wailing Wall	
<b>MFL</b>	Basic greetings	Numbers, Dates and Birthdays	Family Life, Pets and Me	Numbers, Shopping and Food	Numbers 30+, Houses and Sports	Visiting Spain
<b>4Life</b>	Enterprise activity to raise money for the victims of natural disasters	Christmas shoe box Go to the theatre. Tie shoelaces.	A day without electricity. Coughs, sneezes and nose blowing.	Local walk - stop, look and listen. Use a zebra crossing.	Visit Penshaw Monument.	Countires, capital and flags-Europe Den buidling
<b>SMSC</b>	Harvest - celebration of food from around the world	Moral - recognise the difference between right and wrong	Appreciation of the local area	Appreciation of other cultures (direct comparison)	Cultural-how the Anglo-Saxons and Viking invasions have shaped our society	Mediterranean Day - children come dressed as a country - food
<b>Forest School</b>	Shelter making using frame	Bonfire Night-build own effigies of Guy Fawkes-bonfire night celebration	Blind Walk (whole group)	Fire Circle - Make a collective fire.	Nature Trail-plants and animals.	Camouflage and concealment.

Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenges History/Geography</b>	Why were the Romans so powerful and what did we learn from them?	Why is the North East such a cool place to live?	Was Henry Tudor really terrible?		Who were the Mayans and what have we learnt from them?	Why are the Tyne, Wear and Tees so important to the North East?
<b>Key areas</b>	History	Geography	History		History	Geography
<b>Focus</b>	<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>Chronological understanding</b> Identify where the period of time fits in within history</p> <p><b>Knowledge and interpretation</b> Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</p> <p><b>Historical enquiry</b> Can they research two versions of an event and say how they differ? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p><b>UK City Study</b></p> <p>·Use maps, atlases, globes and digital/ computer mapping to locate places within the North East and describe features</p>	<p><b>A Study of an aspect or theme in British history, beyond 1066</b></p> <p><b>Chronological understanding</b> Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades?</p> <p><b>Knowledge and interpretation</b> Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p><b>Historical enquiry</b> Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>		<p><b>A non-European society</b></p> <p><b>Chronological understanding</b> Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades?</p> <p><b>Knowledge and interpretation</b> Can they explain how events from the past have helped shape our lives? Do they know that people who lived in the past cooked? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p><b>Historical enquiry</b> Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>	<p><b>River Study and City locations</b></p> <p>·Settlements, land use, economic activity, including natural resources, especially water supplies</p>
<b>NC</b>	<p><b>KS2 History:</b> The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>- Julius Caesar</li> <li>- Hadrian's Wall</li> <li>- Boudica</li> <li>- Romanisation of Britain</li> </ul>	<p><b>KS2 Geography:</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<b>A Study of an aspect or theme in British history, beyond 1066</b>		<p><b>KS2 History.</b> A non European society that provides contrast with British history</p> <ul style="list-style-type: none"> <li>- Mayan civilization around 900AD</li> </ul>	<p><b>KS2 Geography:</b> Settlements, land use, economic activity, including natural resources, especially energy and water supplies</p>
<b>Art</b>	Sketch books Collage - Create a mosaic floor tile for a Roman Villa	Use of IT, Printing - Printing designs from computer package on transfer paper to use on their hat	Use of IT - computing link Drawing Silhouettes	Painting Henry VIII portraits	Research and design Pyramids in the style of the Mayan	Sketch books Collage - Create a mosaic floor tile for a Roman Villa

	<b>DT</b>	Create a working model of a Roman Weapon used for capturing cities	Mouldable materials Make an Angel of the North out of clay.  Textiles Design a hat because the North East is 'cool' (cold place) Printing designs from computer package on transfer paper to use on their hat	Make Tudor house -	Cooking and nutrition - Tudor food and diet - make some Tudor recipes	Construct Pyramids in the style of the Mayan  Cooking and nutrition - Mayan hot chocolate - cooking in the Forest school  Making bug hotel - link to science	Design and make a bridge that has a lever attached so it can open.  Electrical and mechanical components - light up the bridges using circuits Developing, planning and communicating ideas Mouldable materials Stiff and flexible sheet materials Working with tools, equipment, materials and components to make quality products Evaluating processes and products
	<b>Performing arts</b>	<b>Charanga - Mamma Mia</b>  Children can experience marching carrying equivalents of Roman armour. Class invasion (Celts v Romans).	<b>Charanga -Glockenspiel Stage 2</b>  Learn and perform songs associated with the North East	<b>Charanga - Stop! &amp; Lean On Me</b>  Find out about Tudor dance and perform		<b>Charanga - Blackbird</b>  Mayan assembly	<b>Charanga - Reflect, Rewind and Replay</b>  Music associated with water
	<b>PE</b>	Dance / Gymnastics	Invasion Games Indoor Hockey	Tennis	Basketball / Athletics	Football / Tag Rugby	Striking & Fielding Swimming
	<b>Science</b>	Why can sounds be so different and how do we hear them?	How is the North East powered?	When is a liquid not a liquid?		What happens to the food we eat?	Can you survive when everything around you is changing?
	<b>Focus</b>	<b>Sound</b> •Sources •Vibration •Loud and faint •Pitch •Volume •Sound travelling	<b>Electricity</b> •Identify common appliances •Construct simple circuits including switches •Common conductors and insulators •Alternative sources of energy	<b>States of Matter</b> •Solids, Liquids and Gases •Heating and cooling (no baking, etc.) •Evaporation and condensation		<b>Animals (including humans)</b> •Digestive System •Teeth •Food chains •Predators and prey	<b>Living things and their Habitats</b> •Identify and name a variety of living things (plants and animals) in the local and wider environment and group them •Recognise that environments can change and can pose dangers
	<b>NC</b>	<b>Science Y4:</b> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear	<b>Science Y4:</b> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including	<b>Science Y4:</b> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)		<b>Science Y4:</b> • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions	<b>Science Y4:</b> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

	<ul style="list-style-type: none"> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p>cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	
<b>Computing</b>	<p><b>Programming</b></p> <p>Can they use repeat instructions to draw regular shapes on screen, using commands?</p> <p>Can they experiment with variables to control models?</p> <p>Can they make turns specifying the degrees?</p> <p>Can they give an on-screen robot specific directional instructions that takes them from x to y?</p> <p>Can they make accurate predictions about the outcome of a program they have written?</p>	<p><b>Presentation, data retrieval and organisation</b></p> <p>Can they capture images using screen capture and internet?</p> <p>Can they choose images and download into a file?</p> <p>Can they copy graphics from a range of sources and paste into a desktop publishing program?</p> <p>Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</p>	<p><b>Communicating - messaging and spell checker</b></p> <p><b>E-safety - communicating safely</b></p>	<p><b>Presentation, Data retrieval and organisation - PowerPoint to share with peers.</b></p> <p><b>Manipulating text Tudor vocabulary Tagxedo -</b></p>	<p><b>Presentation, Data retrieval and organisation, Using the Internet - find relevant and appropriate information to use in a persuasive brochure for tourists - Visiting the Mayans (Peru).</b></p>	<p><b>Databases - Excel River facts</b></p> <p><b>E-safety - safe Internet use.</b></p>
<b>RE</b>	<p>What do we know about the Bible and why is it important to Christians?</p>	<p>What is the meaning of Christmas?</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>What do Sikhs believe?</p> <p>What do Sikhs believe about God?</p> <p>Why are the Gurus inspirational for Sikhs?</p>	<p>What is the meaning of Easter?</p> <p>Why is the Last Supper so important to Christians?</p> <p>Easter Service: The Last Supper</p>	<p>How and why do people use ceremonies and ritual in their lives?</p> <p>Rites of Passage:</p> <ul style="list-style-type: none"> <li>*birth</li> <li>*coming of age</li> <li>*marriage</li> <li>*death</li> </ul>	
<b>MFL</b>	<p>Basic greetings</p>	<p>Numbers, Dates and Birthdays</p>	<p>Family Life, Pets and Me</p>	<p>Numbers, Shopping and Food</p>	<p>Numbers 30+, Houses and Sports</p>	<p>Visiting Spain</p>
<b>4Life</b>	<p>Know countries, capitals and flags - Europe</p> <p>Manners</p>	<p>Class Christmas box</p> <p>Manners</p> <p>Durham Cathedral visit</p>	<p>Fire safety - visit station</p> <p>Outdoor pursuits</p> <p>Manners</p>	<p>Outdoor pursuits</p> <p>Manners</p>	<p>Local walk/road safety</p> <p>Manners</p>	<p>Recycling and re-use - looking after our environment - working with Gento and YMCA</p>
<b>SMSC</b>	<p>Spiritual - Christianity</p>	<p>Spiritual - Christingle</p>	<p>Moral - understand the consequences of behaviour and actions</p>	<p>Moral - understand the consequences of behaviour and actions</p>	<p>Social - visit from Gento - willingness to participate in a variety of community and social settings</p>	<p>Social - visit from Gento - willingness to participate in a variety of community and social settings</p>

<b>Forest School</b>		.	Blind Walk (whole group)	Fire Circle - Make a collective fire	Fire Circle - Make a collective fire	Bridge Building in context (marsh arabs)
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Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenges History/Geography</b>	How can we re-discover the wonder of Ancient Egypt?	Why should gunpowder, treason and plot never be forgotten?	What's so special about the USA?		Were the Anglo Saxons really smashing?	I'm a Year 5 pupil, get me out of here?
<b>Key areas</b>	History	History	Geography		History	Geography
<b>Focus</b>	<b>Early Civilizations</b> <ul style="list-style-type: none"> <li>Where is Egypt located?</li> <li>The River Nile</li> <li>Egyptian farming seasons</li> <li>Mummification</li> <li>The Afterlife</li> <li>Howard Carter</li> <li>Tutankhamun</li> <li>Pyramids</li> <li>Gods</li> </ul>	<b>A Study of an aspect or theme in British history, beyond 1066</b> <ul style="list-style-type: none"> <li>Was King James right to treat the Catholics as a threat to the Monarchy?</li> <li>How was Great Britain created?</li> <li>The treaty and war between England and Spain</li> <li>The English Civil War</li> <li>The Great Plague</li> <li>The first English people in the USA.</li> </ul>	<b>Human</b> <ul style="list-style-type: none"> <li>Early settlements</li> <li>Population</li> <li>Impact of humans on NYC</li> <li>Human features</li> </ul> <b>Physical</b> <ul style="list-style-type: none"> <li>Locating States of America on a map</li> <li>Comparison of states depending on features</li> <li>Climate</li> <li>Impact of rivers</li> <li>Physical features</li> </ul>	<b>Anglo Saxons</b> <ul style="list-style-type: none"> <li>Beowulf</li> <li>Village Life</li> <li>Invaders</li> <li>Artefacts and Cultures</li> <li>Gods</li> <li>Rulers</li> <li>Laws and Justice</li> <li>End of an era (Invasion of the Vikings)</li> </ul>	<b>Physical - Mapping skills and fieldwork</b> <ul style="list-style-type: none"> <li>Orienteering</li> <li>Map skills, Drawing your own map</li> <li>Shelter building, Stretcher building, Fire making</li> <li>Name and locate famous rivers and mountain ranges</li> <li>Water Cycle</li> <li>Why is water so important?</li> <li>Plan a journey</li> </ul>	
<b>NC</b>	<b>KS2 History:</b> The achievements of the earliest civilizations - an overview of the impact the Ancient Egyptians had on our society	<b>KS2 History:</b> A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: The beheading of Charles 1; Civil War; Great Fire of London	<b>KS2 Geography:</b> locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities.		<b>KS2 History:</b> Britain's settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion	<b>KS2 Geography:</b> <ul style="list-style-type: none"> <li>use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Art</b>	<b>Sketching Egyptian Gods Knowledge</b> Learn about the work of others by looking at sources of information. <b>Drawing</b> Identify and draw simple objects and use lines to produce texture. Use shading to create mood and texture Organise line, shape and structure to show figures.	<b>Stuart Paintings Knowledge</b> Learn about the work of others by looking at sources of information <b>Drawing</b> Identify and draw simple objects and use lines to produce texture. <b>Painting</b> Create mood within their painting Express emotions through painting.	<b>Andy Warhol Pop Art Knowledge</b> Experiment with different styles that artists have used? <b>Printing</b> Create an accurate print design? Create a print using a number of colours?		<b>Illuminated lettering Knowledge</b> Learn about the work of others by looking at sources of information <b>Sketchbooks</b> Use sketchbooks to compare and discuss ideas. <b>Drawing</b> Identify and draw simple objects and use lines to produce texture.	<b>Natural materials collage Knowledge</b> Experiment with different styles that artists have used? <b>Collage</b> Combine visual and tactile qualities to express mood.

	<b>DT</b>	Mouldable Materials Make an Egyptian Sarcophagus	Stiff and Flexible Materials Make a plague mask	Cooking and Nutrition Design and make an American' Tower Sandwich'		Stiff and Flexible Materials Make Anglo Saxon shield	
	<b>Performing arts</b>	Charanga - Living on a prayer	Charanga - Classroom Jazz 1	Charanga - Make you feel my love	Charanga - Fresh Prince of Belair	Charanga - Dancing in the street	Charanga - Reflect, rewind and replay
	<b>PE</b>	Dance / Gymnastics	Invasion Games / Hockey	Tennis	Athletics / Basketball	Football / Tag rugby	Striking / Fielding
	<b>Science</b>	Will we ever send another human to the moon?	How different will you be when you are as old as your grandparents?	Could you be the next CSI investigator?	Can you feel the force?	Do all animals and plants start life as an egg?	
	<b>Focus</b>	<b>Earth and Space</b> ·Earth relative to the Sun ·Moon relative to the Earth ·Relationship between Sun, Earth and Moon ·Earth's rotation ·Day and night	<b>Animals including humans</b> ·Changes as humans develop from birth to old age	<b>Properties &amp; changes of materials</b> ·Dissolving ·Evaporating ·Filtering ·Reversible and Irreversible changes	<b>Forces</b> ·Gravity ·Air Resistance ·Water Resistance ·Friction ·Gears, Pulleys, Leavers and Springs	<b>Living things and their habitats</b> ·Life cycles of plants and animals ·Birth, growth, development and reproduction	
	<b>NC</b>	<b>Science Y5: Earth and Space</b> · describe the movement of the Earth, and other planets, relative to the Sun in the solar system · describe the movement of the Moon relative to the Earth · describe the Sun, Earth and Moon as approximately spherical bodies · use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<b>Science Y5: Animals (including Humans)</b> · describe the changes as humans develop to old age.	<b>Science Y5: Properties and Changes of Materials</b> · compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets · know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution · use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating · give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic · demonstrate that dissolving, mixing and changes of state are reversible changes · explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	<b>Science Y5: Forces</b> · explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object · identify the effects of air resistance, water resistance and friction, that act between moving surfaces · recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<b>Science Y5: Living Things and their Habitats</b> · describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird · describe the life process of reproduction in some plants and animals.	
	<b>Computing</b>	Using the Internet - Using a search engine to research a topic	E-Safety	Communicating - Emails	Presentation - Research and present your own American state using ppt	Algorithms and Programs -Lighthouse	Databases, retrieving an organising databases - Survival



		Presentation - make an travel brochure to visit Egypt				
<b>RE</b>	<p>What do Christians believe about God and Jesus?</p> <p>What do Muslims believe about God?</p>	<p>What is the meaning of Christmas?</p> <p>What do the gospels tell us about the birth of Jesus?</p>	<p>Why is the Mosque important to Muslims?</p>	<p>What is the meaning of Easter?</p> <p>Why is Lent such an important period for Christians?</p> <p>Easter Service: Betrayal by Judas</p>	<p>How do people of faith show care for others?</p> <p>*Charity</p> <p>*Service</p>	
<b>MFL</b>	<ul style="list-style-type: none"> <li>• Introduction to Spanish</li> <li>• Greetings and introductions</li> <li>• The alphabet <ul style="list-style-type: none"> <li>• In the classroom</li> </ul> </li> <li>• Numbers up to 30</li> <li>• Days and Months</li> <li>• Dates and Celebrations</li> </ul>	<p>Family and Friends</p> <p>Pets and Animals</p> <p>Personality traits and physical attributes</p>	<p>Tens numbers</p> <p>Clothing</p> <p>Shopping</p> <p>Food</p> <p>Mealtimes and Eating Out</p>	<p>Hundreds numbers</p> <p>In the house</p> <p>Chores</p> <p>Leisure activities and free time</p> <p>Sports</p>	<p>Visiting Spain</p> <p>Sights and Attractions</p> <p>Directions</p> <p>In the Hotel</p>	
<b>4Life</b>		<p>Spiritual - raise money for Salvation army</p> <p>Christmas feed a family</p>	<p>Culture - how has America influenced Britain?</p>		<p>A Day without electricity</p>	<p>Bus Journey</p>
<b>SMSC</b>	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams &amp; Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<b>Forest School</b>	<p>Fire making in pairs / small groups.</p>	<p>Blind Walk (whole group)</p>	<p>Jack Stay</p>			

# Year 6

Allotted Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Challenges History/Geography</b>	How were British children affected during ww2?	How were children around the world affected by ww2?	Why should the rainforest be important to us all?		How did one face launch a thousand ships?	Will you ever see the water you drink again?
<b>Key areas</b>	History	History	Geography	Geography	Geography/History	History
<b>Focus</b>	Britain in ww2	Holocaust	Rainforests of the Amazon Brazil-physical features	Endangered animals in the amazon	Ancient Greece •A study of Greek life and achievements and their influence on the western world	Mapping skills and fieldwork
<b>NC</b>	KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: eg Hitler's invasion of Europe and its impact on Britain or the Battle of Britain	KS2 History: A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: eg Hitler's invasion of Europe and its impact on Britain or the Battle of Britain	KS2 Geography: locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.	KS2 Geography: locate the world's countries, using maps to focus on South America and concentrating on their environmental regions, key physical and human characteristics.	KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country; KS2 History: A study of Greek life and achievements and their influence on the western world	KS2 Geography: Understand the water cycle (this isn't a year 6 objective?)
<b>Art</b>	Perspective-Lowry -create perspective scene of a ww2 street	Perspective-Lowry Christmas cards	Henri Rousseau Sketching/painting animals and flowers in rainforest	Henri Rousseau Converting drawn image into computer image		
<b>DT</b>	Clay-Poppies Plaster-Fossils	Stitching - Cross stitch Plan a WW2 Party-Budget	Jungle juice-Food	Nissan	Greek Trojan Horse	
<b>Performing arts</b>	Vera Lynn- Singing Boy in Striped pyjamas drama Ww2 tea dances *Charanga - I'll be there	Christmas singing Drama in role of 'ordinary men' in history. *Charanga Classroom Jazz	Create music to give a 'mood' or time in the jungle *Jungle book playscript *Charanga - A New Year Carol	Create a piece of music for a given animal, including lyrics *Charanga - Happy	Re-enactment of the Trojan war with a modern day twist. *Charanga - You've got a friend	Leavers assembly Leavers video
<b>PE</b>	Swimming	Swimming	Tennis/ Basketball	Athletics/ Football	Tag Rugby/ Striking and Fielding	Sports Day practice.
<b>Science</b>	Have we always looked like this?	Could you be the next Nintendo apprentice?	Could Spiderman really exist?		What would a journey through your body be like?	How can you light up your life?
<b>Focus</b>	<b>Evolution and Inheritance</b> •Fossils tell us about the past •Off spring •Changes to the human skeleton over time •Darwin	<b>Electricity (series)</b> •Electrical circuits •Designing traffic lights	<b>Living things and their habitats</b> •Classification of living things •Vertebrates and invertebrates •Classifying reptiles, amphibians, mammals, insects, etc.		<b>Animals including humans</b> •Circulatory system •Heart, blood vessels •Diet, exercise and drugs •Transport of nutrients through the body	<b>Light</b> •How light travels •The eye •Shadows
<b>NC</b>	<b>Science Y6: Evolution and Inheritance</b> •recognise that living things have changed over	<b>Science Y6: Electricity</b> •associate the brightness of a lamp or the volume of a buzzer with the number	<b>Science Y6: Living Things and their Habitats</b>		<b>Science Y6: Animals, including humans</b> •identify and name the main parts of the human	<b>Science Y6: Light</b> •recognise that light appears to travel in straight lines

	time and that fossils provide information about living things that inhabited the Earth millions of years ago ·recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ·identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	and voltage of cells used in the circuit ·compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ·use recognised symbols when representing a simple circuit in	· describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals · give reasons for classifying plants and animals based on specific characteristics.		circulatory system, and describe the functions of the heart, blood vessels and blood ·recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ·describe the ways in which nutrients and water are transported within animals, including humans.	·use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ·explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ·use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<b>Computing</b>	Contact someone from another area via skype.	Create a 'PATHE' film regarding an area of ww2	E-safety- various media forums	Use green screen to create Henri Rousseau paintings		Use video camera/ipdas to record children performing for the end of term song
<b>RE</b>	How does the teaching and example of Jesus influence the way that Christians live their lives?  How do Muslims show their faith through actions?	What is the meaning of Christmas?  What are the themes of Christmas?	Why is Muhammad important to Muslims?	What is the meaning of Easter?  Why are Good Friday and Easter Day the most important days for Christians?  Easter Service: Death and resurrection of Jesus	What do people of faith say about the environment? *stewardship *caretakers *creation *vegetarianism	
<b>MFL</b>	Spanish	Spanish	Spanish	Spanish	Spanish	
<b>4Life</b>	Tolerance	Spending money in gift shop	Team work	Keeping healthy		Tieing a tie (secondary practice)
<b>SMSC</b>	Differences in race/religion	Remembrance day Dictators/democracy	How other cultures live	Endangered species causing conflict with progress	SAT- coping with stress etc	Leaving school
<b>Forest School</b>	Fire making in pairs / small groups.	Blind Walk (whole group)	Jack Challenge Music in the trees	Bug hunt		Team work