

"Loving to Learn, Learning to Love"

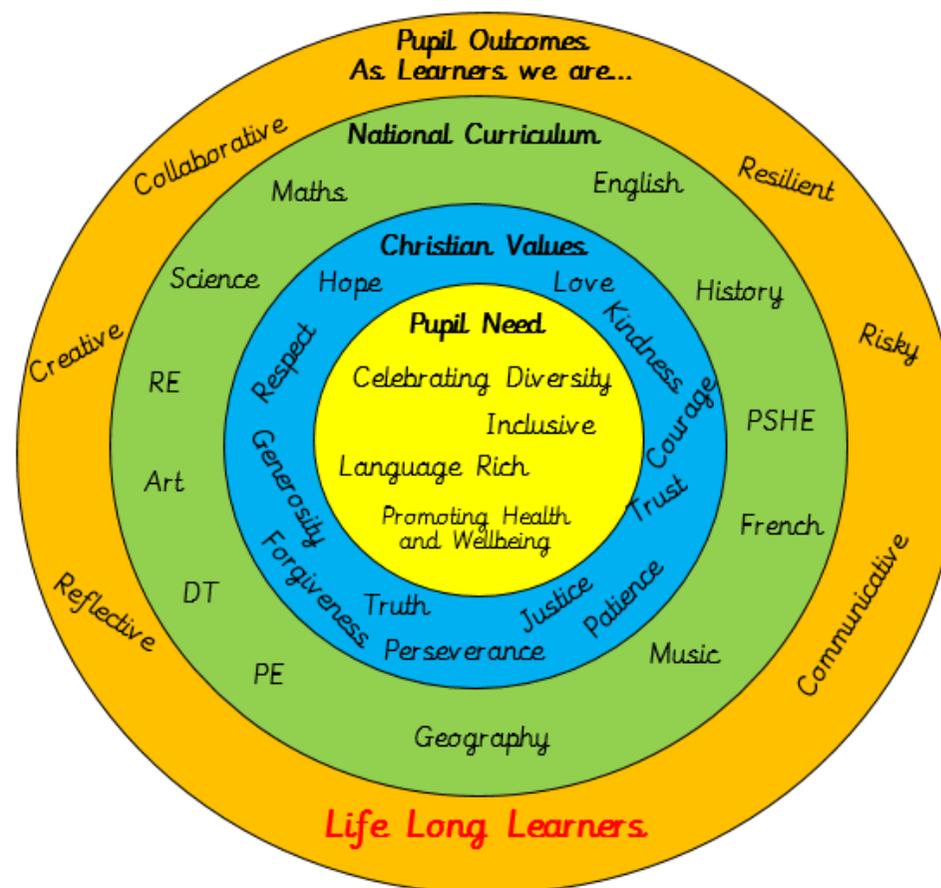
Fishponds CE Academy Curriculum Map

Our Curriculum Aims

- Encompass school vision of "loving to learn and learning to love" by providing an active and engaging curriculum firmly rooted in our values.
- Reflecting on, identifying in others and demonstrating in ourselves the 12 values of our school.
- All children are equipped with the skills needed to make a successful transition to the next stage in their lives.
- Our curriculum aims to develop language structures and vocabulary to enable all children to communicate effectively.

Key Aspects of the Curriculum

- All topics begin with a hook – something to engage and enthuse the children about their new topic.
- All topics should be language rich – children are taught key vocabulary and are provided with talk frames to structure responses.
- All topics have a purpose – the end outcome is identified to the children at the start of the topic and all of the lessons they do build up to this end outcome.
- All lessons have a learning to learn skill focus – we believe that it is important the children develop the skills to learn so should apply this throughout all of their lessons.
- Independent learning is promoted by allowing our children to ask questions and discover the answers for themselves – scaffolds are provided to support the children in finding the answers.
- Values are studied through collective worship and where appropriate meaningful links are made to other aspects of the curriculum.
- Where appropriate, the curriculum incorporates links with the local community and stakeholders. Throughout the year, each class will share their learning in the form of an assembly and an enterprise project.



Thematic Curriculum Overview

At Fishponds Academy, we work together as phases on a 2 year rolling programme of topics.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle 1 (2018/2019)						
Overarching Termly Value	Respect	Hope	Love	Truth	Forgiveness	Kindness
Reception	Marvellous Me	Autumn/Celebrations	Pirates	Animals	Spring/Growing	On Holiday/Ready Steady Go
Key Stage 1 Cycle 1	In The Park	Superheroes	Treasure Island	Adventurers and Explorers	Under the Sea	Oh I do like to be beside the seaside Enterprising
Year 3/4 Cycle 1	Bean to Bar (Chocolate and Fairtrade) Enterprising	Rebellious Romans	Angry Earth (Volcanos and Earthquakes)	Come Fly with Me (History of flight, airports)	It's good to be green (Looking after the world)	In a land far away... (comparison study)
Year 5/6 Cycle 1	Our Changing World (Extreme Weather)	An Unknown Journey (World War 2)	They Made a Difference		Journeys (refugees, Titanic, local journeys)	Enterprise Project
Cycle 2 (2019/2020)						
Overarching Termly Value	Perseverance	Generosity	Justice	Patience	Trust	Courage
Reception	Marvellous Me	Autumn/Celebrations	Pirates	Animals	Spring/Growing	On Holiday/Ready Steady Go
Key Stage 1 Cycle 2	Amazing Aardman	Let's Celebrate	The Great Fire of London	On Safari	Castles	What a Wonderful World (World Cup/Olympics)
Year 3/4 Cycle 2	Rainforests and Rio	They lived by the Nile (Egyptians)		It's good to be home (Fishponds study)	Mountains, Rivers and Coasts	Scavengers and Settlers (Stone Age to Iron Age)
Year 5/6 Cycle 2	Island Life (Caribbean Comparison study)	Take me Back to Victorian Bristol (Victorians)	All Aboard (Isambard)	Out of this World (Space)	Glorious Greeks	Invaders and Settlers (Vikings and Saxons)

Thematic Curriculum Objectives
Key Stage One

Key Stage 1 Cycle 1	In The Park	Superheroes	Treasure Island	Adventurers and Explorers	Under the Sea	Oh I do like to be beside the seaside
History		<p><u>Knowledge</u> The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale, Mary Seacole)</p> <p><u>Skills</u> Ask and answer questions using parts of stories and other sources to show what they know and understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p><u>Knowledge</u> The lives of significant individuals in the past who have contributed to national and international achievements (Blackbeard)</p> <p><u>Skills</u> Identify similarities and differences.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways we learn about the past.</p>	<p><u>Knowledge</u> The lives of significant individuals in the past who have contributed to national and international achievements (Scott, Neil Armstrong, John Cabot)</p> <p>Significant historical people in locality.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><u>Skills</u> Ask and answer questions using parts of stories and other sources to show what they know and understand key features of events.</p> <p>Where the events they study fit within a chronological framework.</p> <p>Understand some of the ways we learn about the past.</p>		<p><u>Knowledge</u> Changes within living memory.</p> <p>Events beyond living memory that are significant nationally.</p> <p>Significant historical places in locality.</p> <p><u>Skills</u> Where the events they study fit within a chronological framework.</p> <p>Identify similarities and differences.</p>
Geography	<p>Use basic geographical vocabulary: soil, river</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p>	<p>Use simple compass directions and locational and directional language.</p> <p>Use world maps atlases and globes to identify the UK and its countries as well as the countries and continents and oceans.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Use world maps atlases and globes to identify oceans.</p> <p>Use basic geographical vocabulary: beach, cliff, coast, sea, ocean.</p> <p>Name the world's seven continents and five oceans.</p>	



	Use aerial photographs to recognise features. Devise simple map.					
DT		<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p>		<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>		<p>explore and evaluate a range of existing products</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>
Visit	Vassells Park			M Shed - Discover Ships and Sailors	Weston - Aquarium - Go end of Term 5 to conclude under the sea and begin I do like to be beside the seaside	
Key Stage 1 Cycle 2	Amazing Aardman	Let's Celebrate	The Great Fire of London	TBC	Castles	What a Wonderful World (World Cup/Olympics)
History	<p><u>Knowledge</u> Significant events in own locality</p>	<p><u>Knowledge</u> Changes within living memory.</p>	<p><u>Knowledge</u> Events beyond living memory that are significant nationally or globally.</p>		<p><u>Knowledge</u> Changes within living memory.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale, Mary Seacole)</p>	



<p>Geography</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p> <p>Use simple compass directions and locational and directional language to describe features and routes on maps.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>			<p>Use simple compass directions and locational and directional language to describe features and routes on maps.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p> <p>Name the world's seven continents and five oceans.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary: season, weather</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans studied at this key stage.</p>
<p>DT</p>			<p>explore and evaluate a range of existing products</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>		<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	
<p>Visits</p>	<p>We the Curious</p>				<p>Cardiff Castle</p>	

Lower Key Stage Two Year 3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3/4 Cycle 1	Bean to Bar (Chocolate and Fairtrade) Enterprising	Rebellious Romans	Angry Earth (Volcanos and Earthquakes)	Come Fly with Me	It's good to be green (Looking after the world)	In a land far away... (comparison study) North America
History	<p><u>Knowledge</u></p> <p>The achievements of the earliest civilisation - the Mayans, the Aztecs</p> <p><u>Skills</u></p> <p>Devise historically valid questions about significance.</p> <p>Chronology</p>	<p><u>Knowledge</u></p> <p>The Roman Empire and its impact on Britain including: Julius Caesar's invasion, the Roman Empire by 42AD and the power of its army, Claudius invasion and conquest, British resistance (Boudica), Romanisation of British sites.</p> <p><u>Skills</u></p> <p>Address and devise questions about change, cause, similarity and difference.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Knowledge</u></p> <p>The Roman Empire - Pompeii</p> <p><u>Skills</u></p> <p>Develop chronological understanding.</p> <p>Address and devise historically valid questions about change and cause.</p>	<p><u>Knowledge</u></p> <p>History of Flight Local history - visit aerospace Bristol</p> <p><u>Skills</u></p> <p>Develop chronological understanding.</p> <p>Address and devise historically valid questions about change and cause.</p>		
Geography	<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Use maps, atlases, globes and computer mapping to locate countries.</p>		<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Identify the significance of longitude and latitude</p>	<p>Locate the world's countries with a focus on Europe (where can you fly from Bristol Airport)</p> <p>Name and locate counties and cities of the UK and identify key human characteristics (locating international airports in UK)</p>	<p>Describe and understand key aspects of human geography: distribution of natural resources including energy.</p> <p>Use fieldwork to observe measure record and present the human and physical features in the local area using a range of methods,</p>	<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Identify the significance of equator, northern</p>



			<p>Describe and understand key aspects of physical geography: volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and computer mapping to locate countries.</p>	<p>Describe and understand key aspects of human geography.</p> <p>Use four and six figure grid references (locating Airports on maps using these references)</p> <p>Use fieldwork (questionnaire to explore the impact of building a new airport in Bristol)</p> <p>Devise a map with symbols</p>	<p>including sketch maps, plans and graphs and digital technology. (exploring recycling in the community and school)</p>	<p>hemisphere, southern hemisphere, time zones.</p> <p>Use maps, atlases, globes and computer mapping to locate countries.</p>
DT	<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded prototypes.</p> <p>Make prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Evaluate Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>			<p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>(Create own in flight menu)</p> <p>History of DT Understand how key events and individuals in design and technology have helped shape the world</p>		<p>STEM Activity - Creating bridges Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>



	Understand how key events and individuals in design and technology have helped shape the world					
Visits	M Shed - Discover Chocolate			Aerospace Bristol		
Year 3/4 Cycle 2	Rainforests and Rio		They lived by the Nile Egyptians	It's good to be home (Fishponds study)	Mountains, Rivers and Coasts	Scavengers and Settlers (Stone Age to Iron Age)
History			<p><u>Knowledge</u> The achievements of the earliest civilisation: Ancient Egypt.</p> <p><u>Skills</u> Regularly address and devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Knowledge</u> A local history study</p>		<p><u>Knowledge</u> Changes in Britain from the Stone Age to the Iron Age including late Neolithic hunter-gatherers, Skara Brae, Bronze Age religion and travel (Stonehenge), Iron age hill forts.</p> <p><u>Skills</u> Develop understanding of chronology.</p> <p>Address and devise questions about change.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>
Geography	<p>Locate the world's countries using maps to focus on Europe, North and South America concentrating on their environmental regions key physical characteristics.</p> <p>Identify land use patterns and understand how some aspects have changed over time (deforestation).</p> <p>Understand geographical similarities and differences</p>		Use maps, atlases and globes to locate countries and describe features studied.	<p>Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics and understand how aspects have changed over time.</p> <p>Describe and understand human geography including types of settlement and land use.</p>	<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics and key topographical features including rivers.</p> <p>Describe and understand key aspects of physical geography: rivers and water cycle.</p>	



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	<p>through the study of human and physical geography of a region of South America.</p> <p>Describe and understand physical geography including climate zones.</p> <p>Use maps atlases and globes to locate countries.</p>			<p>Use eight point compass, four and six figure grid references, symbols and key to build their knowledge of the UK.</p>	<p>Use fieldwork to observe, measure, record and present physical features in the local area.</p>	
<p>DT</p>			<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> <p>(Creating a crane to build pyramids)</p>			<p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Creating own 'gathered' meal)</p>
<p>Visits</p>	<p>Bristol Zoo</p>				<p>River Study - Snuff Mills</p>	<p>Cheddar Gorge</p>

Upper Key Stage Two Year 5/6

	Term 1	Term 2	Term 3 and 4	Term 5	Term 6
Year 5/6 Cycle 1	Our Changing World (Including extreme Weather)	An Unknown Journey (Evacuees in World War 2)	They Made a Difference	Journeys (refugees, Titanic, local journeys)	Enterprise Project
History	<p><u>Skills</u></p> <p>Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History.</p> <p><u>Skills</u></p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - Changes in an aspect of social history.</p> <p><u>Skills</u></p> <p>Regularly address and devise questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p><u>Knowledge</u></p> <p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History.</p>	
Geography	<p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of arctic and Antarctic circle.</p>	<p>Name and locate counties and cities of the UK</p>		<p>Use the eight points of a compass, four and six-figure grid references. Symbols and key to build knowledge of the UK and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	



	<p>Describe and understand key aspects of physical geography (climate zones) and human geography (energy, food, minerals and water).</p> <p>Use maps atlases and globes to locate countries and describe features studied.</p> <p>Use fieldwork.</p>				
DT		<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>(Creating a meal under ration conditions)</p>			<p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>
Visits					



Year 5/6 Cycle 2	Island Life (Caribbean Comparison study)	Take me Back to Victorian Bristol (Victorians)	All Aboard (Isambard)	Out of this World (Space)	Glorious Greeks	Invaders and Settlers (Vikings and Saxons)
History		<p><u>Knowledge</u> A local history study</p> <p>The changing of monarchs such as Victoria</p> <p><u>Skills</u> Continue to develop chronologically secure knowledge and understanding of British and Local history, establishing clear narratives within and across the periods they study.</p> <p>Address and devise historically valid questions about similarity and difference.</p>	<p><u>Knowledge</u> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 -the first railways.</p> <p><u>Skills</u> Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses that involved thoughtful selection and organisation of relevant historical information.</p>		<p><u>Knowledge</u> Ancient Greece - a study of Greek life and achievements and their influences on the western world.</p> <p><u>Skills</u> Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Knowledge</u> Britain's settlement of Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.</p> <p><u>Skills</u> Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
Geography	<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of Southern Hemisphere, the tropics of Cancer and Capricorn and time zones.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a</p>	<p>Name and locate UK cities and understand how some geographical aspects have changed over time.</p>			<p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p>



	<p>region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>				
DT	<p>Textiles: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
Visits		SS Great Britain		We the Curious Planetarium	Bristol Museum and Art Gallery

Science Long Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	Science taught throughout the year in Knowledge and Understanding of the World activities					
Year 1	Plants	Everyday Materials		Seasonal Changes	Animals including Humans	
Year 2	Living things and their habitats		Uses of everyday materials		Animals including Humans	Plants
Year 3	Forces and Magnets		Rocks	Animals including Humans	Plants	Light
Year 4	States of Matter		Sound	Animals including Humans	Living things and their habitats	Electricity
Year 5	Properties and changes of materials		Forces	Cycle 1 - Electricity (Year 6 unit) Cycle 2 - Earth and Space	Animals including Humans	Living things and their habitats
Year 6	Evolution and inheritance		Light	Cycle 1 - Electricity (Year 6 unit) Cycle 2 - Earth and Space	Animals including humans	Living things and their habitats

*All science units taught in age appropriate year group other than Earth and Space which will be covered by both Year 5 and 6 in year 2 of the programme.

RE Long Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	Discovery RE Special people What makes people Special? Religion: Christianity Judaism	Understanding Christianity Why do Christians perform nativity plays at Christmas?	Discovery RE Celebrations How do people celebrate? Religion: Islam, Judaism	Understanding Christianity Why do Christians put a cross up at Easter?	Discovery RE Story Time What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Discovery RE Special Places What makes places special? Religion: Christianity, Islam, Judaism
Year 1	Understanding Christianity Who made the world?	Understanding Christianity Why does Christmas matter?	Discovery RE Prayer at Home Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	Understanding Christianity Why does Easter matter?	Discovery RE Shabbat Is Shabbat important to Jewish children? Religion: Judaism	Discovery RE Chanukah Does celebrating Chanukah make Jewish children feel closer to God? Religions: Judaism
Year 2	Understanding Christianity What is the good news that Jesus brings?	Understanding Christianity Why does Christmas matter? Digging deeper.	Discovery RE Passover How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Understanding Christianity Why does Easter matter? Digging deeper	Discovery RE Community and Belonging Does going to the Mosque give Muslims a sense of belonging? Religion: Islam The Covenant How special is the relationship Jews have with God? Religion: Judaism	Discovery RE Hajj Does completing Hajj make a person a better Muslim? Religion: Islam Rites of Passage and good works What is the best way to show commitment to God? Religion: Judaism
Year 3	Discovery RE Diwali Would celebrating Diwali at home in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Understanding Christianity What is the trinity?	Understanding Christianity What kind of world did Jesus want?	Understanding Christianity Why do Christians call the day Jesus died Good Friday?	Discovery RE Hindu Beliefs How can Brahman be everywhere and in everything? Religion: Hinduism Sharing and the Community Do Sikhs think it is important to share? Religions: Sikhism	Discovery RE Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism Prayer and Worship What is the best way for a Sikh to show commitment to God? Religion: Sikhism



<p>Year 4</p>	<p>Discovery RE Beliefs and Practices How special is the relationship Jews have with God? Religion: Judaism</p>	<p>Understanding Christianity What is the trinity? Digging deeper</p>	<p>Discovery RE Passover How important is it for Jewish people to do what God asks of them? Religions: Judaism</p>	<p>Understanding Christianity Why do Christians call the day Jesus died Good Friday? Digging deeper.</p>	<p>Discovery RE Rites of Passage and good works What is the best way for a Jew to show commitment to God? Religion: Judaism</p>	<p>Understanding Christianity What do Christians learn from the Creation story?</p>
<p>Year 5</p>	<p>Discovery RE Belief into action How far would a Sikh go for his/her religion? Religion: Sikhism Prayer and worship What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p>	<p>Understanding Christianity Was Jesus the Messiah?</p>	<p>Discovery RE Beliefs and moral values Are Sikh stories important today? Religion: Sikhism Hindu beliefs How can Braham be everywhere and in everything? Religion: Hinduism</p>	<p>Understanding Christianity What did Jesus do to save human beings?</p>	<p>Discovery RE Prayer and Worship What is the best way for a Sikh to show commitment to God? Religion: Sikhism Beliefs and moral values Do beliefs in Karma, Samsara and Moksha help Hindus to lead a good live? Religion: Hinduism.</p>	<p>Understanding Christianity What would Jesus do? What does is mean if God is holy and living?</p>
<p>Year 6</p>	<p>Discovery RE Beliefs and Practices What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<p>Understanding Christianity Was Jesus the Messiah? Digging deeper.</p>	<p>Understanding Christianity Creation and Science</p>	<p>Understanding Christianity What difference does the resurrection make for Christians?</p>	<p>Discovery RE Beliefs and moral values Does belief in Akhirah help Muslims lead good lives? Religions: Islam</p>	

Church of England Academy		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Music	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes ♣ listen with concentration and understanding to a range of high-quality live and recorded music 	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes ♣ listen with concentration and understanding to a range of high-quality live and recorded music 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.
	Art	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use drawing and painting to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using colour, pattern, texture, line, shape. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use drawing and painting to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using colour, pattern, texture, line, shape. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use sculpture to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using form and space ♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use sculpture to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using form and space ♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop a wider range of art techniques using colour, pattern, texture, line, shape ♣ learn about the work of a range of artists, craft makers and designers, making links to our own work. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop a wider range of art techniques using colour, pattern, texture, line, shape ♣ learn about the work of a range of artists, craft makers and designers, making links to our own work.
	Sport	Games/Play Activities	Games/Play Activities	Gymnastics	Gymnastics	Net & wall	Net & wall
Year 1	Music	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically 	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>We will:</p> <ul style="list-style-type: none"> ♣ use voices expressively and creatively by singing songs and speaking chants and rhymes

	<ul style="list-style-type: none"> ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ play tuned and untuned instruments musically 	<ul style="list-style-type: none"> ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ play tuned and untuned instruments musically 	<ul style="list-style-type: none"> ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.
Art	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use drawing and painting to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using colour, pattern, texture, line, shape. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use drawing and painting to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using colour, pattern, texture, line, shape. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use sculpture to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using form and space ♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ use sculpture to develop and share ideas, experiences and imagination ♣ develop a wide range of art techniques using form and space ♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop a wider range of art techniques using colour, pattern, texture, line, shape ♣ learn about the work of a range of artists, craft makers and designers, making links to our own work 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop a wider range of art techniques using colour, pattern, texture, line, shape ♣ learn about the work of a range of artists, craft makers and designers, making links to our own work
Sport	<p style="text-align: center;">Games/Play Activities</p> <p>Skills of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner. Develop simple games (net/wall, striking, goal scoring), playing these games - alone/with a partner. Experience a variety of games equipment; practicing with a partner; competition, simple rules</p>		<p style="text-align: center;">Gymnastics</p> <p>Skills of travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping - (with more control, combinations, contrast, complex, actions - requiring continuity and co-ordination of body parts). Develop working together, body control, planning/practicing simple actions alone using correct language for actions/apparatus. Experience using floor and apparatus, safe lifting and carrying, using/finding space, using different body parts -shape/levels/direction, improving actions, making up a sequence.</p>		<p style="text-align: center;">Net & wall</p> <p>Skills of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner. Develop simple games (net/wall, striking, goal scoring), playing these games - alone/with a partner. Experience a variety of games equipment; practicing with a partner; competition, simple rules</p>	

	<p>Music</p> <p>We will:</p> <ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<p>We will:</p> <ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<p>We will:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>We will:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>We will:</p> <ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>We will:</p> <ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.
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Sport	<p>Games/Play Activities</p> <p>Skills of travel, send, chase, receive, avoid, dodge, control; awareness of other players. Develop making up simple games, playing (net/wall, striking, goal scoring), playing these games - alone/pairs/groups. Experience a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending.</p>		<p>Gymnastics</p> <p>Skills of travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping. Develop and consolidate work identified in this section from Year One with emphasis in repeating sequences of movements, linking activities on floor/apparatus, using pupils' own choices to link skills and actions in short movement phrases.</p>		<p>Net & wall</p> <p>Skills of travel, send, chase, receive, avoid, dodge, control; awareness of other players. Develop making up simple games, playing (net/wall, striking, goal scoring), playing these games - alone/pairs/groups. Experience a variety of games equipment; practicing in trios; competition, simple rules and tactics for attacking and defending.</p>	



Fishponds

Church of England Academy

				Experience consolidating work identified in this section from Year One, adapting and improving control of actions.			
Year 3	Music	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations
	Art	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft.



		and use them to review and revisit ideas ♣ improve their mastery of art techniques, including drawing and painting	and use them to review and revisit ideas ♣ improve their mastery of art techniques, including drawing and painting	and use them to review and revisit ideas ♣ improve their mastery of art techniques, including sculpture	and use them to review and revisit ideas ♣ improve their mastery of art techniques, including sculpture	♣ learn about great artists, architects and designers in history.	♣ learn about great artists, architects and designers in history.
	Sport	<p align="center"><i>Games/Play Activities</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space. Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition. Develop team games, making up games, own game practices, understanding of game principles.</p>		<p align="center"><i>Gymnastics</i></p> <p>Improve skills of rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape levels; using different combinations of floor and apparatus, working alone/ with partner. Experience performing and remembering sequences, with control; responding to set tasks, short sequences, selecting apparatus. Develop an understanding of actions ending one movement - starts next; making decisions to affect their actions.</p>		<p align="center"><i>Net & wall</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space. Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition. Develop team games, making up games, own game practices, understanding of game principles.</p>	
Year 4	Music	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory

	<ul style="list-style-type: none"> ♣ develop an understanding of the history of music. 	<ul style="list-style-type: none"> ♣ develop an understanding of the history of music. 			<ul style="list-style-type: none"> ♣ use and understand staff and other musical notations 	<ul style="list-style-type: none"> ♣ use and understand staff and other musical notations
Art	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including drawing and painting 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including drawing and painting 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including sculpture 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including sculpture 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ learn about great artists, architects and designers in history 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ learn about great artists, architects and designers in history
Sport	<p style="text-align: center;"><i>Games/Play Activities</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space. Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition. Develop team games, making up games, own game practices, understanding of game principles.</p>	<p style="text-align: center;"><i>Gymnastics</i></p> <p>Improve skills of rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape levels; using different combinations of floor and apparatus, working alone/ with partner. Practice, adapt and refine actions; perform with whole/part body control; explore and select actions which can be developed within sequences, practiced and repeated through gymnastic actions. Experience sequences which they remember and repeat, respond to a variety of tasks, longer sequences, apparatus choice. Develop an understanding of selecting more relevant actions, continuity when linking movement actions.</p>	<p style="text-align: center;"><i>Net & wall</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space. Experience small sided and simplified versions of different types of games, (i.e. invasion/net & wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and the teacher, competition. Develop team games, making up games, own game practices, understanding of game principles.</p>			

We will:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- ♣ use and understand staff and other musical notations

- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- ♣ develop an understanding of the history of music.

We will:

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We will:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music

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Art

We will use our topic as a basis to:

- ♣ develop techniques, including control and use of materials, with creativity and experimentation

- ♣ develop an increasing awareness of different kinds of art and craft.

- ♣ create sketch books to record their observations and use them to review and revisit ideas

We will use our topic as a basis to:

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We will use our topic as a basis to:

- ♣ develop techniques, including control and use of materials, with creativity and experimentation

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- ♣ learn about great artists, architects and designers in history

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Fishponds

Church of England Academy

		♣ improve mastery of art techniques, including drawing and painting	♣ improve mastery of art techniques, including drawing and painting	♣ improve mastery of art techniques, including sculpture	♣ improve mastery of art techniques, including sculpture		
	Sport	<p align="center"><i>Games/Play Activities</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.</p> <p>Experience small sided and simplified versions of different types of games, (i.e. invasion/net wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition.</p> <p>Develop team games - working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles.</p>		<p align="center"><i>Gymnastics</i></p> <p>Improve skills of rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape, levels; using different combinations of floor and apparatus, working alone/with partner. Practise adapt and refine actions; perform with whole/part body control; explore and select actions that can be developed within sequences, practised and repeated through gymnastic actions.</p> <p>Experience working within prescribed areas, considering and developing rules and scoring systems.</p> <p>Develop an understanding of selecting more relevant actions, continuity when linking movement actions.</p>		<p align="center"><i>Net & wall</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space.</p> <p>Experience small sided and simplified versions of different types of games, (i.e. invasion/net wall/strike & field); a variety of common skills and game principles; team work; working towards tasks set by themselves and teacher, competition.</p> <p>Develop team games - working within prescribed areas, considering and developing rules and scoring systems, understanding of game principles.</p>	
Year 6	Music	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ develop an understanding of the history of music. 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations 	<p>We will:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations



Fishponds

Church of England Academy

	Art	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including drawing and painting 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including drawing and painting 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including sculpture 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ create sketch books to record their observations and use them to review and revisit ideas ♣ improve their mastery of art techniques, including sculpture 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ learn about great artists, architects and designers in history 	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> ♣ develop techniques, including control and use of materials, with creativity and experimentation ♣ develop an increasing awareness of different kinds of art and craft. ♣ learn about great artists, architects and designers in history
Sport		<p style="text-align: center;"><i>Games/Play Activities</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space. Experience small sided and modified competitive versions of different types games, (i.e. invasion/net wall/strike & field); a variety of common skills and game principles linked to attacking & defending play; team wok; refining their own games, competition. Develop team games - working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles.</p>		<p style="text-align: center;"><i>Gymnastics</i></p> <p>Improve skills of rolling, jumping, swinging, balancing, taking weight on hands; changing speed, direction, shape, levels; using different combinations of floor and apparatus, working alone/with partner. Practise adapt and refine actions; perform with whole/part body control; explore and select actions that can be developed within sequences, practised and repeated through gymnastic actions. Experience performing and practising sequences alone with others; responding to own/partner task; complex sequences, planning apparatus, layouts. Develop selecting own ideas and relevant apparatus to develop more complex sequences.</p>		<p style="text-align: center;"><i>Net & wall</i></p> <p>Improve skills of travel, send chase, receive, dodge, avoid, attack, defend, control accuracy; movement into/out of space. Experience small sided and modified competitive versions of different types games, (i.e. invasion/net wall/strike & field); a variety of common skills and game principles linked to attacking & defending play; team wok; refining their own games, competition. Develop team games - working within prescribed areas, considering and developing rules, roles and scoring systems, understanding of game principles.</p>	

PSHE Long Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
Year 1	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
Year 2	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
Year 3	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
Year 4	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
Year 5	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
Year 6	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me

Computing Long Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Programming	Data	Online Safety	Media	Impact of Technology	
Year 2	Programming	Data	Online Safety	Media	Impact of Technology	
Year 3	Programming	Data	Online Safety	Media	Impact of Technology	
Year 4	Programming	Data	Online Safety	Media	Impact of Technology	
Year 5	Programming	Data	Online Safety	Media	Impact of Technology	
Year 6	Programming	Data	Online Safety	Media	Impact of Technology	

English Long Term Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS							
Year 1	Text	Beegu	The Robot and the Bluebird	Where the Wild things are	Bob, Man on the Moon	The Snail and the Whale	The Jolly Postman
Year 2	Text	The Bee Who Spoke Olga da Polga	Lila and the Secret of Rain	The Sea Monster	Emily Brown and the Thing	The Storm Whale	The Magic Finger
Year 3	Text	Charlie and the Chocolate Factory	The Mousehole Cat	Pebble in my pocket	Moon Man By Tomi Ungerer	The Tin Forest	Pea boy
Year 4	Text	Charlie and the Chocolate Factory	Leon and the Place Between	The Ice Palace	Fly, Eagle Fly!	The Iron Man	Belonging
Year 5	Text	The Lost Happy Endings	Rose Blanche	Street Child	There's a Boy in the Girls Bathroom	The Journey	The Matchbox Diary
Year 6	Text	Floodland	Way Home	Mama Miti	The Highwayman	Shackleton's Journey	The Viewer