Whole School Curriculum 2018-2019

	Year 1			Year 2			Year 3		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	**Oh we do like to be beside the Seaside**	**China**	**Florence Nightingale**	**Intrepid Explorers**	**Great Fire of London**	**All Around Us**	**Walk like an Egyptian**	**The Romans are Coming**	**Anglo-Saxons, Picts and Scots**
English	Letters and Sounds Phonics Guided & Early Star Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting (Hamilton)	Letters and Sounds Phonics Guided & Early Star Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting (Hamilton)	Letters and Sounds Phonics Guided & Early Star Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting (Hamilton)	Letters and Sounds Phonics Guided & Early Star Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension Boxes (Hamilton)	Letters and Sounds Phonics Guided & Early Star Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension Boxes (Hamilton)	Letters and Sounds Phonics Guided & Early Star Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)
Maths	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry. Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry. Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry. Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)
Computing	**Purple Mash** - Online Safety Grouping and sorting Pictograms	**Purple Mash** - Lego builders Maze explorers Animated story books	**Purple Mash** - Coding Spreadsheets Technology outside school	**Purple Mash** - Coding Online Safety Spreadsheets	**Purple Mash** - Questioning Effective Searching Creating Pictures	**Purple Mash** - Making Music Presenting Ideas	**Purple Mash** - Coding Online Safety	**Purple Mash** - Spreadsheets Typing Email	**Purple Mash** - Branching Simulations Graphing
Science	**Animals including Humans** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Everyday Materials** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	**Animals including humans** Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Uses of everyday materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Living things and their habitats** Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Plants** Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Light** 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. Recognise that light from the sun, can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. **Animals including humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. **Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Forces and Magnets** Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.
	Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies								
	Working Scientifically(Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.)						**Working Scientifically** (Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.)		
D.T.	**Moving pictures** - Birds flying across seascape Design, Make, Cutting, Evaluate, Technical Knowledge, Explore and use mechanisms - levers/sliders	**Fruits and Vegetables** - Fruit Salad/Stir Fry. Cooking and Nutrition **Chinese Dragon Puppet** - Design, Make - select construction materials, Evaluate, Technical Knowledge - make puppet stronger/stiffer/more stable	**Make a box hospital** - Design, Make - cutting/joining/finishing, Evaluate, Technical Knowledge - build structures	**Glove puppets** - Design, Make, select from a wide range of materials including textiles. Evaluate	**Emergency vehicles** - Design, Make, Cutting/Joining, Technical Knowledge -Explore and use mechanisms - wheels and axles	**Kites** - Design, Make, Evaluate, Technical Knowledge - build structures	**Board Game** - Senet inspiration (Design, Make, Evaluate)	**Roman Catapult** - Using mechanical systems	**Shields** - Research, Design
P.E.	Fundamental Movement skills through Ball Skills, Games (Invasion), Gym (Points and Patches) and Dance (At the Seaside).	Fundamental Movement skills through Ball Skills, Games, Gym (Pathways; High and Low) and Dance (Animals).	Fundamental Movement skills through Ball Skills, Games (Striking and Fielding; Partner Work), Athletics and Swimming.	Fundamental Movement skills through Ball Skills, Games (Partner Games; Sending and Receiving), Gym (Rocking and Rolling) and Dance (Life Cycles).	Fundamental Movement skills through Ball Skills, Games, Gym (High and Low; Wide, Narrow and Curled) and Dance (Colours and Moods).	Fundamental Movement skills through Ball Skills, Games (Team games; Striking and Fielding), Athletics and Swimming.	Multi Skills through Gym (Sequencing movements) and Games (Net and Wall; Tag Rugby; Athletcs).	Multi Skills through Gym (Counter Balance and Counter Tension), Games (Striking and Fielding; Team Games) and Dance (Romans).	Multi Skills through Games (Striking and Fielding; Creative Games Making), Athletics and Swimming.
	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. Improve water confidence and develop swimming stroke techniques.						Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. In particular, pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.		
SELF	Self-aware (Know yourself) Self-control (Stop yourself)	Self-esteem (Like yourself), Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-control (Stop yourself)	Self-esteem (Like yourself), Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-control (Stop yourself)	Self-esteem (Like yourself), Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)
History	**The Seaside** - Changes within living memory - reveal aspects of change in national life e.g. holiday locations, beach wear, travel	**Chinese New Year** - Global event beyond living memory/festival	**Florence Nightingale** - Lives of Significant individuals	**Christopher Columbus, Neil Armstrong** - The lives of significant individuals	**Great Fire of London** - Events beyond living memory	**Slip End** - Significant historical places in your locality	**Egypt** - The achievements of the earliest civilisations	**Romans** - The Roman Empire and its impact on Britain	**Anglo Saxons, Picts and Scots** - Britain's settlement by Anglo-Saxons and Scots
Geography	**England, Scotland, Ireland and Wales** - Characteristics, capital cities, location . Use maps, atlases and globes	**China** - Comparison of human and physical features of a small area in the UK with a small area in a contrasting non-European country	**Make a map - Florence's journey, Hospital plan** - Devise a simple map and construct basic symbols for a key. Compass Directions and locational and directional language	**Around the World** - Name and locate the world's seven continents and five oceans. Use maps atlases and globes. Use basic geographical vocabulary.	**Life in the city** - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. Using basic geographical vocabulary	**The four seasons** - Seasonal and weather patterns in the UK and location of hot and cold areas of the world (North and South Pole, Equator). Use simple fieldwork and observational skills	**Countries of the world** - Locate World countries and capitals-using maps. Describing and understanding key aspects of physical geography. 4 square Grid references and how to use a map	**Volcanoes and earthquakes** - Describe and understand physical geography including volcanoes and earthquakes	**Earning a living** - Human geography including economic activities, trade links and distribution of natural resources
R.E.	Bedfordshire Agreed Syllabus What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times?	Bedfordshire Agreed Syllabus What makes some places significant? What makes some places sacred to believers? Why does Easter matter to Christians?	Bedfordshire Agreed Syllabus Who is Jewish? What do they believe and how do they live?	Bedfordshire Agreed Syllabus What is the 'good news' Christians believe Jesus brings? How and why do we celebrate significant times? What makes some celebrations sacred to believers?	Bedfordshire Agreed Syllabus What can we learn from sacred books and stories? How do we show we care for others? Why does it matter?	Bedfordshire Agreed Syllabus Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people? How do we show we care for the Earth? Why does it matter?	Bedfordshire Agreed Syllabus Where, how and why do people worship? How do people mark significant life events?	Bedfordshire Agreed Syllabus What is the 'trinity' and why is it important to Christians? What kind of world did Jesus want? Why do Christians call the day Jesus died 'Good Friday'?	Bedfordshire Agreed Syllabus How do festivals and family life show what matters to Jewish people?
Music	**Charanga** - Hey You! Little Angel Gets her Wings	**Charanga** - In the Groove Rhythm in the way we walk Banana Rap	**Charanga** - Round and Round Reflect, Rewind and Replay	**Charanga** - Hands, Feet, Heart Babushka	**Charanga** - Glockenspiel Stage 1 I Wanna Play in a Band	**Charanga** - Zootime Reflect, Rewind and Play	**Charanga** - Let Your Spirit Fly Glockesnspiel Stage 1	**Charanga** - Three Little Birds The Dragon Song	**Charanga** - Bringing Us Together Reflect, Rewind and Replay Inspire Music - Recorders
	(Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.)						(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. 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.)		
Art and Design	**Seaside** - Colour/Texture/Form. Painting/Collage/Sculpture i.e. Texture Tiles. Pointillism Painters - Cross/Signac/Seurat (Plus a range of independent activities to explore the elements of Art and a variety of materials and techniques.)	**Chinese Art** - Line/Colour/Pattern. Drawing /Blow Straw Art/Painting i.e. Observational drawings of trees, Plate Decorating. Willow Pattern Porcelain - Minton (Plus a range of independent activities to explore the elements of Art and a variety of materials and techniques.)	**Portraits** - Line/Space/Shape/Colour. Drawing/Painting/Scissor Art. Painters - Van Gogh/Modigliani/Da Vinci. Silhouettes and Scissor Artists - Harwood Rose/Burns/Johnson (Plus a range of independent activities to explore the elements of Art and a variety of materials and techniques.)	**Art Explorers** - Texture/Form/Pattern. Sculpture i.e. Creating art work from natural materials, Clay Relief Tiles of Leaves. Andy Goldsworthy	**Fire of London** - Colour/Tone. Painting/Collage/Drawing i.e. Pastels. The Great Fire Paintings - Artists Unknown	**Townscapes and Landscapes** - Shape/Colour/Space/Line. Drawing/Watercolour Painting/Stamp Printing. Mondrian/Klee/Constable/Lowry	**Egyptian Masks** - Form/Colour/Line. Drawing/Sculpture i.e. Paste Paper Masks. Tutankhamun's Death Mask	**Roman Mosaics** - Pattern/Space/Shape. Sculpture i.e. Roman Mosaics. Verulamium St. Albans Museum	**Anglo Saxon Jewellery** - Pattern/Colour/Texture. Sculpture i.e. Paper Bead Craft. Anglo Saxon Jewellery
	(To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, 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, and making links to their own work.)						(To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.)		
M.F.L	_	_	_	Key Stage 1 Multilingual Introduction - Sing and Learn Series	Key Stage 1 Multilingual Introduction - Sing and Learn Series	Key Stage 1 Multilingual Introduction - Sing and Learn Series	French: Wakefield - Bonjour ! Les nombres	French: Wakefield - Dans la salle de Classe/ Les couleurs	French: Wakefield - Les fruits/la nourriture/ Les jours/ Les mois/ Le zoo /Le corps

	Year 4			Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	**Mayans**	**The Viking and Anglo-Saxon Struggle**	**An English Country Garden**	**Prehistoric Britain**	**Early Islamic Civilizations**	**Crime, Punishment and Justice**	**Ancient Greece**	**Ancient Greece**	**1950s to 1990s**
English	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)	Guided & Accelerated Reading Vocabulary, Grammar, Punctuation and Spelling Nelson Handwriting Primary Comprehension & Literacy Boxes (Hamilton)
Maths	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)	Number and Place Value, Calculation, Fractions and Decimals, Measurement, Geometry, Statistics Development of fluency, reasoning and problem solving (Hamilton)
Computing	**Purple Mash** - Coding Online safety Spreadsheets	**Purple Mash** - Writing for different audiences Logo	**Purple Mash** - Animation Effective searching Hardware investigators	**Purple Mash** - Coding and Spreadsheets Online Safety	**Purple Mash** - Databases and Game Creator Online Safety	**Purple Mash** - 3D modelling and Concept Maps Online Safety	**Purple Mash** - Coding Online Safety Spread Sheets	**Purple Mash** - Blogging Text Adventures Networks	**Purple Mash** - Quizzing Understanding Binary
Science	**Sound** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. **Electricity** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	**Animals including humans** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. **Living things and their habitats** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	**States of matter** 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Earth and Space** 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. **Forces** 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.	**Properties and changes of materials** 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.	**Animals including humans** Describe the changes as humans develop to old age. **All living things and their habitats** 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.) 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.	**Light** Recognise that light appears to travel in straight lines. 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. **Animals including humans - The Circulatory System - the role the heart and blood plays in our lives and how to keep out heart healthy** Identify and name the main parts of the human 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.	**Evolution and inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	**Sex and Relationship Education** - Body changes at puberty, periods, sex and pregnancy
				Working Scientifically (Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.)					
D.T.	**Lighting it up** - Pictures Understand and use electrical systems	**Viking longboat** - Construction. Flag Design including cross-stitch. Make and select from a wide range of materials including textiles	**Garden Design** - Vegetable Growing - Where does food come from? (Local Produce) - Chicken Hatching (Understand how individuals in design and technology have shaped the world - Capability Brown)	**Sewing** - Perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	**Clock Making** - CAD/CAM - To generate their own design proposals. Evaluate the clock against their own design criteria. To use various finishing processes to produce a quality article.	**Cooking and Nutrition Basic Food Skills** - knives. hob, grill, oven. Soup/smoothies/ fruit salad	**Pencil cases/ Phone Cases** - Creating a pocket of material sewn together	**Trinket boxes** - Create wooden box with a lid	**Food - Knife Skills** - Discussing and creating healthy food options and planting and harvesting food in our garden to use in our cooking
P.E.	Multi Skills through Dance (The Haka), Gym (Receiving body weight) and Games (Tag Rugby; Basketball).	Multi Skills through Gym (Partner balance), Indoor Athletics and Games (Benchball tournament; Invasion)	Multi Skills through Games (Striking and Fielding; Team based), Athletics and Swimming.	Multi Skills through Gym (Synchronised and Contrasting), Dance (Tribal), Games (Tennis; Basketball).	Multi Skills through Games (Netball), Indoor Athletics, Gym and Healthy Active Lifestyles.	Multi Skills through Games (Hockey), OAA, Athletics and Swimming.	Multi Skills through Gym (Design Individual routine), Games (Tag Rugby; Netball).	Multi Skills through Games (Athletics; Team Games), Dance (Create a Dance based around a Theme Park), Gym (Design routine with a partner) and Healthy Active Lifestyles.	Multi Skills through Games (Cricket; Tennis), OAA, Athletics and Swimming.
SELF	Self-aware (Know yourself) Self-control (Stop yourself)	Self-esteem (Like yourself), Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-control (Stop yourself)	Self-esteem (Like yourself), Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)	Self-aware (Know yourself) Self-control (Stop yourself)	Self-esteem (Like yourself), Self-sufficient (Help yourself)	Self-motivation (Push yourself) Self-reflect (Empower yourself)
History	**Mayans** - A non-European society that provides contrast with British History - Mayan civilization	**Anglo Saxons and Vikings** - Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	**A Local History Study** - A study of a site dating from a period beyond 1066 that is significant in the locality - Slip End. A study over time tracing how national history is reflected in the locality. - Caddington	**Prehistoric Britain** - Changes in Britain from Stone Age to Iron Age	**Early Islamic Civilizations** - A non- European Society	**History of Crime and Punishment** - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	**Ancient Greece** - A study of Greek life and achievements and their influence on the western world	**Ancient Greece** - The legacy of Ancient Greece	**1950s to 1990s** - Leisure and entertainment in the 20th century
Geography	**South America** - Understand geographical similarities and differences of South America and the UK	**Rivers & and Coasts** - Key topographical features including coasts	**Fieldwork** - Use fieldwork to observe features in the local area.	**The UK: Who are we?** - Name and locate counties and cities of the United Kingdom, geographical regions. Use maps, atlases, globes and computers.	**Map skills** - Identify the position and significance of latitude, longditude, equator, Northern hemisphere, Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime Grenwich meridian and time zones.	**Regional study- London** Understand geographical similarities and differences of a region of the United Kingdom	**Looking at Europe** - Understand geographical similarities and differences of a region of a European country	**Mountains** - Locational knowledge. Key topographical knowledge - mountains.	**Food for thought** - Locational knowledge of land-use patterns and understand how land use has changed over time.
R.E.	Bedfordshire Agreed Syllabus How is faith expressed in Hindu communities and traditions? How is faith expressed in Sikh communities and traditions?	Bedfordshire Agreed Syllabus How is faith expressed in Islam? For Christians, what was the impact of Pentecost?	Bedfordshire Agreed Syllabus What are the deeper meanings of the festivals? How and why do people try to make the world a better place?	Bedfordshire Agreed Syllabus Why do some people inspire others? Examples from religions What will make our community a more respectful place?	Bedfordshire Agreed Syllabus How is faith expressed in Islam? What does it mean if Christians believe God is holy and loving?	Bedfordshire Agreed Syllabus Justice and poverty: why does faith make a difference? Creation and science. Conflicting or complementary.	Bedfordshire Agreed Syllabus What helps Hindu people as they try to be good? Values: what matters most to Humanists and to Christians?	Bedfordshire Agreed Syllabus How do Christians decide how to live? What would Jesus do ? What do Christians believe Jesus did to 'save' people?	Bedfordshire Agreed Syllabus Why do some people believe in god and some people not? How does faith enable resilience?
Music	Ukulele tuition	Ukulele tuition	Ukulele tuition	**Charanga** - Don't Stop Believin' Bells Ring Out	**Charanga** - Classroom Jazz 1 Make you feel my love Fresh Prince	**Charanga** - Stop! And Reflect Rewind and Replay Dancing in the street.	**Charanga** - Livin' On A Prayer Classroom Jazz 2	**Charanga** - A new year carol Happy	**Charanga** - You've got a friend Reflect, Rewind and Replay
Art and Design	**Mayan Weaving** - Texture/Colour/Pattern. Sculpture i.e. Weaving from Paper and Wool.	**Manuscript Art** - Line/Shape/Space/Pattern/Colour. Drawing/Printing/Wax Resist. The Book of Kells	**Fruit, Vegetables and Flowers** - Colour/Texture/Form/Space. Drawing/Painting i.e. Sunflowers/ Collage i.e. Fruit and vegetables. Impressionism and Expressionism i.e. Monet, Nolde, Van Gogh. Arcimboldo	**Wall painting (Stone Age to Modern Graffiti Art)** - Colour/Line/Shape. Drawing/Painting on a Wall. Cave Painting to Banksy	**Modern Architecture** - Form/Shape/Line. Drawing/Sculpture i.e. Modroc. Architect Zaha Hadid	**Emotion in Art** - Colour/Line/Shape. Painting i.e. on large paper on the floor, painting to music etc. Pollock/Kandinsky/Munch/ Picasso	**Ancient Greek Friezes** - Line/Form/Shape/Space. Drawing i.e. Pencil and Charcoal/Relief Art (Clay)	**Gargoyles and Grotesques** - Form - Sculpture i.e. Clay. Ancient Greek Gargoyles i.e. Temple of Zeus/Cartoon Artists e.g. Disney, Steranko, Schultz (Exaggeration of human features)	**Decade diorama** - Pattern/Colour/Form/Texture. Multi-media/techniques. Pop Art - Lichtenstein, Rauschenburg, Hamilton. Op Art - Riley. Graphic Art - Escher. Chair/Wallpaper/Fashion designers 1950s to 1990s
M.F.L	Twinkl: All around town On the move	Twinkl: Going shopping Where in the world?	Twinkl: What's the time? Holidays and hobbies	French: Wakefield - Les Vetements	French: Wakefield - J'habite	French: Wakefield - Un pays francophone	French: Wakefield - Quel temps fait-il? Instructions dans la salle de classe. Jours de la semaine et mois do l'annee	French: Wakefield - Dans la maison et adjectifs.	French: Wakefield - Vetements et ma famille.