



The Griffin Federation
Learning Together for Excellence

Curriculum

2019 – 2021

Griffin Federation Visions

Holbeach St Marks Church of England Primary School

The Griffin Federation, of three schools, aims to be at the heart of the villages we serve. We feel that working in partnership with the whole community will lead towards a society of hope, where we raise aspirations for our children and allow them to become the very best members of the community they can be. We do this through the teachings of justice and forgiveness, lived out through all members of our school family.

Every member of our community is valued, and valuable, as they were created in the image of God. We pursue excellence for all, including our most vulnerable, by providing the support and challenge they require to reach their full potential. We do this in an inclusive environment, where the well-being of everyone is nurtured with dignity and compassion, so that any difficulties experienced can be overcome.

Gedney Drove End and Westmere Community Primary School

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Our Curriculum Intent.

Our curriculum will give children the opportunity to explore the breadth and depth of the national curriculum, but with focus on developing communication and language skills. In particular, we use a text rich curriculum, as we know that this builds imagination and can take you on a journey of exploration. We want our children to experience the challenge and enjoyment of learning. Our curriculum is planned annually to take into account the needs of our children who are at the heart of all we do across the federation.

We understand that many of our children have limited experiences of life outside of our small communities and we therefore plan to have a memorable experience at the start of the topic. We feel raising aspirations of our children is vital; we do this through curriculum enhancement and developing partnerships with external providers - to further extend children's opportunities and improve their cultural capital. We also feel that encouraging parents to become engaged and involved in their child's learning is essential. Our curriculum provides high expectations and high aspirations for all of our children.

While we use a thematic curriculum, we are keen that progression in individual subjects is well planned for. We use a progression document for all subjects to ensure this happens. We ensure our curriculum is knowledge rich and are developing knowledge organisers to provide the non-negotiable knowledge in each year group to allow our children to master the curriculum, retain knowledge and build upon prior knowledge and skills. Our teachers create their long-term plans each year; this ensures that children in mixed aged classes do not repeat content and their skills and knowledge are developed.

We use the national curriculum as a starting point for our curriculum design.

School specific drivers for our curriculum:

HSM

Language and Oracy
Develop Independence
Raise Aspirations and Cultural Capital
Broad, balanced and beyond
Church School distinctiveness

GDE

Language and Oracy
Develop Independence
Raise Aspirations and Cultural Capital
Broad, balanced and beyond
Personal and social development

Westmere

Language and Oracy
Personal development and behaviour
Raise Aspirations and Cultural Capital
Broad, balanced and beyond
Community

YEAR A	Reception	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	This Is Me!	Being Me In My World	Pre-historic Britain Stone Age to Iron Age		Victorians Railways, inventions... (sig turning points in British history)	
Autumn 2	Let's Celebrate!	Bright Lights, Big City			Victorians The changing power of monarchs	
Spring 1	Near and Far	Castles	Roman Invasion	Frozen Kingdom		
Spring 2	Tell Me a Story	Wriggle and Crawl	Extreme Earth	The Anglo-Saxon Settlers		
Summer 1	Everywhere Around Me	Oh I do like to be beside the seaside	Exploring Modern Egypt	The Americas		
Summer 2	Let's Go Outdoors!	Under the Sea	The Olympics			

YEAR B	Reception	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	This Is Me!	Fire, Fire!	Location, Location...		The Vicious Vikings	
Autumn 2	Let's Celebrate!					
Spring 1	Near and Far	Frozen Kingdom	Romanisation of Britain		WWII	
Spring 2	Tell Me a Story	Dinosaurs			WWII The impact on our locality	
Summer 1	Everywhere Around Me	World Explorers	Land of the Pharaohs		The Mayans	
Summer 2	Let's Go Outdoors!		The Groovy Greeks			

Pre-School Long Term Overview 2019-20

Term 1 – TOPIC – Linked with the children’s interests

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can use words for familiar objects and adults within the nursery environment 	<ul style="list-style-type: none"> ✓ I can grasp a pencil ✓ I can begin to make marks ✓ I can use scissors with support 	<p>Being Me in My world</p> <ul style="list-style-type: none"> ✓ All Play modelled by adults ✓ I can play alongside others with support ✓ I can follow simple instructions ✓ I can put a coat on with support 	<ul style="list-style-type: none"> ✓ I can make sounds in response to stimuli I can listen to stories 	<ul style="list-style-type: none"> ✓ I show interest in numbers and counting in the environment ✓ I can use shapes to make pictures and patterns 	<ul style="list-style-type: none"> ✓ I know I belong to Draco class and know the names of the adults and my friends. ✓ I can interact with the smart board ✓ I can talk about the things I see 	<ul style="list-style-type: none"> ✓ I can begin to select and use basic art resources ✓ I can join in with rhymes and songs

Term 2 – TOPIC – Linked with the children’s interests

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can use social interaction terms appropriately e.g., hello, goodbye, thank you 	<ul style="list-style-type: none"> ✓ I can make marks with increasing control ✓ I can develop my pencil grip 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> ✓ I can begin to follow nursery routines ✓ I can play alongside others ✓ I can take put my shoes on and take them off with support ✓ I can begin to interact with less familiar adults/children 	<ul style="list-style-type: none"> ✓ I can use my voice for different purposes ✓ I can talk about the key events of a story in order 	<ul style="list-style-type: none"> ✓ I use some number names in my play ✓ I can begin to develop an understanding of pattern ✓ I can begin to understand positional language 	<ul style="list-style-type: none"> ✓ I know I belong to different groups and communities e.g., my class, my family, our school ✓ I will begin to do activities in the school e.g., use the hall, panto, Christmas lunch, with Reception Nativity, Singing to parents ✓ I can navigate a simple computer programme on the smart board 	<ul style="list-style-type: none"> ✓ I can begin to select and use basic art resources ✓ I can join in with rhymes and songs

					✓ I can talk about changes (seasons)	
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Term 3 – TOPIC – Linked with the children’s interests

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can use simple sentences and phrases to express my interests ✓ I can name primary and secondary colours 	<ul style="list-style-type: none"> ✓ I can begin to copy/trace shapes and lines ✓ I can develop my pencil grip 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> ✓ I can play in a group ✓ I can sit on the carpet appropriately ✓ I can begin to line up with support ✓ I can put my wellies on when appropriate ✓ I can begin to express needs and interests to an adult 	<ul style="list-style-type: none"> ✓ I can respond to rhythm and rhyme in stories and rhymes ✓ I can talk about the characters and settings in a story 	<ul style="list-style-type: none"> ✓ I know number names to 5 ✓ I can sometimes match a number to its name ✓ I can recognise shapes in the environment 	<ul style="list-style-type: none"> ✓ I can recognise key areas of the school and some staff members e.g. the hall and office area, SLT and SENCo ✓ I can use button and switches to make things work ✓ I can talk about different groups of animals. 	<ul style="list-style-type: none"> ✓ I can make simple representations in my drawings and constructions ✓ I can use a narrative in my play

Term 4 – TOPIC – Linked with the children’s interests

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can describe how I feel in a full sentence. 	<ul style="list-style-type: none"> ✓ I can copy and draw shapes and lines with increasing control and accuracy ✓ I am beginning to use scissors independently ✓ I can hold a pencil using my fingers 	<p>Healthy me</p> <ul style="list-style-type: none"> ✓ I can begin to understand and identify the emotions I feel ✓ I can play in a group and develop ideas ✓ I can interact with familiar adults to express needs and wants ✓ I can independently get ready for home time. 	<ul style="list-style-type: none"> ✓ I can handle books independently and with care ✓ I can distinguish between sounds in the environment ✓ I can predict what happens next in a story 	<ul style="list-style-type: none"> ✓ I can recognise nursery positional language e.g., next, under, in, on ✓ I can count objects to 5 ✓ I can talk about shapes in the everyday environment 	<ul style="list-style-type: none"> ✓ I can begin to recognise the wider school community ✓ I can talk about changes in my environment (seasons) 	<ul style="list-style-type: none"> ✓ I can move and respond to music

		<ul style="list-style-type: none"> ✓ I can sit on the carpet with increased concentration ✓ I can line up. 				
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Term 5 – TOPIC – Linked with the children’s interests

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can describe how others feel in a full sentence. 	<ul style="list-style-type: none"> ✓ I can begin to copy my name in cursive script ✓ I can hold my pencil using the tripod grip 	<p>Relationships</p> <ul style="list-style-type: none"> ✓ I can begin to negotiate with others when playing ✓ I am mostly independent in my self care ✓ I can begin to adapt my behaviour during changes to routines ✓ I can begin to understand how other people feel 	<ul style="list-style-type: none"> ✓ I know the text has meaning ✓ I can hear the initial sounds in a word ✓ I can hold a book the right way up and turn single pages ✓ I can talk about how stories make me feel 	<ul style="list-style-type: none"> ✓ I can recite numbers in order to 10 ✓ I can use everyday language to describe shapes 	<ul style="list-style-type: none"> ✓ I can begin to identify the reception adults and classrooms ✓ I can talk about the bugs and insects that visit us 	<ul style="list-style-type: none"> ✓ I can create pictures and models using a variety of materials

Term 6 – TOPIC – Linked with the children’s interests

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can participate in short conversations and keep it going with relevant contributions 	<ul style="list-style-type: none"> ✓ I can copy the letters in my name in cursive script ✓ I can hold a pencil using a tripod grip ✓ I can use scissors with increasing control and accuracy. 	<p>Changing me</p> <ul style="list-style-type: none"> ✓ I can begin to self-manage my behaviour in a range of situations. ✓ I can engage purposefully in play. ✓ I can begin to understand how my 	<ul style="list-style-type: none"> ✓ I can recognise my name ✓ I can distinguish between letters and numbers ✓ I can hear simple words segmented and blended 	<ul style="list-style-type: none"> ✓ I can talk about more or less ✓ I am beginning to understand the word altogether ✓ I can count to 20 ✓ I can count 10 objects I can name and recognise a square, 	<ul style="list-style-type: none"> ✓ I can identify the other outdoor areas linked to reception ✓ I know how to look after our environments (classroom/outdoor area) ✓ I can use the ipads and 	<ul style="list-style-type: none"> ✓ I can use simple percussion instruments with increasing rhythm.

		actions make other people feel.	✓ I can think of an alternative ending to a story.	circle, rectangle and triangle	✓ I can talk about how plants change as they grow.	
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Reception Long Term Overview 2019-20

Term 1 – TOPIC – This is Me!

Wow Event – Teddy Bear’s Picnic

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ Focused Vocabulary Terms (see separate document) ✓ Following directions with focused attention. 	<ul style="list-style-type: none"> ✓ Keeping Safe ✓ Gross Motor Skills ✓ Pencil grip with fingers ✓ Gymnastics 	<ul style="list-style-type: none"> ✓ Behavioural expectations in accordance with Reception expectations document. ✓ Jigsaw - Being Me in My World 	<ul style="list-style-type: none"> ✓ Revisit Phase 1 ✓ Talking about what happened in a book. ✓ Use of fingers to track reading with support. ✓ Independent use of books. ✓ Making marks with meaning and purpose. ✓ Copying the letters in their name. ✓ Handwriting Patterns. 	<ul style="list-style-type: none"> ✓ Count to 5 using 1:1 correspondence ✓ Count and recognise the numbers to 5 ✓ Write the numbers to 5 ✓ Identify how many are in a set ✓ Positional Language 	<ul style="list-style-type: none"> ✓ My Family and Me ✓ Our School Houses ✓ RE: Myself [Introduce people who belong to a religious group] 	<ul style="list-style-type: none"> ✓ Self Portraits and Colour Mixing ✓ Singing

Term 2 – TOPIC – Let’s Celebrate

Wow Event – Bonfire Party

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ Focused Vocabulary Terms (see separate document) ✓ Maintaining focused attention with concentration. ✓ Beginning to use a range of tenses when talking about events. 	<ul style="list-style-type: none"> ✓ Pencil Tripod Grip ✓ Hand Dominance ✓ Fine Motor Skills ✓ Scissor Skills ✓ Gymnastics 	<ul style="list-style-type: none"> ✓ Jigsaw - Celebrating Difference 	<ul style="list-style-type: none"> ✓ Phase 2 ✓ To give meaning to simple words ✓ Making predictions ✓ Guided Reading ✓ Writing recognisable letters to give meaning. ✓ Writing their name in a recognisable way. ✓ Handwriting Letters. 	<ul style="list-style-type: none"> ✓ Write numbers to 10 ✓ Count to 10 using 1:1 correspondence ✓ Count and recognise numbers to 10 ✓ Understand the term altogether ✓ Practically combine two groups to find a total. ✓ Weight & Capacity Patterns 	<ul style="list-style-type: none"> ✓ Autumn (Seasonal Change) ✓ Bonfire Night ✓ Christmas ✓ RE: Special People to Me [Introduce people who are important to members of a religious group] 	<ul style="list-style-type: none"> ✓ Singing ✓ Joining and Exploring Materials

Term 3 – TOPIC – Near and Far

Wow Event – Winter in our village

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ Focused Vocabulary Terms (see separate document) ✓ Listens and responds to ideas expressed by others. 	<ul style="list-style-type: none"> ✓ Balance and Movement ✓ Increased Spatial Awareness ✓ Refined Tripod Grip ✓ Dance 	<ul style="list-style-type: none"> ✓ Jigsaw -Dreams and Goals 	<ul style="list-style-type: none"> ✓ Phase 2 ✓ Retell a familiar story ✓ Orally create a simple story ✓ Begin to make sense of simple sentences ✓ To know texts can be used for different purposes. ✓ To write simple phonetically plausible words. ✓ To write their name with increasing accuracy. 	<ul style="list-style-type: none"> ✓ Solve simple addition calculations ✓ One more and one less ✓ 2D shapes and their properties ✓ Independently write calculations 	<ul style="list-style-type: none"> ✓ Chinese New Year ✓ Winter (Seasonal Change) ✓ Animals ✓ RE: Our Special Books [Introduce stories from religions and important books for members of a religious group] 	<ul style="list-style-type: none"> ✓ Paper folding ✓ Body Percussion

Term 4 – TOPIC – Tell Me A Story

Wow Event – Performing a Traditional Story

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ Focused Vocabulary Terms (see separate document) ✓ Understanding how and why questions. 	<ul style="list-style-type: none"> ✓ Independent Scissor Skills ✓ Dance 	<ul style="list-style-type: none"> ✓ Jigsaw - Healthy Me 	<ul style="list-style-type: none"> ✓ Phase 3 ✓ Identify characters and settings ✓ Features of a non-fiction text ✓ To begin to write their surname, 	<ul style="list-style-type: none"> ✓ Count to 20 using 1:1 correspondence ✓ Double and Halves ✓ Write numbers to 20 ✓ Practical subtraction ✓ 3D Shapes and their properties 	<ul style="list-style-type: none"> ✓ Nursery Rhymes Week ✓ Materials ✓ Pancake Day ✓ Easter 	<ul style="list-style-type: none"> ✓ Body Percussion ✓ Weaving

			<ul style="list-style-type: none"> ✓ To use basic punctuation. ✓ To begin to write a simple story. ✓ To write simple sentences independently. 	<ul style="list-style-type: none"> ✓ Count and recognise numbers to 20 	<ul style="list-style-type: none"> ✓ RE: Salvation [Why do Christians put a cross in an Easter Garden?] 	
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Term 5 – TOPIC – Everywhere Around Me

Wow Event – Zoo / Farm Visit

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ Focused Vocabulary Terms (see separate document) ✓ Accurate use of tenses when talking about events. 	<ul style="list-style-type: none"> ✓ Keeping Healthy ✓ Games 	<ul style="list-style-type: none"> ✓ Jigsaw - Relationships 	<ul style="list-style-type: none"> ✓ Phase 3 ✓ Create their own characters and settings ✓ To know some texts give information. ✓ To write simple stories. ✓ To write their full name. ✓ To be aware of and begin to use narrative features. 	<ul style="list-style-type: none"> ✓ Counting in 2s 5s and 10s ✓ Solve simple subtraction calculations ✓ Length and problem solving 	<ul style="list-style-type: none"> ✓ Exploring Areas of Our School ✓ Plants ✓ Animals ✓ RE: Creation [Why is the word 'God' so important to Christians?] 	<ul style="list-style-type: none"> ✓ Clay Tiles (Flowers) ✓ Percussion with Instruments

Term 6 – TOPIC – Let's Go Outdoors

Wow Event – Camping Event

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ Focused Vocabulary Terms (see separate document) 	<ul style="list-style-type: none"> ✓ Games 	<ul style="list-style-type: none"> ✓ Jigsaw - Changing Me 	<ul style="list-style-type: none"> ✓ Phase 4 ✓ Read phonetic simple sentences. ✓ Read age appropriate tricky words. 	<ul style="list-style-type: none"> ✓ Count and Recognise numbers to 30 ✓ Count to 30 with 1:1 Correspondence ✓ Write Numbers to 30 	<ul style="list-style-type: none"> ✓ Sinking and Floating ✓ Long Sutton ✓ RE: Our Beautiful World [Introduce stories about creation and some beliefs] 	<ul style="list-style-type: none"> ✓ Percussion with Instruments ✓ Junk Modelling Boats

			<ul style="list-style-type: none"> ✓ To understand what they are reading through answering questions. ✓ Identify the type of text ✓ Read with increasing stamina ✓ To write extended sentences using and. 	<ul style="list-style-type: none"> ✓ Order of the School Day ✓ Time and Money 	about the natural world]	
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Year 1/ 2 Long Term Overview 2019-20 – YEAR A

Term 1 – TOPIC – Being Me In My World

Memorable Experience– Walk around village, create memory box

English	Maths	Science*	Computing	Art/DT	History/ Geography**	Music	PSHE	PE	RE
Labels, lists and captions	Properties of shape	The Human Body & Senses	iAlgorithm session 1-3	Sketching – Self Portraits	Fieldwork – School and locality	Hey You!	How do we decide how to behave?	See bespoke PE plan	Places of Worship - Christian
Stories with familiar setting	Place value	Trees		Colour Mixing	History of Me				
Recounts	Addition and subtraction	Seasonal Changes							

Term 2 – TOPIC – Bright Lights, Big City! (Lincoln)

Memorable Experience – Visit to Lincoln

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Stories with familiar patterns	Place value	Everyday Materials	iProgram unit 1	Painting - Starry Night – Vincent Van Gogh	Significant historical events, people and places in own locality	Christmas	What can we do with money?	See bespoke PE plan	Creation – Who do Christians believe made the world?
Information texts	Addition and subtraction	Day Length Seasonal Changes	Y1 iSafe unit 1		William the Conqueror (Lincoln)				
Songs and repetitive rhymes	Measurement: length and height								

Term 3 – TOPIC – Castles

Memorable Experience – Visit to Lincoln Castle

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Fantasy stories	Addition and subtraction	Everyday Materials	Y1 iPad	Castle Doors - Mechanisms	Historical events, people, places in own locality	Rhythm in the way we walk / Banana Rap	How do we keep safe?	See bespoke PE plan	God – What do Christians believe God is like?
Traditional Poems	Place value	Day Length	Y1 iWrite						
Postcards	Multiplication	Seasonal Changes			4 countries & cities of the UK				
	Division								

Term 4 – TOPIC – Wiggle and Crawl

Memorable Experience – Grow butterflies / Zoolab / Ugly Bug Ball

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Instructions/ explanation	Division	Plants	Y2 iProgram Session1-3	Printing	Aerial Photographs	In the groove	How do we keep safe?	See bespoke PE plan	Places of Worship - Islam
Traditional tales	Place value	Common Animals	Y2 iAnimate session 1-3		Physical & Human Features (using basic geographical vocabulary)				
	Statistics	Day Length							
Humorous poems	Fractions	Seasonal Changes							

Term 5 – TOPIC – Oh I do like to be beside the seaside

Memorable Experience – Picnic for parents in school, Wells Next The Sea

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Non-chronological reports	Geometry (position and direction)	Animals	Y2 iSearch Session 1-3	Food for a Picnic	Hunstanton – Physical and Human Features - vocabulary	Reflect, Rewind, and Replay	How do we feel?	See bespoke PE plan	Community - Islam
Stories from other cultures	Time	Day Length Seasonal Changes	Y1 iModel Sessions 1-2		Historical locality (Seasides of the Past)				
Third person recount (Y2) 1 st person (Y1)	Fractions								

Term 6 – TOPIC – Under the Sea

Memorable Experience – Hunstanton / Sealife Centre

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
A famous author Julia Donaldson	Addition and subtraction	Animals	Y2 iBlog Sessions 1-3	Collage	4 countries and seas of the UK	End of year Performance / Performance for parents	What makes us special?	See bespoke PE plan	God - Islam
Performance Poetry	Multiplication and division		Y2 iPub sessions 1-3		Directional Language				
Persuasive text (Y2)	Measurement: weight and volume (Y1)								
	Mass, capacity and temperature (Y2)								

*Seasonal Change and associated weather ongoing all year / **Seasonal and daily weather patterns ongoing all year

Year 1 / 2 Long Term Overview 2020-21 – YEAR B

Term 1 & 2 – TOPIC – Fire! Fire!

Memorable Experience – The Burning of Pudding Lane (make Pudding Lane and burn it down)

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Stories set in The past – myths and legends</p> <p>Classic & contemporary poetry</p> <p>Recount – re-tell historical events</p>	<p><u>Term 1</u></p> <p>Properties of shape</p> <p>Place value</p> <p>Addition and subtraction</p> <p>Measurement: Length and height</p>	<p>Uses of everyday materials</p>	<p>KS1 iAlgorithm Sessions 4-5</p> <p>Y1 iProgram unit 2</p> <p>KS1 iSafe unit 2</p>	<p>Structures – Pudding Lane</p> <p>London based drawing / painting</p>	<p>Events beyond living memory – Great Fire of London</p>	<p>I wanna play in a band</p>	<p>How can we help?</p> <p>&</p> <p>What is bullying?</p>	<p>See bespoke PE plan</p>	<p>Life Journey: Islam</p>

Term 3 – TOPIC – Frozen Kingdom

Memorable Experience –

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Familiar stories</p> <p>Persuasion (Y2)</p> <p>Information texts</p>	<p>Addition and subtraction</p> <p>Place value</p> <p>Multiplication</p> <p>Division</p>	<p>Living things and their habitats</p>	<p>Y2 iPad</p> <p>Y1 iData</p>	<p>Textiles - puppets</p>	<p>Locational knowledge – continents & oceans</p> <p>Human and Physical – location of hot / cold places</p>	<p>Christmas</p>	<p>How can we be healthy?</p>	<p>See bespoke PE plan</p>	<p>Thankfulness</p>

Term 4 – TOPIC – Dinosaurs

Memorable Experience - Education group: Sophie the T-Rex, Dinosaur Park

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Contemporary Fiction	Division	Living things and their habitats	Y2 iAnimate Sessions 4-6	Sculpture – clay dinosaurs	Locational knowledge - oceans & continents	Round and round	What is the same and different about us?	See bespoke PE plan	Being Human: Islam
Calligrams	Place value	Plants	Y2 iProgram Sessions 4-6		Hot / cold places (include Egypt)	&			
Instructions	Statistics					Zootime			
	Fractions								

Term 5 & 6 – TOPIC – World Explorers

Memorable Experience – Archaeology day – linked to Howard Carter

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Themed stories by the same author	<u>Term 5</u> Geometry (position and direction)	Animals including humans	Y2 iSearch Sessions 4-5 Y1 iModel Sessions 3-4	Mechanism or structure	Significant Individuals – Howard Carter	Reflect, Rewind, and Replay	How do we show our feelings?	See bespoke PE plan	Salvation
Recount	Time		Y2 iDoMail	Famous Artist - Matisse	Contrasting non-European country – Egypt	& Performance	&		
Explanation	Fractions		Y2 iBlog Sessions 4-6		Compass directions		How can we keep safe in different places?		
Senses poems	Addition and subtraction <u>Term 6</u>		Y2 iPub Sessions 4-6						

	Multiplication and division								
	Measurement: weight and volume (year6)								
	Mass, capacity and temperature (Year2)								

Year 3 /4 Long Term Overview 2019-20 YEAR A

Term 1 & 2 – TOPIC – Pre-historic Britain

Memorable Experience – Caveman (<https://www.prehistoricexperiences.com>)

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Traditional tales/quests Playscripts Riddles and limericks Recount Instructions	<u>Term 1</u> Geometry: Properties of shape Place value Addition and subtraction <u>Term 2</u> Place value Addition and subtraction Statistics	Animals – including Humans Y3 Forces and Magnets Y3	Y3 iProgram Sessions 1-3 Y4 iMail Sessions 1-3 Y3 iAlgorithm LKS2 iSafe unit 1 sessions 1-5 & unit 2 sessions 1-2	Sketching – linked to Pre-historic Britain	Changes in Britain from the Stone Age to the Iron Age Name and locate counties and cities in the UK	Hands, Feet, Heart & Christmas	What are the rules that keep us safe? & What can we do about bullying?	See bespoke PE plan	God - Islam

Term 3 – TOPIC –Roman Invasion

Wow Event – Visit to the Collection, Lincoln

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative – historical settings	Multiplication and division Fractions	Plants Y3	Y3 iPad	Mosaics	The Roman Empire and its invasion of Britain	Let your spirit fly	What are we responsible for?	See bespoke PE plan	Why do we celebrate?

Narrative Poetry	Measurement: Length, perimeter, and area								
Recount - diary									

Term 4 – TOPIC – Extreme Earth

Memorable Experience – Fossils Galore visiting group

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Descriptive Settings	Multiplication and division	Rocks Y3	Y4 iProgram Sessions 1-3	Structures – A house fit to survive an Earthquake!	Human & Physical Geography – Volcanoes (Pompeii) & Earthquakes	Three little birds	How can we describe our feelings?	See bespoke PE plan	God - Incarnation
Explanation	Y3 – Measurement: mass and capacity		LKS2 iData Sessions 1-2						
Persuasion - adverts	Y4 - Decimals								

Term 5 – TOPIC – Exploring Egypt – modern day

Memorable Experience – Egyptian food tasting

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Adventure stories	Fractions	Light Y3	LKS2 iConnect Sessions 1-3	Printing	Locational Knowledge - UK & Europe	Reflect, rewind and replay	How can we eat well?	See bespoke PE plan	Salvation
Non-chronological report	Multiplication and division		Y3iDoWeDo Sessions 1-5		Human and physical –				

Poetry – Haiku, Tanka and Kennings	Decimals (including money)				volcanos and earthquakes Trade links – Nile Maps, atlases, globes				
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Term 6 – TOPIC – The Olympics

Memorable Experience – Olympic Celebration in School

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Stories from imaginary worlds Discussion	Y3 – Properties of shape Y4 – Position and directions Addition and subtraction Measurement: time	Consolidation – Food Chains / Water Cycle	Y4 iPad Unit 1 Y3 iSimulate Sessions 1-3 Y4 iAnimate Sessions 1-2	A meal for an Olympic Athlete	Locational Knowledge – Major world cities Geographical skills & fieldwork	End of year performance / performance for parents	What jobs would we like?	See bespoke PE plan	Pilgrimage

Year 3/4 Long Term Overview 2020-21 – YEAR B

Term 1 & 2 – TOPIC – Location, Location, Location

Memorable Experience – Farm Visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative – Stories from other cultures Recount – diary Narrative – characters Poems from around the world	<u>Term 1</u> Geometry: Properties of shape Place value Addition and subtraction <u>Term 2</u> Place value Addition and subtraction statistics	Animals, including humans Y4	Y3 iProgram Sessions 4-6 Y4 iMail Sessions 4-6 LKS2 iSafe unit 2 Sessions 3-8	Field to Fork – Lincolnshire Food	Local history study The Fens – a study of the physical & human geography of a region of the UK - rivers	Lean on me & Christmas	What is diversity? & How can we be a good friend?	See bespoke PE plan	God – Hinduism

Term 3 & 4 – TOPIC – Romanisation of Britain

Memorable Experience – Lincoln Visit (roman sites) / build a roman wall inn school

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Stories which raise issues</p> <p>Calligrams</p> <p>Non-chronological report</p>	<p><u>Term 3</u> Multiplication and division</p> <p>Fractions</p> <p>Measurement: length, perimeter, and area</p> <p><u>Term 4</u> Multiplication And division</p> <p>Y3 – Measurement; mass and capacity</p> <p>Y4 - Decimals</p>	<p>Electricity Y4</p> <p>Living things and their habitats Y4</p>	<p>Y4 iProgram Sessions 4-6</p> <p>Y4 iPad unit 2</p>	<p>DT – Textiles</p> <p>Painting – European artists Monet</p>	<p>Romanisation of Britain – what did the Romans leave for us?</p>	<p>Glock 1</p> <p>&</p> <p>The Dragon song</p>	<p>How do we grow and change?</p>	<p>See bespoke PE plan</p>	<p>Hinduism</p>

Term 5 – TOPIC – Land of the Pharaohs

Memorable Experience – Egyptian Day Visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Author study Persuasion - letters	Fractions Multiplication and division Decimals (including money)	Consolidation and reinforcement of the year	LKS2 iConnect Sessions 4-6 Y4 iDoWeDo Sessions 1-4 Y4 iProgram unit 3	Mechanisms – levers / pulleys (for building pyramids)	Achievements of the Earliest Civilisations – Ancient Egypt	Reflect, rewind and replay	How can we keep safe in our local area?	See bespoke PE plan	Live a Good Life

Term 6 – TOPIC – The Groovy Greeks

Memorable Experience – Greek Banquet

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Fantasy stories Choral/perform ance poetry Recount	Y3 – Properties of shape Y4 – position and directions Addition and subtraction Measurement: time	States of Matter	LKS2 iData Sessions 3-5 Y3 iSimulate Sessions 4-6 Y4iAnimate Sessions 3-6	Greek Sculpture	Ancient Greece – a study of Greek life and achievements and their influence on the western world	End of year performance/ performance for parents	How can we keep safe in our local area?	See bespoke PE plan	Pilgrimage

Year 5/6 Long Term Overview 2019-20 YEAR A

Term 1 – TOPIC – Victorians – Industrial Revolution

Memorable Experience – Workhouse visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative – historical fiction Recount – diary biography	Geometry: properties of shapes Place value Four operation	Electricity	Y5 iProgram unit 1	DT – Sewing / Textiles	Sig turning point in British history	Livin’ on a prayer	What makes a community?	See bespoke PE plan	

Term 2 – TOPIC – Victorians – The changing power of monarchs

Memorable Experience – Sandringham????

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Classic poetry Stories with historical settings Non – chronological report	Place value Four operations Statistics	Electricity	UKS2 iSafe Sessions 1-9	DT – Sewing / Textiles	Changing power of monarchs (Victoria)	Christmas	What does discrimination mean?	See bespoke PE plan	

Term 3 – TOPIC – Frozen Kingdom

Memorable Experience – Arctic Explorer visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Adventure stories Narrative poetry Instructions Persuasion	Fractions Y5 – Fractions Y6 – Ratio Decimals and percentages	Materials Y5 Earth and Space Y5	iWeb	Mechanisms – ice machine Drawing – polar animals	History of Titanic Locational knowledge, continents and Oceans Human and Physical – North and South Poles Geographical skills – maps, atlases; aerial photographs	Jazz 1	How can we manage our money?	See bespoke PE plan	

Term 4 – TOPIC – The Anglo-Saxon Settlers

Memorable Experience – Anglo Saxon Experience / Flag Fen

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Stories with flashbacks Recount – journalistic writing	Measurement: perimeter, area and volume Position and direction	Forces	Y5 iProgram unit 2		Britain's settlement by the Anglo-Saxons and Scots	Dancing in the street	What choices help health?	See bespoke PE plan	Salvation

Term 5 & 6 – TOPIC – The Americas

Memorable Experience – Rainforest visitors / visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Author study - linked to class novel	<u>Term 5</u> Y5 – Decimals Y6 – Algebra	Living things and their habitats Y5	Y5 iPad Y6 iApp unit 1	Collage – USA states / rainforests	Locational knowledge – North and South America	Reflect, rewind and replay	How can we be safe online and using social media?	See bespoke PE plan	
Film narrative – suspense and mystery	Four operations Fractions		UKS2 iAlgorithm iCrypto sessions 1-3	Painting	Place Knowledge – the Americas versus UK	&	&		
Performance Poetry – raps	<u>Term 6</u> Measurement: converting units				Human and Physical – climate zones, biomes, vegetation belts	End of year performance/ performance for parents	What makes us enterprising?		
Explanation Recount	Statistics								

Year 5 / 6 Long Term Overview 2020-21 – YEAR B

Term 1 & 2 – TOPIC – The Vicious Vikings

Memorable Experience – Jorvik Centre

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Traditional tales – myths, folktales and legends Poet study Recount Non – chronological report Explanation	<u>Term 1</u> Geometry: properties of shapes Place value Four operations <u>Term 2</u> Place value Four operations statistics	Evolution and inheritance Y6	Y6 iProgram unit 1 UKS2 iSafe Sessions 9-14 iCrypto sessions 4-6	Structures – Viking Longboats	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Fresh Prince of Belair & Christmas	What makes a happy and healthy relationship?	See bespoke PE plan	Incarnation

Term 3 – TOPIC – WWII

Memorable Experience –

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Film narrative Recount persuasion	Fractions Y5 – fractions Y6 – ratio	Light	Y6 iApp unit 2	Electrical Toy	WWII – A study of an aspect or theme in British History that extends pupils'	Happy	What are human rights?	See bespoke PE plan	Judaism – Home and Family Life

	Decimals and percentages				chronological knowledge beyond 1066				
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Term 4 – TOPIC – WWII – the impact on our locality

Memorable Experience – Stibbington Evacuee Day / School evacuee day

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Fiction from our heritage Discussion Shakespeare study	Measurement: perimeter, area and volume Position and direction	Animals including Humans (Diet & Exercise)	Y6 iPad unit 1	Drawing Cooking – Potato Cakes	Local History – our locality in WWII including evacuation	Music and identity	How can money affect us?	See bespoke PE plan	God – what does it mean if God is loving and holy?

Term 5 / 6 – TOPIC – The Mayans

Memorable Experience – Mayan Mayhem visitors

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Play scripts Stories from imaginary worlds Free verse – imagery Recount Instructions	<u>Term 5</u> Y5 – decimals Y6 – algebra Four operations Fractions <u>Term 6</u> Measurement: converting units	Living things and their habitats Y6 Animals including humans	Y6 iProgram unit 2 iNetwork	Textiles Printing	Mayan Civilization Physical Geog – Biomes, vegetation belts etc	Reflect, rewind and replay & End of year performance	How can we stay healthy? & How can we manage risk?	See bespoke PE plan	Creation and Science – Conflicting or Complementary

Persuasion	Statistics								
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SCIENCE

Year 1 Statutory Requirements

Plants

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Year 2 Statutory Requirements

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- 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

Pupils should be taught to:

- 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

Animals, including humans

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

GEOGRAPHY

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

HISTORY

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality

COMPUTING

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

ART

Pupils should be taught:

- 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 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

DT

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

MUSIC

Pupils should be taught to:

- 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 interrelated dimensions of music

PE

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

SCIENCE

Y3 - Plants

Pupils should be taught to:

- 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

Y3 - Animals, including humans

Pupils should be taught to:

- 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

Y3 - Rocks

Pupils should be taught to:

- 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

Y3 - Light

Pupils should be taught to:

- 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 an opaque object
- find patterns in the way that the size of shadows change

Y3 - Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Y4 - Living things and their habitats

Pupils should be taught to:

- 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

Y4 - Animals, including humans

Pupils should be taught to:

- 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

Y4 - States of matter

Pupils should be taught to:

- 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

Y4 - Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- 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

Y4- Electricity

Pupils should be taught to:

- 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, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Y5 - Living things and their habitats

Pupils should be taught to:

- 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

Y5 - Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Y5 - Properties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Y5 - Earth and space

Pupils should be taught to:

- 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

Y5 - Forces

Pupils should be taught to:

- 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

Y6 - Living things and their habitats

Pupils should be taught to:

- 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

Y6 - Animals including humans

Pupils should be taught to:

- 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

Y6 - Evolution and inheritance

Pupils should be taught to:

- 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

Y6 - Light

Pupils should be taught to:

- 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

Y6 - Electricity

Pupils should be taught to:

- 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

GEOGRAPHY

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

- 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

HISTORY

Statutory Requirement	Examples (non-statutory)
Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066
A local history study	<ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p>	
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	
<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	

COMPUTING

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

ART

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history

DT

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

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

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

MUSIC (School Progression Document)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 interrelated 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

PE (All objectives unless highlighted)

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, badminton, basketball, cricket, football, hockey, netball, rounders 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

Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2.

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y5	Y5	Y5 Catch Up Y3 - KL	Y4	Y4	Y6 Catch Up Y3 - EN

LANGUAGES

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages.