



The Griffin Federation
Learning Together for Excellence

Curriculum

2021 – 2023

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 school family and allow them to become the very best members of the community they can be. We will endeavour to ensure that the teachings of justice and forgiveness are lived out by all.

Every member of our community is valued, and valuable, as they were created in the image of God. We will pursue excellence for all, including our most vulnerable, by providing the support and challenge they require to reach their full potential. We will 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 History & Geography Focus	Pre-historic Britain Stone Age to Iron Age History Focus		The Anglo-Saxon and Scots Settlers History Focus	
Autumn 2	Let's Celebrate!	Bright Lights, Big City Geography Focus				
Spring 1	Near and Far	Castles History Focus	Roman Invasion History Focus	Extreme Earth Geography Focus	The Vicious Vikings History & Geography Equal Focus	
Spring 2	Tell Me a Story	Wriggle and Crawl Geography Focus				
Summer 1	Everywhere Around Me	Oh I do like to be beside the seaside History Focus	The Land of the Pharaohs History Focus		The Americas Geography Focus	
Summer 2	Let's Go Outdoors!	Under the Sea Geography Focus				

YEAR B	Reception	Year 1 and Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	This Is Me!	Fire, Fire! History Focus	Location, Location, Location Geography Focus	Victorians Victoria & Big Picture (The Vicious Vikings cycle 1 2019 due to Victorians already being taught) History & Geography Focus	Victorians The Great Exhibition & Inventions History, Science and DT Focus	Victorians The Big Picture History & Geography Equal Focus
Autumn 2	Let's Celebrate!					
Spring 1	Near and Far	Frozen Kingdom Geography Focus	Romanisation of Britain History Focus	WWII The impact on our locality History & Geography Equal Focus	The Mayans History Focus	
Spring 2	Tell Me a Story	World Explorers History & Geography Focus				
Summer 1	Everywhere Around Me	World Explorers History & Geography Focus	The Groovy Greeks History & Geography Focus			
Summer 2	Let's Go Outdoors!	Dinosaurs History & Geography Focus				

Pre-School Long Term Overview

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 	<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 	<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 begin to interact with less familiar adults/children			Reception Nativity, Singing to parents ✓ I can navigate a simple computer programme on the smart board ✓ 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 	<p>Healthy me</p>	<ul style="list-style-type: none"> ✓ I can handle books independently and with care 	<ul style="list-style-type: none"> ✓ I can recognise nursery positional language e.g., next, under, in, on 	<ul style="list-style-type: none"> ✓ I can begin to recognise the wider school community 	<ul style="list-style-type: none"> ✓ I can move and respond to music

	<p>increasing control and accuracy</p> <ul style="list-style-type: none"> ✓ I am beginning to use scissors independently ✓ I can hold a pencil using my fingers 	<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. ✓ I can sit on the carpet with increased concentration ✓ I can line up. 	<ul style="list-style-type: none"> ✓ 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 count objects to 5 ✓ I can talk about shapes in the everyday environment 	<ul style="list-style-type: none"> ✓ I can talk about changes in my environment (seasons) 	
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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 style="text-align: center;">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 actions make other people feel. 	<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 ✓ I can think of an alternative ending to a story. 	<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, circle, rectangle and triangle 	<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 ✓ I can talk about how plants change as they grow. 	<ul style="list-style-type: none"> ✓ I can use simple percussion instruments with increasing rhythm.

Reception Long Term Overview

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"> ✓ Following directions with focused attention. ✓ Listen in a small group. ✓ Joins in with repeated refrains. 	<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 school policy ✓ Talk about own likes and abilities 	<ul style="list-style-type: none"> ✓ Set 1 sounds RWI ✓ Talking about what happened in a book. ✓ Independent use of books. ✓ Making marks with meaning and purpose. ✓ Copying the letters in their name. 	<ul style="list-style-type: none"> ✓ Count to 5 using 1:1 correspondence ✓ Count and recognise the numbers to 5 ✓ Identify how many are in a set ✓ Positional Language ✓ Count irregular arrangements 	<ul style="list-style-type: none"> ✓ My Family and Me ✓ People who help us ✓ RE: Myself 	<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"> ✓ Maintaining focused attention with concentration. ✓ Beginning to use a range of tenses when talking about events. 	<ul style="list-style-type: none"> ✓ Keeping safe – safety week ✓ Pencil Tripod Grip ✓ Hand Dominance ✓ Fine Motor Skills ✓ Gymnastics 	<ul style="list-style-type: none"> ✓ Understanding others likes and beliefs may be different to our own. 	<ul style="list-style-type: none"> ✓ Review Set 1 sounds and blending ✓ To give meaning to simple words ✓ Making predictions ✓ Writing recognisable letters to give meaning. ✓ Writing their name in a recognisable way. 	<ul style="list-style-type: none"> ✓ Write numbers to 10 ✓ Understand the term altogether ✓ Practically combine two groups to find a total. ✓ 2D shapes and their properties ✓ One more and one less 	<ul style="list-style-type: none"> ✓ Autumn (Seasonal Change) ✓ Bonfire Night ✓ Christmas ✓ RE: My Friends 	<ul style="list-style-type: none"> ✓ Singing ✓ Joining and exploring materials ✓ Dance

			<ul style="list-style-type: none"> ✓ Handwriting letters. ✓ To hear and say initial sounds 	<ul style="list-style-type: none"> ✓ To use language related to money 		
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Term 3 – TOPIC – Near and Far

Wow Event – Winter in our village (walk)

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"> ✓ Listens and responds to ideas expressed by others. ✓ Exploring the meaning of new words 	<ul style="list-style-type: none"> ✓ Balance and Movement ✓ Increased Spatial Awareness ✓ Refined Tripod Grip ✓ Dance 	<ul style="list-style-type: none"> ✓ Dreams and goals – aspirations 	<ul style="list-style-type: none"> ✓ Embed blending and segmenting with set 1 sounds ✓ Continue a rhyming string ✓ Retell a familiar story ✓ Orally create a simple story ✓ Begin to make sense of simple sentences ✓ To write simple phonetically plausible words. 	<ul style="list-style-type: none"> ✓ Count to 10 using 1:1 correspondence ✓ Count and recognise numbers to 10 ✓ Solve simple addition calculations ✓ Size, Weight & Capacity 	<ul style="list-style-type: none"> ✓ Chinese New Year ✓ Winter (Seasonal Change) –dress teddy interactive game - IWB ✓ 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"> ✓ Understanding how and why questions ✓ Respond to 2 part instructions 	<ul style="list-style-type: none"> ✓ Independent Scissor Skills ✓ Dance 	<ul style="list-style-type: none"> ✓ Feelings – growth mindset 	<ul style="list-style-type: none"> ✓ Set 2 sounds ✓ Identify characters and settings ✓ To know texts can be used for different purposes. 	<ul style="list-style-type: none"> ✓ Solve simple addition and subtraction calculations ✓ 3D Shapes and their properties ✓ Patterns 	<ul style="list-style-type: none"> ✓ Nursery Rhymes Week ✓ Materials ✓ Pancake Day ✓ Easter 	<ul style="list-style-type: none"> ✓ Body Percussion ✓ Weaving

			✓ To write simple sentences independently.	✓ Time ✓ Order of the School Day	✓ RE: Special Places [Look at places of worship]	
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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"> ✓ Accurate use of tenses when talking about events. ✓ Links statements when talking 	<ul style="list-style-type: none"> ✓ Keeping Healthy ✓ Games 	<ul style="list-style-type: none"> ✓ Relationships 	<ul style="list-style-type: none"> ✓ Review Set 2 sounds ✓ Create their own characters and settings ✓ To know some texts give information. ✓ To begin to write simple stories. ✓ To be aware of and begin to use narrative features. 	<ul style="list-style-type: none"> ✓ Count and recognise numbers to 20 ✓ Length and problem solving ✓ Solve simple addition and subtraction calculations 	<ul style="list-style-type: none"> ✓ Exploring Areas of Our School ✓ Plants ✓ Animals ✓ What the ladybird heard – positional language - beebots ✓ RE: Beautiful World [Why is the word 'God' so important to Christians? Creation story] 	<ul style="list-style-type: none"> ✓ Percussion with Instruments ✓ Creating different textures – animal prints ✓ Modelling – clay/playdough

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"> ✓ Using talk to organise and sequence events 	<ul style="list-style-type: none"> ✓ Safety ✓ Games 	<ul style="list-style-type: none"> ✓ New beginnings – transition to Year 1 	<ul style="list-style-type: none"> ✓ Read phonetic simple sentences. ✓ Read age appropriate tricky words. ✓ To understand what they are reading through answering questions. ✓ To use vocabulary influenced by their experiences of books 	<ul style="list-style-type: none"> ✓ Doubles and Halves ✓ Counting in 2s 5s and 10s Position and distance	<ul style="list-style-type: none"> ✓ Sinking and Floating ✓ RE: Special times for me and others 	<ul style="list-style-type: none"> ✓ Percussion with Instruments ✓ Junk Modelling Boats

Year 1 & 2

Year A

Year 1/ 2 Long Term Overview – 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
Narrative: The Queen’s Hat Poetry: When I’m by myself Recount: Our trip to the woods	Properties of shape Place value Addition and subtraction	The Human Body & Senses Trees Seasonal Changes	iAlgorithm session 1-3	Sketching – Self Portraits Paul Klee DT - food	History of Me Fieldwork – school and locality Human and physical	Hey You!	How do we decide how to behave?	See bespoke PE plan	Bing human Islam See bespoke plan

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
Narrative: Grandad’s Island	Place value Addition and subtraction	Everyday Materials Day Length	iProgram unit 1 Y1 iSafe unit 1	Painting	LINCOLN Significant historical events, people and places in own locality	Christmas	What can we do with money?	See bespoke PE plan	Life Journey – Islam See bespoke plan

Non-chronological report: Singapore	Measurement: length and height	Seasonal Changes			William the Conqueror – (Lincoln) Maps, atlases, globes. Human and physical				
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Term 3 – TOPIC – Castles (start with Lincoln then widen out)

Memorable Experience – Visit to Lincoln Castle

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: George and the Dragon Poetry: If I were in charge of the world	Addition and subtraction Place value Multiplication Division	Everyday Materials Day Length Seasonal Changes	Y1 iPad Y1 iWrite	DT Castle Doors – Mechanisms Art Form – construct using different materials Printing	Historical events, people, places in own locality. Start with Lincoln castle then others in UK 4 countries & cities of the UK	Rhythm in the way we walk / Banana Rap	How do we keep safe?	See bespoke PE plan	Thankfulness See bespoke plan

Term 4 – TOPIC – Wriggle and Crawl

Memorable Experience – Grow butterflies / Zoolab / Ugly Bug Ball

English	Maths	Science	Computing	Art/DT	History/	Music	PSHE	PE	RE
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					Geography				
Narrative: The Building Boy	Division	Plants	Y2 iProgram Session1-3	Art Printing, collage Matisse – The Snail	NO HISTORY Aerial Photographs	In the groove	How do we keep safe?	See bespoke PE plan	Thankfulness See bespoke plan
Instructions: How to make a bird feeder	Place value Statistics Fractions	Common Animals Day Length Seasonal Changes	Y2 iAnimate session 1-3		Physical & Human Features (using basic geographical vocabulary)				

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
Narrative: Pinocchio Little Red Riding Hood	Geometry (position and direction)	Animals Day Length Seasonal Changes	Y2 iSearch Session 1-3 Y1 iModel Sessions 1-2	Art Printing Seaside shell – block printing Seurat - pointellism	Hunstanton – Physical and Human Features - vocabulary Historical locality (Seasides of the Past)	Reflect, Rewind, and Replay	How do we feel?	See bespoke PE plan	Salvation – Why does Easter matter See bespoke plan
Report: Toys from the past	Time Fractions								

Term 6 – TOPIC – Under the Sea

Memorable Experience – Hunstanton / Sealife Centre

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: Song of the Sea	Addition and subtraction	Animals	Y2 iBlog Sessions 1-3 Y2	Art Weaving seascape	4 countries and seas of the UK	End of year Performance / Performance for parents	What makes us special?	See bespoke PE plan	Incarnation – What does Christmas matter?

Travel Journal: On Safari	Multiplication and division Measurement: weight and volume (Y1) Mass, capacity and temperature (Y2)		iPub sessions 1-3	DT - Boats	Directional Language No History				See bespoke plan
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*Seasonal Change and associated weather ongoing all year / **Seasonal and daily weather patterns ongoing all year

Year 1 & 2

Year B

Year 1 / 2 Long Term Overview – 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
Narrative: My Christmas Star Poetry: Fireworks Night Diary: The Great Fire of London Biography: Grace Darling	<u>Term 1</u> Properties of shape Place value Addition and subtraction Measurement: Length and height	Uses of everyday materials	KS1 iAlgorithm Sessions 4-5 Y1 iProgram unit 2 KS1 iSafe unit 2	DT Structures – Pudding Lane Food -Making bread Art London based drawing - link designing of Pudding Lane Texture – tie dye	Events beyond living memory – Great Fire of London Human and Physical	I wanna play in a band	How can we help? & What is bullying?	See bespoke PE plan	What do Christians believe God is like? Who do Christians believe made the world? See bespoke plan

Term 3 – TOPIC – Frozen Kingdom

Memorable Experience –

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: The Train Ride Persuasive Leaflet: Ice Planet Adventure Park	Addition and subtraction Place value Multiplication Division	Living things and their habitats	Y2 iPad Y1 iData	DT Textiles – puppets Art Drawing	Locational knowledge – continents & oceans Human and Physical – location of hot / cold places	Christmas	How can we be healthy?	See bespoke PE plan	God- Islam See bespoke plan

					History – Captain Scott				
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Term 4 & 5 – TOPIC – World Explorers

Memorable Experience – Archaeology day – linked to Howard Carter

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Narrative: The Way Back Home</p> <p>Recount: Neil Armstrong</p>	<p><u>Term 5</u> Geometry (position and direction)</p> <p>Time</p> <p>Fractions</p> <p>Addition and subtraction</p> <p><u>Term 6</u> Multiplication and division</p> <p>Measurement: weight and volume (year6) Mass, capacity and temperature (Year2)</p>	<p>Animals including humans</p>	<p>Y2 iSearch Sessions 4-5 Y1 iModel Sessions 3-4 Y2 iDoMail Y2 iBlog Sessions 4-6 Y2 iPub Sessions 4-6</p>	<p>DT Mechanism – moon buggies</p> <p>Art Drawing – variety of tools (Howard Carter artefact drawings)</p>	<p>Significant Individuals – Howard Carter</p> <p>Contrasting non-European country – Egypt</p> <p>Compass directions</p> <p>Maps, atlases, globes</p>	<p>Reflect, Rewind, and Replay</p> <p>& Performance</p>	<p>How do we show our feelings?</p> <p>&</p> <p>How can we keep safe in different places?</p>	<p>See bespoke PE plan</p>	<p>Places of Worship</p> <p>See bespoke plan</p>

Term 6 – TOPIC – Dinosaurs

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

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: The Crow's Tale Wombat Goes Walkabout Non- chronological report: Big Cats Letters: The Day the Crayons Quit	Division Place value Statistics Fractions	Living things and their habitats Plants	Y2 iAnimate Sessions 4-6 Y2 iProgram Sessions 4-6	Art Sculpture – clay dinosaurs, Drawing – repeated pattern footprints	Locational knowledge - oceans & continents Hot / cold places (include Egypt) Maps, atlases and globes History: Mary Anning	Round and round & Zootime	What is the same and different about us?	See bespoke PE plan	Community- Islam See bespoke plan

Year 3 & 4

Year A

Year 3 /4 Long Term Overview YEAR A

Term 1 & 2 – TOPIC – Pre-historic Britain Stone Age to Iron Age

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

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Narrative: Stone Age Boy The Iron Man</p> <p>Holiday Brochure: Skara Brae</p> <p>Non- chronological report: Skeletons and muscles</p>	<p><u>Term 1</u> Geometry: Properties of shape</p> <p>Place value</p> <p>Addition and subtraction</p> <p><u>Term 2</u> Place value</p> <p>Addition and subtraction</p> <p>Statistics</p>	<p>Animals – including Humans Y3</p> <p>Forces and Magnets Y3</p>	<p>Y3 iProgram Sessions 1-3 Y4 iMail Sessions 1-3 Y3 iAlgorithm LKS2 iSafe unit 1 sessions 1-5 & unit 2 sessions 1-2</p>	<p>Art Sketching – linked to Pre- historic Britain, Texture – tie dyeing DT – Textiles – pattern dyeing cloths</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Name and locate counties and cities in the UK</p>	<p>Hands, Feet, Heart & Christmas</p>	<p>What are the rules that keep us safe? & What can we do about bullying?</p>	<p>See bespoke PE plan</p>	<p>God – Islam See bespoke plan</p>

Term 3 – TOPIC – Roman Invasion

Wow Event – Visit to the Collection, Lincoln

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Persuasion – Sicily Poetry – Autumn is Here	Multiplication and division Fractions Measurement: Length, perimeter, and area	Plants Y3	Y3 iPad	Art Drawing – accurate drawing of faces Pattern – symmetry and shield design	The Roman Empire and its invasion of Britain Geographical Skills and fieldwork	Let your spirit fly	What are we responsible for?	See bespoke PE plan	God/ Incarnation What is trinity? See bespoke plan

Term 4 – TOPIC – Extreme Earth

Memorable Experience – Fossils Galore visiting group

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: Flood Explanation: The Water Cycle Non-Chronological report: Earthquakes	Multiplication and division Y3 – Measurement: mass and capacity Y4 - Decimals	Rocks Y3	Y4 iProgram Sessions 1-3 LKS2 iData Sessions 1-2	DT Structures – A house fit to survive an Earthquake! Art – see Art and Design overview	Human & Physical Geography – Volcanoes (Pompeii) & Earthquakes No history	Three little birds	How can we describe our feelings?	See bespoke PE plan	God – Incarnation See bespoke plan

Term 5 & 6– TOPIC – Land of the Pharaohs

Memorable Experience – Egyptian Day Visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: Aladdin and the Enchanted Lamp The Happy Prince Poetry: The River Diary: Secrets of a Sun King Instructions: My Strong Mind	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	DT Mechanisms – levers / pulleys (for building pyramids) Art Drawing – observational pencil and crayon Photo art (self-portrait pharaohs)	Achievements of the Earliest Civilisations – Ancient Egypt	Reflect, rewind and replay	How can we keep safe in our local area?	See bespoke PE plan	Sacred places See bespoke plan

Year 3 & 4

Year B

Year 3/4 Long Term Overview – 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
<p>Narrative: The Secret of Black Rock Charlie and the Chocolate Factory</p> <p>Playscript: The Plague</p> <p>Poetry: Still I Rise</p> <p>Explanation: The Street beneath my feet</p> <p>Balanced argument: Should we feed animals and National Parks?</p>	<p><u>Term 1</u> Geometry: Properties of shape</p> <p>Place value</p> <p>Addition and subtraction</p> <p><u>Term 2</u> Place value</p> <p>Addition and subtraction</p> <p>statistics</p>	<p>Animals, including humans Y4</p>	<p>Y3 iProgram Sessions 4-6</p> <p>Y4 iMail Sessions 4-6</p> <p>LKS2 iSafe unit 2 Sessions 3-8</p>	<p>DT Field to Fork – Lincolnshire Food</p> <p>Art Environmental patterns – James Brunt (using natural materials to model locality – satellite images)</p>	<p>Local history study The Fens – a study of the physical & human geography of a region of the UK - rivers</p>	<p>Lean on me & Christmas</p>	<p>What is diversity? & How can we be a good friend?</p>	<p>See bespoke PE plan</p>	<p>God – Hinduism See bespoke plan</p>

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>Narrative: Wolves in the Walls The Whale</p> <p>Poetry: I asked the little boy who couldn't see</p> <p>Diary: The Journal of Iliona – A young slave</p> <p>Persuasive letter – Invite an author</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 – weaving</p> <p>Art – Pattern and Texture – mosaics</p> <p>Escher – pattern and tessellation</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>God/incarnation</p> <p>See bespoke plan</p>

Term 5 & 6 – TOPIC – The Groovy Greeks

Memorable Experience – Greek Banquet

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Narrative: Theseus and the Minotaur Journey</p> <p>Newspaper report: The Creature</p> <p>Explanation: How a Robot Dog works</p>	<p>Y3 – Properties of shape</p> <p>Y4 – position and directions</p> <p>Addition and subtraction</p> <p>Measurement: time</p>	States of Matter	<p>LKS2 iData Sessions 3-5</p> <p>Y3 iSimulate Sessions 4-6</p> <p>Y4iAnimate Sessions 3-6</p>	<p>Art Greek Sculpture – clay pots Colour mixing – tint and tone</p> <p>DT – structures – famous Greek buildings</p>	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	Sacred places See bespoke plan

Year 5 & 6

Year A

Year 5/6 Long Term Overview YEAR A

Term – TOP1 & 2 TOPIC – The Anglo-Saxon and Scots Settlers

FOCUS: History

Memorable Experience – Anglo Saxon Experience / Flag Fen

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Narrative: The Journey</p> <p>Poetry: The Malfeasance</p> <p>Persuasive Speech: Anglo-Saxon Battle</p> <p>Balanced Argument: Screen Use</p>	<p>Measurement: perimeter, area and volume</p> <p>Position and direction</p>	<p>Forces</p>	<p>Y5 iProgram unit 2</p>	<p>Art - Painting Illuminated Letters Form- Shape, form, model and join. Natural art linked to Anglo Saxon designs</p> <p>DT – Mechanisms - Trebuchet</p>	<p>Britain's settlement by the Anglo-Saxons and Scots</p>	<p>Dancing in the street</p>	<p>What choices help health?</p>	<p>See bespoke PE plan</p>	<p>Incarnation – See bespoke plan</p>

Term 3 & 4 – TOPIC – The Vicious Vikings

FOCUS: History & Geography

Memorable Experience – Jorvik Centre

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
<p>Narrative: Evolution story based on Moth I believe in unicorns</p> <p>Timeline – Detailed timeline of Ancient Greece</p> <p>Newspaper report – Goldilocks</p>	<p><u>Term 1</u> Geometry: properties of shapes</p> <p>Place value</p> <p>Four operations</p> <p><u>Term 2</u> Place value</p> <p>Four operations</p> <p>statistics</p>	<p>Evolution and inheritance Y6</p>	<p>Y6 iProgram unit 1 UKS2 iSafe Sessions 9-14 iCrypto sessions 4-6</p>	<p>DT - Structures – Viking Longboats</p> <p>Art Viking Warrior portraits – drawing, Texture – weaving jewellery</p>	<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>	<p>Fresh Prince of Belair</p> <p>&</p> <p>Christmas</p>	<p>What makes a happy and healthy relationship?</p>	<p>See bespoke PE plan</p>	<p>Big question – What is a good life? See bespoke See bespoke plan</p>

Term 5 & 6 – TOPIC – The Americas

FOCUS: Geography

Memorable Experience – Rainforest visitors / visit

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: Varmints Gorilla Poetry: Thinker's Rap – My Puppy Poet and Me Biography: David Attenborough	<u>Term 5</u> Y5 – Decimals Y6 – Algebra Four operations Fractions <u>Term 6</u> Measurement: converting units Statistics	Living things and their habitats Y5	Y5 iPad Y6 iApp unit 1 UKS2 iAlgorithm iCrypto sessions 1-3	Collage – USA states / rainforests Art Landscape painting - rainforests DT – Food.	Locational knowledge – North and South America Place Knowledge – the Americas versus UK Human and Physical – climate zones, biomes, vegetation belts	Reflect, rewind and replay & End of year performance/ performance for parents	How can we be safe online and using social media? & What makes us enterprising?	See bespoke PE plan	Salvation Big question – What is a good life? See bespoke plan

Year 5 & 6

Year B

Year 5 / 6 Long Term Overview – YEAR B

Term 1 – TOPIC – Victorians – The Big Picture

FOCUS: History & Geography

Memorable Experience – Sandringham / Workhouse

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: The Graveyard Book Poetry: The Highwayman Persuasive letter: Letter to Scrooge Diary: Scot of the Antarctic	Geometry: properties of shapes Place value Four operation	Electricity	Y5 iProgram unit 1	DT – Sewing / Textiles Art Texture - embroidery	Victoria – her impact Royal Family The British Empire Geog: The British Empire	Livin’ on a prayer	What makes a community?	See bespoke PE plan	God in Islam See bespoke plan

Term 2 – TOPIC – Victorians – The Great Exhibition and Inventions

FOCUS: History / Science / DT

Memorable Experience –

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 Art William Morris - sewing	The Great Exhibition Victorian Inventions	Christmas	What does discrimination mean?	See bespoke PE plan	God in Hinduism See bespoke plan

Term 3 – TOPIC – WWII – The Big Picture

FOCUS: History

Memorable Experience –

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: Rose Blanche Recount/Interview: Letters from the Lighthouse	Fractions Y5 – fractions Y6 – ratio Decimals and percentages	Light	Y6 iApp unit 2	Electrical Toy Art Texture – clay poppies, Perspective – poppy fields drawing	WWII – A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Happy	What are human rights?	See bespoke PE plan	Hinduism/ Islam – community See bespoke plan

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
Narrative: The Present Postcard: Postcard from prison	Measurement: perimeter, area and volume Position and direction	Animals including Humans (Diet & Exercise)	Y6 iPad unit 1	DT Cooking – Potato Cakes	Local History – our locality in WWII including evacuation	Music and identity	How can money affect us?	See bespoke PE plan	Hinduism/ Islam – community See bespoke plan

Term 5 / 6 – TOPIC – The Mayans

FOCUS: History

Memorable Experience – Mayan Mayhem visitors

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Narrative: The Explorer Non-chronological report: Emperor Penguins Speech: Plastic Pollution	<u>Term 5</u> Y5 – decimals Y6 – algebra Four operations Fractions <u>Term 6</u> Measurement: converting units Statistics	Living things and their habitats Y6 Animals including humans	Y6 iProgram unit 2 iNetwork	Shape and form – construct papier mache masks Painting – colour for purpose	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 – what do Christian learn from the big story? Creation and Science – Conflicting or Complementary See bespoke plan

National Curriculum

Statutory Requirements

Programmes of Study

KEY STAGE 1 - National Curriculum Statutory Requirements

Year One / Year Two

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

KEY STAGE 2 - National Curriculum Statutory Requirements

Year 3/Year 4/Year 5/Year 6

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
HSM & GDE KS2 W'mere Y6	HSM & GDE KS2 W'mere Y6	HSM & GDE KS2 W'mere Y4/5	HSM & GDE KS2 W'mere Y4/5	HSM & GDE KS2 W'mere Y3/4	HSM & GDE KS2 W'mere Y3/4

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.