

	Autumn 1 - 'Set	tlements and Hon	nes'			The Industrial				
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
	Local Area-	World	Stone Age and	Ancient Greece	Anglo Saxons/	The Industrial				
History or	Ellesmere Port	Explorers -	Iron Age		Vikings	revolution				
Geography		Christopher								
Focus		Columbus	Settlements							
		linked to World								
		Maps- Oceans								
		•								
Company has NIC	Human and	and Continents Locational	Locational	Locational	Locational	Locational				
Geography NC	physical	knowledge- name	knowledge- name	knowledge- name	knowledge- name	knowledge- name				
objectives	geography- key	and locate the	and locate counties	and locate counties	and locate counties	and locate counties				
	human features,	world's seven	and cities of the							
	including: city,	continents and five	United Kingdom,	United Kingdom,	United Kingdom,	United Kingdom,				
	town, village,	oceans, name,	geographical	geographical	geographical	geographical				
	factory, farm,	locate and identify	regions and their	regions and their	regions and their	regions and their				
	house, office, port,	characteristics of	identifying human	identifying human	identifying human	identifying human				
	harbour and shop.	the four countries	and physical	and physical	and physical	and physical				
	harbour and shop.	and capital cities	characteristics,	characteristics,	characteristics,	characteristics,				
	Geographical skills	of the United	key topographical	key topographical	key topographical	key topographical				
	and fieldwork- use	Kingdom and its	features (including	features (including	features (including	features (including				
	simple fieldwork	surrounding seas	hills, mountains,	hills, mountains,	hills, mountains,	hills, mountains,				
	and observational		coasts and rivers),	coasts and rivers),	coasts and rivers),	coasts and rivers),				
	skills to study the	Geographical skills	and land-use	and land-use	and land-use	and land-use				
	geography of their	and fieldwork - use	patterns; and	patterns; and	patterns; and	patterns; and				
	school and its	world maps, atlases	understand how	understand how	understand how	understand how				
	grounds and the	and globes to	some of these	some of these	some of these	some of these				
	key human and	identify the United	aspects have	aspects have	aspects have	aspects have				
	physical features	Kingdom and its	changed over time.	changed over time	changed over time	changed over time				

of its surrounding environment. Geographical skills and fieldwork- 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.	countries, as well as the countries, continents and oceans studied at this key stage Geographical skills and fieldwork -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	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 Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and	Geographical skills and fieldwork- 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.	Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
		digital/computer mapping to locate		
		-use the eight points of a compass, four and six-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 NC objectives	-the lives of significant individuals in the past who have contributed to national and international achievements	-changes in Britain from the Stone Age to Iron Age	-a study of Greek life and achievements and their influence on the western world	-Britain's settlement by the Anglo Saxons and the Scots	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Science focus	Animals inc. Humans (humans part 1) Seasonal changes part 1	Plants	Animals inc. Humans- Part 1 (skeletons)	Sound	Earth and Space	Light
Science NC objectives	<ul> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	- identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<ul> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength</li> </ul>	<ul> <li>-describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>-describe the movement of the moon relative to the Earth</li> <li>-describe the sun, Earth and moon as approximately spherical bodies</li> <li>-use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<ul> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in</li> </ul>

				of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.		straight lines to explain why shadows have the same shape as the objects that cast them.
Art focus	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing
Art focus Art NC objectives	develop and share the experiences and images -to develop a wide roo design techniques in pattern, texture, line space -about the work of a craft makers and de the differences and different practices of making links to their	gination ange of art and using colour, e, shape, form and range of artists, signers, describing similarities between and disciplines, and own work	revisit ideas -to improve their ma and sculpture with a -about great artists	ooks to record their o astery of art and desig a range of materials [f s, architects and desig	gn techniques, includir or example, pencil, ch ners in history	ng drawing, painting arcoal, paint, clay]
DT focus	Working with tools, equipment, materials and components- technical knowledge	Working with tools, equipment, materials and components- technical knowledge	Working with tools, equipment, materials and components- technical knowledge	Working with tools, equipment, materials and components- technical knowledge	Working with tools, equipment, materials and components- technical knowledge	Working with tools, equipment, materials and components- technical knowledge

DT NC	-build structures, ex	ploring how they can	-apply their understo	anding of how to stre	ngthen, stiffen and rei	nforce more complex	
objectives	be made stronger, s <sup>.</sup> stable	tiffer and more	structures				
			-understand and use mechanical systems in their products [for example, gears,				
	-explore and use me example, levers, slid		pulleys, cams, levers	and linkages]			
	axles], in their produ		-understand and use	electrical systems in	their products [for ex	ample, series	
				g switches, bulbs, buz	• –	• •	
			-apply their understanding of computing to program, monitor and control products.				
Computing	Algorithms	Animations	Programming	Programming	Designing and	Designing and	
focus			games and	shapes and	developing	developing	
			animation	navigating mazes	programmes	programmes	
			development				
Computing NC	Understand what	Understand what	Use logical	Design, write and	Use logical	design, write and	
objectives	algorithms are;	algorithms are;	reasoning to	debug programs	reasoning to	debug programs	
J	how they are how	how they are how	explain how a	that accomplish	explain how a	that accomplish	
	implemented as	implemented as	simple algorithm	specific goals	simple algorithm	specific goals,	
	programs on digital	programs on digital	works and to		works and to	including	
	devices	devices.	detect and correct	Use sequence and	detect and correct	controlling or	
			errors in	repetition in	errors in	simulating physical	
	Understand that	Understand that	algorithms and	programs	algorithms and	systems; solve	
	programs execute	programs execute	programs		programs	problems by	
	by following	by following		Use logical		decomposing them	
	precise and	precise and		reasoning to		into smaller parts	
	unambiguous	unambiguous		explain how a			
	instructions	instructions		simple algorithm		use sequence,	
	Use logical			works and detect		selection, and	
	-	Use logical		and correct errors		repetition in	
	reasoning to predict the	reasoning to		in algorithms and		programs; work	
	predict the	predict the		programs		with variables and	

behaviour of simple	behaviour of simple		various forms of
programs Create	programs	Solve problems by	input and output
and debug simple		decomposing them	
programs.	Create and debug	into smaller parts	use logical
	simple programs	Create and debug	reasoning to
Create and debug		simple programs	explain how some
simple programs			simple algorithms
		Understand that	work and to detect
		programs execute	and correct errors
		by following	in algorithms and
		precise and	programs
		unambiguous	
		instructions	use search
			technologies
		Use technology	effectively,
		purposefully to	appreciate how
		create, organise,	results are
		store, manipulate	selected and
		and retrieve digital	ranked, and be
		content	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,

Music focus	'Hey You' unit of work -To keep a steady pulse and follow a beat using different tempos	Hands, feet, Heart-To celebrate and learn about South African Music. To explore musical games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. To sing, play, improvise and compose with this song To listen and appraise different styles of South African music Listen with	'Let Your Spirit Fly' unit of work - To Understand rhythm and beats - To listen to the song and answer questions, clapping rhythms - To move body to the beat - To Practise singing the song and perform the song.	'Mama Mia' unit of workTo listen and appraise the song Mama Mia and other ABBA songs Musical activities using instruments Compose with the song, instruments and perform	'Living on a prayer' unit of work, -To look at the dimensions of music (pulse, rhythm, pitch etc), singing and playing instrumentTo learn to sing, play, improvise and compose this song, children will listen and appraise other classic rock songs	systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 'Happy' unit of work -To listen and appraise Happy and other songs about being happy. -To earn to sing song and play glocks. -To perform and share - including glocks
Music NC	concentration and	concentration and	perform in solo and	perform in solo and	perform in solo and	perform in solo and
objectives	understanding to a	understanding to a	ensemble contexts,	ensemble contexts,	ensemble contexts,	ensemble contexts,

	range of high- quality live and recorded music	range of high- quality live and recorded music	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
PE focus	Athletics/ fundamental kills	Tag rugby/ fundamental skills	Athletics/ fundamental skills	Tag Rugby/ fundamental skills	Athletics/ fundamental skills	Swimming/Tag Rugby
PE NC objectives	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	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.	use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Play competitive games, modified where appropriate and apply basic principles suitable to attacking and defending.	use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	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 Use running, jumping, throwing and catching in

						isolation and in combination. Develop flexibility, strength, technique, control and balance.
						Play competitive games, modified where appropriate and apply basic principles suitable to attacking and defending.
MFL focus	N/A	N/A	Greetings	Greetings	Greetings	Greetings/ Stationary
MFL NC objectives			responding -engage in conversat		l show understanding b questions; express opin p	y joining in and

	Autumn 2 - 'Inventions, Changes and Their Legacy'							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
History or Geography Focus	Local History- Ellesmere Port in Living Memory.	First flight and transport	Stone Age	Ancient Greece	Anglo Saxons Vikings	The Industrial Revolution/Wom en and Equality		
Geography NC objectives			Geographical skills and fieldwork – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	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	Locational knowledge- 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			

			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. Human Geography- 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 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 NC objectives	-changes in living memory	-events beyond living memory that are significant	-changes in Britain from the Stone Age to the Iron Age	-a study of Greek life and achievements and	-the Viking and Anglo Saxon struggle for the Kingdom of England	- a local history study

		nationally and globally		their influence on the western world	at the time of Edward the Confessor	
Science focus	Animals inc. Humans (humans part 2)	Materials	Animals inc. humans- Part 2 (Nutrition)	Animals inc. humans	Earth and Space	Animals inc. Humans
Science NC objectives	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<ul> <li>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	-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	-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	<ul> <li>-describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>-describe the movement of the moon relative to the Earth</li> <li>-describe the sun, Earth and moon as approximately spherical bodies</li> <li>-use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	-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

Art focus	Painting	Painting	Sculpture	Sculpture	Printing	Printing
Art NC bjectives -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,		revisit ideas -to improve their ma and sculpture with a	istery of art and desig	bservations and use th gn techniques, includin or example, pencil, cho ners in history	g drawing, painting	
	craft makers and de	signers, describing similarities between and disciplines, and				
DT focus	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas
DT NC objectives		functional, appealing elves and other users eria		products that are fit	to inform the design of for purpose, aimed at	
Computing focus	Computer modelling	Finding things out online	t Sorting and Data Searching sorting Networks dat splitting how problems can be solved more easily Agent Solved more solved more solved more by the solved more solved more solved more solved more by the solved more solved			
Computing NC objectives	To use technology purposefully to create, organise,	use technology safely and respectfully,	use logical reasoning to explain how a	Select, use and combine a variety of software	use logical reasoning to explain how a	understand computer networks including the

	store, manipulate and retrieve digital content	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	simple algorithm works and to detect and correct errors in algorithms and programs	(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	simple algorithm works and to detect and correct errors in algorithms and programs	internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report
Music focus	'Rhythm in the way we walk and The banana rap' unit of work. To focus on pulse, rhythm and pitch, rapping, dancing and singing.	Ho Ho Ho- A Christmas song To find the pulse, clap rhythmsTo consider how pitch is high and low soundsTo add pitch to the pulse and rhythm when we sing and play an instrument.	Glockenspiel stage 1 - To play_with just note names then notes and note name.	Glokenspiel -To play the Glokenspiel, -To read notated music -To have an understanding of musical language	'Classroom Jazz 1' unit of work - To focus the learning around two tunes and improvising: Three Note Bossa and Five Note Swing	content and contact 'Classroom Jazz 2' unit of workTo listen and appraise Bacharach Anorak. -To play instruments and improvise, compose own tune. -To perform and share.

Music NC	To experiment	To experiment	To use and	To use and	To improvise and	To improvise and
objectives	with, create, select and combine sounds using the inter- related dimensions of music	with, create, select and combine sounds using the inter- related dimensions of music	understand staff and other musical notations	understand staff and other musical notations	compose music for a range of purposes using the inter-related dimensions of music	compose music for a range of purposes using the inter- related dimensions of music
PE focus	dance/ fundamental skills	dance/ fundamental skills	dance/ fundamental skills	dance/ fundamental skills	dance/ fundamental skills	Swimming/ fundamental skills
PE NC objectives	Perform dances using simple movement patterns.	perform dances using simple movement patterns.	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	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
MFL focus	N/A	N/A	Christmas in France	The Epiphany	N/A	Geography of France
MFL NC objectives			-develop accurate pr intonation so that ot when they are			-appreciate stories in the language

reading aloud or using familiar words and phrases -present ideas and information orally to a range of audiences	

	Spring 1 - 'Big I	Decisions, Big In	npact'			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History or Geography Focus	Trees and woodlands- seasonal and daily weather patterns	Victorians – Toys in the past	Ancient Egypt	Roman Empire	Mayan Civilization	World War I and II
Geography NC objectives	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 Pole.		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 Human and Physical geography- human geography, including: types of	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 Geographical skills and fieldwork	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 Place knowledge -understand geographical similarities and	Locational Knowledge - 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.

	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 eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom	-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-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	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 within North or South America.	Geographical skills and fieldwork -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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History NC objectives		-events beyond living memory that are significant nationally and globally	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. -the achievements of the earliest civilisations	-the Roman Empire and its impact on Britain		-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Science focus	Plants Seasonal changes part 2	STEM - designing toys	Forces and Magnets	Electricity	Forces	Electricity
Science NC objectives	-identify and name a variety of common wild and garden plants, including deciduous	Use previous knowledge on materials and working scientifically objectives.	-compare how things move on different surfaces -notice that some forces need	-identify common appliances that run on electricity -construct a simple series electrical	- explain that unsupported objects fall towards the Earth because of the force of gravity	-associate the brightness of a lamp or the volume of a buzzer with the number and

and evergreen	contact between 2	circuit, identifying	acting between the	voltage of cells
trees	objects, but	and naming its	Earth and the	used in the circuit
	magnetic forces	basic parts,	falling object	
-identify and	can act at a	including cells,		-compare and give
describe the basic	distance	wires, bulbs,	- identify the	reasons for
structure of a		switches and	effects of air	variations in how
variety of common	-observe how	buzzers	resistance, water	components
flowering plants,	magnets attract or		resistance and	function, including
including trees	repel each other	-identify whether	friction, that act	the brightness of
	and attract some	or not a lamp will	between moving	bulbs, the loudness
-observe changes	materials and not	light in a simple	surfaces	of buzzers and the
across the 4	others	series circuit,		on/off position of
seasons		based on whether	- recognise that	switches
	-compare and group	or not the lamp is	some mechanisms,	
-observe and	together a variety	part of a complete	including levers,	-use recognised
describe weather	of everyday	loop with a battery	pulleys and gears,	symbols when
associated with	materials on the		allow a smaller	representing a
the seasons and	basis of whether	-recognise that a	force to have a	simple circuit in a
how day length	they are attracted	switch opens and	greater effect.	diagram
varies	to a magnet, and	closes a circuit and		
	identify some	associate this with		
	magnetic materials	whether or not a		
		lamp lights in a		
	-describe magnets	simple series		
	as having 2 poles	circuit		
		_		
	-predict whether 2	-recognise some		
	magnets will	common conductors		
	attract or repel	and insulators, and		
	each other,	associate metals		
	depending on which	with being good		
	poles are facing	conductors		

Art focus	Printing	Printing	Painting	Painting	Sculpture	Sculpture
Art NC objectives	-to use a range of m design and make pro	aterials creatively to ducts	-to create sketch bo revisit ideas	boks to record their o	bservations and use t	hem to review and
	-to develop a wide ro design techniques in pattern, texture, lin space	using colour,	-to improve their mastery of art and design techniques, including drawing, paint and sculpture with a range of materials [for example, pencil, charcoal, paint, clar			
	-about the work of c craft makers and de	signers, describing similarities between and disciplines, and	-about great artists, architects and designers in history			
DT focus	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas	Developing, planning and communicating ideas
DT NC objectives	-generate, develop, communicate their id drawing, templates, appropriate, informa communication techr	deas through talking, mock-ups and, where ition and	•	cross-sectional and e	te their ideas through exploded diagrams, pro	
Computing focus	Data representation	animation	Staying safe online	Staying safe and being responsible digital citizens	Remixing and creating web content using HTML	Developing 3D animations
Computing NC objectives	use technology purposefully to create, organise, store, manipulate	To use technology purposefully to create, organise, store, manipulate	use technology safely and respectfully, keeping personal	use technology safely and respectfully, keeping personal	To use technology purposefully to create, organise, store, manipulate	design, write and debug programs that accomplish specific goals,

Curriculum	Мар	with	National	Curriculum	Objectives
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and retrieve digital	and retrieve digital	information	information	and retrieve digital	including
content	content	private; identify	private; identify	content	controlling or
content	content	where to go for	where to go for	content	simulating physical
		help and support	help and support	understand	systems; solve
		when they have	when they have		problems by
		,	· ·	computer networks	
		concerns about	concerns about	including the	decomposing them
		content or contact	content or contact	internet; how they	into smaller parts
		on the internet or	on the internet or	can provide	
		other online	other online	multiple services,	use sequence,
		technologies	technologies	such as the	selection, and
				worldwide web; and	repetition in
				the opportunities	programs; work
				they offer for	with variables and
				communication and	various forms of
				collaboration	input and output
				select, use and	use logical
				combine a variety	reasoning to
				of software	explain how some
				(including internet	simple algorithms
				services) on a	work and to detect
				range of digital	and correct errors
				devices to design	in algorithms and
				and create a range	programs
				of programs,	
				systems and	use search
				content that	technologies
				accomplish given	effectively,
				goals	appreciate how
				5	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
Music focus	'In The Groove' unit of work by Joanna Mangona - an easy-to-learn song that demonstrates different styles of music. Listen & Appraise apps, new progressive Warm-	'I wanna play in a band' unit of work - by Joanna Mangona - A Rock songTo learn about singing and playing together in an ensembleTo learn to sing, play, improvise and	' Three Little Birds by Bob Marley' - Reggae- Unit of work -To listen to the song and answer questions, - To learn to sing the chorus of Three Little Birds.	'Stop!' unit of work, -To listen and appraise the song Stop and other rap/grime songs Musical activities- rhythm games Compose own lyrics to anti-bullying song and perform	'Make you feel my love' unit of work - To listen and appraise Make You Feel My Love. To focus on the elements of music (pulse, rhythm, pitch etc), -To sing and play	'A New Year Carol' unit of workTo listen and appraise A New Year Carol and other Britten Friday Afternoon SongsTo sing and play games and learn to sing song A

	up Games, Flexible Games, -to use a new compose tool.	compose -To listen and appraise classic Rock songs.			instrumentsTo sing, play, improvise and compose, -To listen and appraise other Pop Ballads.	New Year Carol To perform and share.
Music NC objectives	To experiment with, create, select and combine sounds using the inter- related dimensions of music.	To listen with concentration and understanding to a range of high- quality live and recorded music	To develop an understanding of the history of music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To listen with attention to detail and recall sounds with increasing aural memory	To listen with attention to detail and recall sounds with increasing aural
PE focus	Gymnastics/ fundamental skills	Gymnastics/ fundamental skills	Gymnastics/ fundamental skills	Gymnastics/ fundamental skills	Swimming/ Gymnastics	Gymnastics/ fundamental skills
PE NC objectives	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.	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.	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

					Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
MFL focus	N/A	N/A	Numbers	Numbers	Numbers	Numbers
MFL NC objectives			-explore the pa	gs, poems and rhymes tterns and sounds of l and meaning of words	anguage through songs an	nd rhymes and link the

	Spring 2 - <i>'Leaders Make a Difference'</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
History or Geography Focus	Castles and Knights	Victorians	Ancient Egypt	Roman Empire	Mayan Civilisation	World War II and the Holocaust			
Geography NC objectives	Human and physical geography- 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		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 Human and Physical geography- human geography, including: types of settlement and	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 Geographical skills and fieldwork -use maps, atlases, globes and	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 Place knowledge -understand geographical similarities and				

land use, economic	digital/computer	differences
activity including	mapping to locate	through the study
trade links, and the	countries and	of human and
distribution of	describe features	physical geography
natural resources	studied	of a region of the
including energy,	-use the eight	United Kingdom, a
food, minerals and	points of a	region in a
water.	compass, four and	European country,
	six-figure grid	and a region within
Geographical skills	references,	North or South
and fieldwork	symbols and key	America.
-use maps, atlases,	(including the use	
globes and	of Ordnance	
digital/computer	Survey maps) to	
mapping to locate	build their	
countries and	knowledge of the	
describe features	United Kingdom	
studied	and the wider	
-use the eight	world	
points of a		
compass, four and		
six-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 NC objectives	-events beyond living memory that significant nationally and globally -the lives of significant individuals in the past	-events beyond living memory that significant nationally and globally	-the achievements of the earliest civilisations	-the Roman Empire and its impact on Britain	- a non-European society that provides contrast to British history	-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Science	Materials Seasonal changes part 3	Living Things and Habitats (Part 1).	Light and Shadow	STEM	Properties and changes of materials	Electricity
Science NC objectives	-distinguish between an object and the material from which it is made	-describe how animals obtain their food from plants and other animals, using the	-recognise that they need light in order to see things and that dark is	Previous learning and working scientifically strands.	-compare and group together everyday materials on the basis of their properties,	-associate the brightness of a lamp or the volume of a buzzer with the number and

a vari every mater wood, metal rock -desc simple prope variet every -comp group variet every on the their	rials, including plastic, glass, , water, and ribe the e physical rties of a ty of day materials pare and together a	es -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect	including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -know that som materials will dissolve in liqui form a solution and describe ha to recover a substance from solution -use knowledge solids, liquids a gases to decide how mixtures might be separated, including throug filtering, sievin and evaporating -give reasons, based on evider	gh gh gg gg gg gg gg gg gg gg gg gg gg g
			from comparat	

Art NC objectives	-to use a range of materials creatively to design and make products		-to create sketch revisit ideas	books to record the	ir observations and use th	nem to review and
Art focus	Sculpture	Sculpture	Printing	Printing	Textiles	Textiles
					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	

	<ul> <li>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		-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 focus	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	Working with tools, equipment, materials and components to make quality products- make	
DT NC objectives	-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		[for example, cuttin -select from and use	g, shaping, joining and e a wider range of mat als, textiles and ingre	Is and equipment to per finishing], accurately terials and components dients, according to th	, including	
Computing focus	Creating and manipulating digital text	Creating interactive eBooks	Exploring computer simulations	Introduction to animation	Designing and developing multi- level X-box games	Designing and developing apps	
Computing NC objectives	to use technology purposefully to	select, use and combine a variety	To use technology purposefully to	select, use and combine a variety	design, write and debug programs	design, write and debug programs	

						selected and ranked, and be discerning in evaluating digital content
Music focus	'Round and round' unit of work- A Bossa Nova Latin style pieceTo listen to an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	'Zootime' unit of work- A Reggae Song by Joanna MangonaTo present an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	'The Dragon Song' unit of work- To <u>l</u> isten and appraise The Dragon Song -To following leaders clapping rhythms, glockenspiel G and A and singingTo sing verse 1 and the chorus of The Dragon Song.	'Lean on me' unit of work, -To listen and appraise Lean on me and other gospel based songs Musical activities using instruments Compose with the song, instruments and perform.	'The Fresh Prince Of Bel-Air' unit of workTo focus on the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments,	'You've Got A Friend' -To listen and appraise You've Got A Friend and other songs by Carole KingTo learn song and play instruments with it, improvise with songTo compare song to A Natural Woman, perform You've got A Friend with instruments.
Music NC objectives	To play tuned and untuned instruments musically	To play tuned and untuned instruments musically	To listen with attention to detail and recall sounds with increasing aural memory	To listen with attention to detail and recall sounds with increasing aural memory	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,

PE focus	football/ fundamental skills	hockey/ fundamental skills	football/ fundamental skills	hockey/ fundamental skills	control and expression Swimming/ football	control and expression hockey/ fundamental skills
PE NC objectives	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.	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.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.	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 Use running, jumping, throwing and catching in isolation and in	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.

					combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.	
MFL focus	N/A	N/A	Days of the week/ food	Food	Food	Classroom
MFL NC objectives			-explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			

	Summer 1 - 'Ond	e World'				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Seaside	George	Mountains	Natural	Climate Zones	Rainforests
History or	Holidays in the	Mottishead &		Disasters	and Climate	
Geography	past and	Chester Zoo			Change	
Focus	present					
	linked to					
	Seaside					
	Holidays - UK					
	•					
	as an island					
	and surrounding					
	countries					
Geography NC	Locational	Geographical skills	Locational	Locational	Locational	Locational
objectives	knowledge - name	and fieldwork-use	knowledge	knowledge	knowledge	knowledge
•	and locate the	aerial photographs	-name and locate	-identify the	-locate the world's	-identify the
	world's seven	and plan	counties and cities	position and	countries, using	position and
	continents and five	perspectives to	of the United	significance of	maps to focus on	significance of
	oceans, name,	recognise	Kingdom,	latitude, longitude,	Europe (including	latitude, longitude,
	locate and identify	landmarks and	geographical	Equator, Northern	the location of	Equator, Northern
	characteristics of	basic human and	regions and their	Hemisphere,	Russia) and North	Hemisphere,
	the four countries	physical features;	identifying human	Southern	and South	Southern
	and capital cities	devise a simple	and physical	Hemisphere, the	America,	Hemisphere, the
	of the United	map; and use and	characteristics,	Tropics of Cancer	concentrating on	Tropics of Cancer
	Kingdom and its	construct basic	key topographical	and Capricorn,	their	and Capricorn,
	surrounding seas.	symbols in a key	features (including	Arctic and	environmental	Arctic and
			hills, mountains,	Antarctic Circle,	regions, key	Antarctic Circle,
	Human and	-use simple	coasts and rivers),	the	physical and human	the
	Physical	fieldwork and	and land-use	Prime/Greenwich	characteristics,	Prime/Greenwich

Geography- u	se observational skills	patterns; and	Meridian and time	countries, and	Meridian and time
basic geograp	hical to study the	understand how	zones (including	major cities	zones (including day
vocabulary to	refer geography of their	some of these	day and night)		and night)
to: key physica	al school and its	aspects have		- identify the	
features, inclu	uding: grounds and the	changed over time.	Human and	position and	Place knowledge
beach, cliff, c	oast, key human and		physical geography	significance of	-understand
forest, hill,	physical features	Human and	- physical	latitude, longitude,	geographical
mountain, sea,	of its surrounding	Physical	geography,	Equator, Northern	similarities and
ocean, river, s	oil, environment.	Geography	including: climate	Hemisphere,	differences
valley, vegetat	tion,	-physical	zones, biomes and	Southern	through the study
season and	Geographical skills	geography,	vegetation belts,	Hemisphere, the	of human and
weather	and fieldwork -use	including: climate	rivers, mountains,	Tropics of Cancer	physical geography
	world maps, atlases	zones, biomes and	volcanoes and	and Capricorn,	of a region of the
Place knowled	lge- and globes to	vegetation belts,	earthquakes, and	Arctic and	United Kingdom, a
understand	identify the United	rivers, mountains,	the water cycle	Antarctic Circle,	region in a
geographical	Kingdom and its	volcanoes and	-human geography,	the	European country,
similarities an	d countries, as well	earthquakes, and	including: types of	Prime/Greenwich	and a region within
differences	as the countries,	the water cycle	settlement and	Meridian and time	North or South
through study	ving continents and		land use, economic	zones (including	America
the human and	d oceans studied at	Geographical Skills	activity including	day and night)	
physical geogr	raphy this key stage	and Fieldwork	trade links, and the		Human and
of a small area	a of	- use maps, atlases,	distribution of	Geography skills	physical geography
the United	- use simple	globes and	natural resources	and fieldwork-	physical geography,
Kingdom, and o	of a compass directions	digital/computer	including energy,	use fieldwork to	including: climate
small area in a	(North, South,	mapping to locate	food, minerals and	observe, measure,	zones, biomes and
contrasting no	on- East and West)	countries and	water	record and present	vegetation belts,
European cour	ntry. and locational and	describe features		the human and	rivers, mountains,
	directional	studied		physical features	volcanoes and
	language [for			in the local area	earthquakes, and
	example, near and			using a range of	the water cycle
	far; left and right],			methods, including	
	to describe the			sketch maps, plans	

		location of features and routes on a map			and graphs, and digital technologies.	- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History NC objectives	- events within living memory	-the lives of significant individuals in the past who have contributed nationally and globally				
Science	Animals including humans (animals part 1)	Living things and their habitats (part 2)	Rocks and soils	Living things and habitats	Animals including humans. Living things and habitats	Living Things and Habitats
Science NC objectives	-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	-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	-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	-recognise that living things can be grouped in a variety of ways -explore and use classification keys to help group, identify and name a	-describe the changes as humans develop to old age	-describe how living things are classified into broad groups according to common observable characteristics and based on similarities and

DT focus	-about the work of a craft makers and de the differences and different practices of making links to their Evaluating processes and	e, shape, form and range of artists, signers, describing similarities between and disciplines, and		2	• • • •	ercoal, paint, clay] Evaluating processes and
	pattern, texture, line space -about the work of a craft makers and de the differences and different practices of making links to their	e, shape, form and range of artists, signers, describing similarities between and disciplines, and own work	-about great artists	, architects and design	ners in history	
	pattern, texture, line	<b>_</b>		2	• • • •	arcoal, paint, clay]
	-to develop a wide ro design techniques in	-	-to improve their mastery of art and design techniques, including drawing, pair and sculpture with a range of materials [for example, pencil, charcoal, paint, c -about great artists, architects and designers in history			
objectives	design and make prod		revisit ideas			
Art focus Art NC	Textiles -to use a range of ma	Textiles	Textiles	<b>Textiles</b> ooks to record their ob	Painting	Painting
	compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	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 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	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		differences, including micro- organisms, plants and animals -Give reasons for classifying plants and animals based on specific characteristics

Computing focus	-evaluate their ideas and products against design criteria		views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world				
	E Safety	Writing and responding with blogging	Computer networking -web browsers and search engines safely and effectively	ROBOTICS????	Designing and developing multi level ×Bo× games	Designing and developing apps	
Computing NC objectives	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 recognise common uses of information technology beyond school	To use technology purposefully to create, organise, store, manipulate and retrieve 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	understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be	design, write and debug programs that accomplish specific goals Use sequence and repetition in programs Use logical reasoning to explain how a simple algorithm works and detect and correct errors in algorithms and programs Solve problems by decomposing them	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	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	

	goals	discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacce ptable behaviour; identify a range of ways to report concerns about content and contact 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,	into smaller parts create and debug simple programs understand that programs execute by following precise and unambiguous instructions use technology purposefully to create, organise, store, manipulate and retrieve digital content	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
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PE focus	football/ fundamental skills	hockey/ fundamental skills	football/ fundamental skills	hockey/ fundamental skills	Swimming/ football	hockey/ fundamental skills
Music NC objectives	To experiment with, create, select and combine sounds using the inter- related dimensions of music	To listen with concentration and understanding to a range of high- quality live and recorded music	To improvise and compose music for a range of purposes using the inter-related dimensions of music	To develop an understanding of the history of music	To develop an understanding of the history of music	To develop an understanding of the history of music
Music focus	'Your imagination' unit of work - To allow children to use their imagination after listen to pieces of music and to think creativelyTo use the compose tool and perform.	'Friendship Song' unit of workTo find the pulse in music, -to recognise that songs have musical styleTo be able to recognise some of the instruments that they hear. Keyboard, drum, bass and a glockenspiel.	presenting data and information 'Bringing us together' unit of work -disco music. - To listen and appraise Bringing us together and practise singing Bringing Us together To play instruments- glockenspiel, To perform the song (one group singing, other group glockenspiel)	'Blackbird' unit of work, -To listen and appraise the song Blackbird and other songs by the Beatles Musical activities involving instruments and games, -To compose and perform the song using voices and instruments	'Dancing In The Street by Martha And The Vandellas' unit of work - To study an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	'Music and Me' unit of workTo listen and appraise music from featured artists - all of whom are inspirational women in the music industry. Throughout the lessons, create own music. -To perform, share and present own music.

PE NC	Master basic	Master basic	Use running,	Use running,	Swim competently,	Use running,
bjectives	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.	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.	jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.	jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.	Swint 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 Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.	jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles for attacking and defending.

MFL focus	N/A	N/A	Colours / Family	Colours / Family	Colours/ Family	Family
MFL NC objectives			-speak in sentences -read carefully and -broaden their vocc	show understanding o	lary, phrases and bas f words, phrases and eir ability to understa	ic language structures simple writing and new words that are

Summer 2 - <i>'Our Future, in Our Hands'</i>							
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Seaside – coasts Hot and cold locations	Animal conservation in non-European country.	Rivers	Caring for our planet and ensuring its future.	Human Consumerism- Sustainability	Evolution and Inheritance- protecting the future planet		
Locational knowledge - name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and Physical Geography - use basic geographical vocabulary to refer to: key physical	Locational knowledge – name and locate the world's seven continents and five oceans Geographical skills and fieldwork- 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	Locational knowledge -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	Locational knowledge -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)	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	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 within North or South America Geographical skills and fieldwork -use maps, atlases, globes and		
	Year 1 Seaside – coasts Hot and cold locations Locational knowledge – name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and Physical Geography – use basic geographical	Year 1Year 2Seaside - coasts Hot and cold locationsAnimal conservation in non-European country.Locational knowledge - name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.Locational knowledge - name and locate the world's seven continents and five oceansHuman and Physical Geography- use basic geographical vocabulary to refer to: key physicalLocational knowledge - name and locate the world's seven continents and five oceansHuman and Physical sorrounding seas.Geographical skills and fieldwork- 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	Year 1Year 2Year 3Seaside - coasts Hot and cold locationsAnimal conservation in non-European country.RiversLocational knowledge - name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.Locational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the world's seven continents and fieldwork- 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 keyLocational knowledge - name and locate to: key physical	Year 1Year 2Year 3Year 4Seaside - coasts Hot and cold locationsAnimal conservation in non-European country.RiversCaring for our planet and ensuring its future.Locational knowledge - name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.Locational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the world's seven continents and fieldwork- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and coastruct basic symbols in a keyLocational kills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects haveLocational knowledge -identify the Hemisphere, the Tropics of Cancer and Capricorn, Artarctic Circle, the Prime/Greenwich	Year 1Year 2Year 3Year 4Year 5Seaside - coasts Hot and cold locationsAnimal conservation in non-European country.RiversCaring for our planet and ensuring its future.Human Consumerism- SustainabilityLocational knowledge - name and locate the world's seven continents and five oceans, name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.Locational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the world's seven continents and five oceansLocational knowledge - name and locate the four countries and plan perspectives to recognise landmarks and basic human and physical features; devise a simple may: and use and vocabulary to refer to: key physicalLocational knowledge - name and use and understand how some of these and lan a keyLocational knowledge -name and locate counties and their identifying human and physical features; (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects haveLocation of key topographical regions and their identifying human and and physical coasts and rivers), and land-use patterns; and understand how some of these aspects haveLocation of key and night)Location of knowledge recate the world's coast and rivers) and land-use patterns; and understand how some of these aspects haveLocational knowledge reater the some of these aspects haveLocational knowledge reater the <br< td=""></br<>		

beach, cliff, coast,		Human and	significance of	mapping to locate
forest, hill,	Human and	physical geography	latitude, longitude,	countries and
mountain, sea,	Physical	- physical	Equator, Northern	describe features
ocean, river, soil,	Geography	geography,	Hemisphere,	studied
valley, vegetation,	-physical	including: climate	Southern	-use the eight
season and	geography,	zones, biomes and	Hemisphere, the	points of a
weather	including: climate	vegetation belts,	Tropics of Cancer	compass, four and
	zones, biomes and	rivers, mountains,	and Capricorn,	six-figure grid
- identify seasonal	vegetation belts,	volcanoes and	Arctic and	references,
and daily weather	rivers, mountains,	earthquakes, and	Antarctic Circle,	symbols and key
patterns in the	volcanoes and	the water cycle	the	(including the use
United Kingdom	earthquakes, and	-human geography,	Prime/Greenwich	of Ordnance
and the location of	the water cycle	including: types of	Meridian and time	Survey maps) to
hot and cold areas	,	settlement and	zones (including	build their
of the world in	Geographical Skills	land use, economic	day and night)	knowledge of the
relation to the	and Fieldwork	activity including	, , ,	United Kingdom and
Equator and the	- use maps, atlases,	trade links, and the	Geography skills	the wider world
North and South	globes and	distribution of	and fieldwork-	
Poles	digital/computer	natural resources	use fieldwork to	
	mapping to locate	including energy,	observe, measure,	
Place knowledge-	countries and	food, minerals and	record and present	
understand	describe features	water	the human and	
geographical	studied		physical features	
similarities and			in the local area	
differences			using a range of	
through studying			methods, including	
the human and			sketch maps, plans	
physical geography			and graphs, and	
of a small area of			digital	
the United			technologies.	
Kingdom, and of a				
small area in a				

	contrasting non- European country.					
History NC objectives					As Summer 1	
Science focus	Animals including humans (animals part 2)	Animals including humans.	Plants	States of Matter	Living things and habitats.	Evolution and inheritance
					STEM	
	Seasonal changes part 4.					
Science NC	-identify and name	-notice that	-identify and	-compare and	-describe the	-recognise that
objectives	a variety of common animals that are carnivores, herbivores and	animals, including humans, have offspring which grow into adults.	describe the functions of different parts of flowering plants: roots, stem/trunk,	group materials together, according to whether they are solids, liquids or	differences in the life cycles of a mammal, an amphibian, an insect and a bird	living things have changed over time and that fossils provide information about living things
	omnivores -describe and compare the structure of a	-find out about and describe the basic needs of animals, including humans, for survival (water,	leaves and flowers -explore the requirements of plants for life and	gases -observe that some materials change state when they	-describe the life process of reproduction in some plants and	that inhabited the Earth millions of years ago -recognise that
	variety of common animals (fish,	food and air)	, growth (air, light, water, nutrients	are heated or cooled, and	animals	living things produce offspring
	amphibians, reptiles, birds and mammals including	-describe the importance for humans of	from soil, and room to grow) and how	measure or research the		of the same kind, but normally
	mammals including pets).	numans of exercise, eating	they vary from plant to plant	temperature at which this happens		offspring vary and

	-observe changes across the 4 seasons -observe and describe weather associated with the seasons and how day length varies	the right amounts of different types of food, and hygiene	-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	in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		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	
Art focus	Drawing	Drawing	Drawing	Drawing	Drawing	Drawing	
Art NC objectives	<ul> <li>-to use a range of materials creatively to design and make products</li> <li>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>-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</li> </ul>		-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 focus	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	
DT NC objectives	-use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from		<ul> <li>-understand and apply the principles of a healthy and varied diet</li> <li>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>-understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed</li> </ul>				
Computing focus	Programming physical and virtual toys	email	Robotics	Programming puzzle solutions	cryptography	e-Safety	
Computing NC objectives	understand that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of simple programs create and debug simple programs use technology purposefully to create, organise,	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	understand that programs execute by following precise and unambiguous instructions use logical reasoning to predict the behaviour of simple programs create and debug simple programs use technology purposefully to create, organise,	design, write and debug programs that accomplish specific goals Use sequence and repetition in programs Use logical reasoning to explain how a simple algorithm works and detect and correct errors in algorithms and programs Solve problems by	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	use technology safely, respectfully and responsibly; recognise acceptable/unaccep table behaviour; identify a range of ways to report concerns about content and contact	

	stone moninulate	halp and support	stone maninulate	decomposing them		
	store, manipulate	help and support	store, manipulate	decomposing them		
	and retrieve digital	when they have	and retrieve digital	into smaller parts		
	content	concerns about	content	anasta and dahua		
		content or contact		create and debug		
		on the internet or		simple programs		
		other online		understand that		
		technologies				
				programs execute		
				by following		
				precise and		
				unambiguous		
				instructions		
				use technology		
				purposefully to		
				create, organise,		
				store, manipulate		
				and retrieve digital		
				content		
	'Reflect, Rewind					
Music focus	and Replay' unit of					
	work. This Unit of					
	Work consolidates					
	the learning that					
	has occurred					
	during the year. All					
	the learning is					
	focused around					
	revisiting songs	revisiting songs and				
	and musical	musical activities, a				
	activities, a	context for the				

	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	context for the History of Music and the beginnings of the Language of Music.	History of Music and the beginnings of the Language of Music.
Music NC objectives	Recaps and consolidates all of the KS1 NC objectives taught this year	Recaps and consolidates all of the KS1 NC objectives	Recap and consolidation of all of the KS2 NC objectives taught this year	Recap and consolidation of all of the KS2 NC objectives taught this year	Recap and consolidation of all of the KS2 NC objectives taught this year	Recap and consolidation of all of the KS2 NC objectives
PE focus	multi skills/ fundamental skills	multi skills/ fundamental skills	multi skills/ fundamental skills	Swimming/ multi skills	multi skills/ fundamental skills	hockey/ fundamental skills
PE NC objectives	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	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	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	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	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.

	defending.	defending.		Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.			
MFL focus	N/A	N/A	Pets	Pets	Pets	Pets	
MFL NC objectives			ideas clearly -understand b (where releva frequency ver	<ul> <li>-write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>-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.</li> </ul>			