

## Eden Park KS2 Long Term Overview and Plan

### Year A Overview (2023-2024)

Week	Autumn 1							Autumn 2							Spring 1						Spring 2					Summer 1						Summer 2						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Key Enquiry</b>	Henry VIII Marvelous Man or Murderous Monster? (Tudor Enquiry)																																					
<b>History</b>																																						
<b>Geography</b>																										Should special places be protected? (Lundy)												
<b>RE</b>								What is a special journey? (Nativity based)							How do festivals and worship show what matters to a Muslim? (Ramadan)											How and why do people mark the significant events in life?												
<b>Science</b>	Light - How do shadows change?							Animals (including humans) How are animals and humans linked?							Forces - Why are forces and magnets important?						Rocks - Could we survive without rocks?					States of matter - Can water be a solid, liquid and gas? (water cycle)						Living things and their habitats						
<b>PSHE</b>	Me and my relationships							Valuing Difference							Keeping myself safe						Rights and Responsibilities					Growing and Changing						Being my best						
<b>Computing</b>	Online Safety							Word Processing skills  Yr 6: Networks							Internet Research and Website Design											Programming												

<b>Art and Design</b>	How can we show 3D form in painting?			Can an artist change the world?	How can we use textile materials to create a portrait?	
<b>Design and Technology</b>		Tudor cooking- What dish can I create for a Tudor banquet?	Textiles - Is there anything we can't recycle?			How can I use levers and slides to make a pop up picture?
<b>PE</b>	Tennis - What is the best way of communicating with a partner?  Indoor- dance - How can I use movement to replicate the weather?	Tag Rugby - How can I help my team keep possession in tag rugby?  Indoor- dance - Why was it harder to dance in the Tudor era?	Handball - How can communication improve my game play?  Gymnastics- How can I link moves together to create a performance?	Football - How can we value the strengths of individuals to become a strong football team?  Benchball - How can I develop my attacking, defending and teamwork skills to successfully complete a game of benchball?	Cricket - How can we value the strengths of others to become a successful cricket team?  Athletics - How can I improve my athletics techniques to be able to perform at my best?	Rounders - How can the skills I learnt in cricket help me play rounders?  Athletics - How can I improve my athletic techniques to be able to perform at my best?

<b>Music</b>	Cello - Why is it important to listen to experts when learning a new instrument?	Carol Concert - Why is improving my diction important when I sing for an audience?	Cello - Why is it important to listen to experts when learning a new instrument?	Charanga - Why does knowing about pulse, rhythm, tempo and dynamics help me accompany a song?	Recorder - Why is it important to listen to others when I play the recorder?	
<b>MFL – see Intent</b>	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
<b>Enrichment Experiences</b>					Lundy Visit	

### Year A Long Term Plan

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<b>Key Enquiry</b>	Henry VIII – Marvellous Man or Murderous Monster?																																				
<b>History</b>	Knowledge and Understanding <ul style="list-style-type: none"> <li>• Culture and leisure activities</li> <li>• Clothes, way of live and actions of people</li> <li>• Buildings and their uses</li> <li>• People's beliefs and attitudes</li> <li>• Things of importance to people</li> <li>• Differences of lives between rich and poor</li> <li>• Identify changes during the time period and describe similarities and differences</li> <li>• Gives reasons why the changes occurred</li> </ul>																																				

- Describe how some past events affect the modern day.
- Study aspects of different people
- Differences between men and women
- Compare life in early and late times studied and then compare an aspect of life in a different period
- Identify how any of the above may have **changed during a time period**
- Give own reasons why changes may have occurred and back up with evidence
- Give some causes, consequences and results of great events and the impact on people

**Key Concepts**

**Cause and Consequence**

- Demonstrate some understanding and give reasons for and results of, historical events & changes
- Make connections and analyse a range of reasons for historical events and changes
- Prioritise the most important causes

**Similarity and Difference within a period**

- Identify and explain similarities/differences to compare culture at different times
- Describe and compare the social, cultural, religious and ethnic diversity in Britain and the wider world

**Significance of events/people**

- Identify and say why people and events are historically impactful
- Understand and explain what makes historical figures and events significant

**Interpretation and Perspective**

- Explain how and why different historical viewpoints and interpretations have been constructed

	<p><b>Enquiry Skills</b></p> <p><b>Ability to ask questions</b></p> <ul style="list-style-type: none"> <li>➤ Develop their own line of enquiry/interests they want to find out more about within a historical period</li> <li>➤ Devise historically valid open-ended questions with and across different historical time periods</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>➤ Preferring based on their own knowledge or prior learning</li> <li>➤ Make predictions based on historical enquiries they've made in the past</li> </ul> <p><b>Exploring how to find answers</b></p> <ul style="list-style-type: none"> <li>➤ Plan and organise how they will carry out their enquiry</li> </ul> <p>Plan how to answer their enquiry based on their previous historical enquiries and knowledge of relevant/reliable sources</p> <p><b>Research and gathering of evidence</b></p> <ul style="list-style-type: none"> <li>➤ Directly finding and selecting the most relevant sources that will be able to justify their answer</li> <li>➤ Drawing on a range of relevant, different primary and secondary sources</li> </ul> <p><b>Evaluating and justifying</b></p> <ul style="list-style-type: none"> <li>➤ Suggest reasons why their prediction may or may not be right</li> <li>➤ Justify or change their prediction based on the evidence they've found</li> </ul>			
				<ul style="list-style-type: none"> <li>➤ Name and locate nearby villages, towns and cities in North Devon/Devon and the contrasting study using a range of maps (including digital).</li> <li>➤ Identify and locate significant landmarks in the local area.</li> </ul>

			<ul style="list-style-type: none"> <li>➤ Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time.</li> <li>➤ Name and locate countries of the world concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>➤ Use maps, atlases and a globe to locate a range of countries around the World and physical geographical features (protected areas/AONB/Biosphere/National Parks).</li>   <li>➤ To understand different physical features studied in our local area and how they are interconnected – rivers, coasts and biosphere/National parks</li> <li>➤ To understand the interaction of human land use on the North Devon biosphere/Exmoor and Dartmoor national parks.</li> <li>➤ To understand how population growth impacts local and global resources.</li> <li>➤ Understand how the distribution of natural resources (e.g. water) affects the land use and settlements.</li> <li>➤ Describe and reflect on the positive and negative effects tourism has on an area.</li> <li>➤ <b>Case Study - Be able to identify and discuss these issues and connections through studying a region of the United Kingdom and another region globally.</b></li> <li>➤ Understands the cause and effect (link History) of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas.</li> <li>➤ Understand how some human processes make changes that are irreversible and reversible (link science).</li> <li>➤ Understand how physical geographical features affect human land-use patterns and human settlements</li>   <li><b>Asking</b></li> <li>➤ Use geographical knowledge, skills and sources of evidence to respond to a range of geographical questions.</li> <li>➤ To ask critical questions based around geographical knowledge and curiosity.</li> </ul>
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<p><b>Geography</b></p>			<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>➤ Read and make plans and maps using a greater range of OS symbols and keys accurately.</li> <li>➤ Begin to use digital computer mapping to describe the features studied.</li> <li>➤ Understand and use scale to work out distance between your local and global study area.</li> <li>➤ Begin to select an appropriate scale for maps.</li> <li>➤ Be able to select an appropriate map for a purpose (larger scale vs smaller scale).</li> </ul> <p><b>Directions/Compass</b></p> <ul style="list-style-type: none"> <li>➤ Use the 8 points of the compass.</li> <li>➤ Use 4/6 figure grid references <b>and be able to go between these depending on which is the most appropriate (Y6)</b></li> </ul> <p><b>Collecting and recording</b></p> <ul style="list-style-type: none"> <li>➤ Observe and record human and physical features in the local area using a range of methods (e.g. sketch map, table, tally chart, photos).</li> <li>➤ To select the most appropriate method to record information.</li> </ul> <p><b>Analyse/interpret</b></p> <ul style="list-style-type: none"> <li>➤ Analyse maps and charts (either from existing data or created through fieldwork data) to support arguments and justify their conclusions.</li> <li>➤ Interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions.</li> <li>➤ Compare and contrast multiple sources of data and begin to identify that different opinions are held.</li> <li>➤ Be able to discuss the different viewpoints and why they are held.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>➤ Be able to select an effective and appropriate method of communicating learning including use of technical</li> </ul>
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			<p>geographical language, showing a consideration for audience and purpose.</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>➤ Be able to share an opinion, explain reasoning, critically reflect on reliability and respectfully present counter arguments using factual information.</li> <li>➤ Be able to identify the counter opinion and critically analyse reliability.</li> <li>➤ Suggest improvements to data collection.</li> </ul>	
RE		<p><b>What is a special journey?</b></p>	<p><b>How do festivals and worship show what matters to a Muslim?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul>	<p><b>How and why do people mark the significant events in life?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>• Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> </ul>



					<p>• Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	
<p><b>Science</b></p>	<p><b>Light - How do shadows change?</b></p> <p>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 Recognise that light appears to travel in straight lines</p> <p><b>Key Enquiry Skill: Recording data</b> Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment,</p>	<p><b>How are animals and humans linked?</b></p> <p>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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Key Enquiry Skill: Asking Questions</b> Ask relevant questions and use different types of scientific enquiries to answer them <b>Plan different types of scientific enquiry to answer questions including recognising and controlling variables where necessary</b></p>	<p><b>Why are forces and magnets important?</b></p> <p>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</p> <p><b>Key Enquiry Skill: Recording data and evaluating</b> Gather, record, classify and present data in a variety of ways in answering questions</p>	<p><b>Could we survive without rocks?</b></p> <p>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</p> <p><b>Key Enquiry Skill: Observing and Measuring</b> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment <b>Take measurements using a range of scientific equipment with increasing accuracy, taking repeat measurements where appropriate</b></p>	<p><b>States of Matter</b></p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Key Enquiry Skill: Evaluating Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <b>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as display and other presentations</b></p>	<p><b>How are animals (including humans) similar to plants?</b></p> <p>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</p> <p>Key Enquiry Skill: Interpreting and communicating results Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <b>Use results to make predictions to set up further comparative and fair tests</b> Report on findings from enquiries, including oral and</p>

	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate					written explanations, displays or presentations of results and conclusions Report and present findings from enquiries, including conclusions, causal relationships, and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
<b>PSHE</b>	<p><b>Me and my relationships</b></p> <p><b>Year 3</b> To accept the views of others and understand that we don't always agree with each other. To offer ideas about what I do to be a good friend To discuss a range of strategies for how I make up with a friend if we've fallen out. To know some strategies for keeping myself safe online (covered this term in Computing) To know that different family members carry out different roles or have different responsibilities within the family To know that they and all children have rights</p>	<p><b>Valuing Difference</b></p> <p><b>Year 3</b> To give examples of different community groups and what is good about having different groups. To talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. To know that conflict is a normal part of relationships (covered in relationships unit) To know that different family members carry out different roles or have different responsibilities within the family (relationships unit) <b>Year 4</b> To discuss that people are different, including religious or cultural differences To understand sometimes people make assumptions about a</p>	<p><b>Healthy choices</b></p> <p><b>Year 3</b> To say what I could do to make a situation less risky or not risky at all. To say why medicines can be helpful or harmful. To tell you a few things about keeping my personal details safe online. To explain why information I see online might not always be true <b>Year 4</b> To give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. To name some of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not</p>	<p><b>Rights &amp; Responsibilities</b></p> <p><b>Year 3</b> To name some ways of checking whether something is a fact or just an opinion. To describe how to help the people who help me. To know why rules are needed and how these relate to choices and consequences To know that the school has a shared set of values To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. <b>Year 4</b></p>	<p><b>Growing and Changing</b></p> <p><b>Year 3</b> To name a few things that make a positive relationship and some things that make a negative relationship. To know that in animals and humans lots of changes happen between conception and growing up To know that in nature it is usually the female that carries the baby To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops To tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. To identify when someone hasn't been invited into my</p>	<p><b>Being my best</b></p> <p><b>Year 3</b> To give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this. To explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. To name specific people who have overcome difficult challenges to achieve success To know what an obstacle is and how they can hinder achievement To be able to evaluate their own learning progress and identify how it can be better next time</p>

<p>(UNCRC) To know the lives of children around the world can be different from their own</p> <p><b>Year 4</b></p> <p>To give examples of how to tell that a person is feeling worried just by their body language.</p> <p>To know some reasons why people feel jealousy and to understand that jealousy can be damaging to relationships</p> <p>To understand that there are many types of positive healthy relationships and families EG same sex relationships/ single parent families/ adoption &amp; fostering/ blended families</p> <p>To say what I could do if someone was upsetting me or if I was being bullied.</p> <p>To explain what being 'assertive' means and give a few examples of ways of being assertive.</p> <p><b>Year 5</b></p> <p>of examples of our emotional needs and explain why they are important.</p> <p>To know that belonging to an online community can have positive and negative consequences</p> <p>To understand rights and responsibilities in an</p>	<p>person because of the way they look or act</p> <p>To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>To know what to do if they think bullying is, or might be taking place</p> <p>To explain why it's important to challenge stereotypes that might be applied to me or others.</p> <p>To know that first impressions can change</p> <p><b>Year 5</b></p> <p>To give examples of different faiths and cultures and positive things about having these differences.</p> <p>To know what racism is and why it is unacceptable</p> <p>To know what culture means and understand that differences in culture can sometimes be a source of conflict</p> <p>To understand the role and importance of the equality act. (<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf</a>)</p> <p>To explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>To know that rumour spreading is a form of bullying on and offline</p> <p><b>Year 6</b></p> <p>To reflect on and give reasons for why some people show</p>	<p>to smoke, or drink too much alcohol.</p> <p>To know the facts about smoking and its effects on health and some of the reasons some people start to smoke</p> <p>To know the facts about alcohol and its effects on health, particularly the liver and to understand some of the reasons some people drink alcohol</p> <p>To give examples of positive and negative influences, including things that could influence me when I am making decisions.</p> <p>To know ways to resist when people are putting pressure on them</p> <p><b>Year 5</b></p> <p>To give examples of things that might influence a person to take risks online.</p> <p>To explain that I have a choice.</p> <p>To know the health risks of smoking</p> <p>To understand how smoking tobacco affects the lungs, liver and heart</p> <p>To know basic emergency procedures including the recovery position</p> <p>To know how to get help in emergency situations</p> <p>To know that the media, social media and celebrity culture promotes certain body types</p> <p>To know what makes a healthy lifestyle</p> <p>To understand the percentage of people aged 11-15 years old that smoke in the UK (3%) and to give</p>	<p>To have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.</p> <p>To explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>To give examples of decisions regarding money and saving and how they might change as we grow.</p> <p>To understand how to contribute towards the democratic process</p> <p><b>Year 5</b></p> <p>To give examples of some of the rights and related responsibilities I have as I grow older, at home and school</p> <p>To provide different examples of things that I am responsible for to keep myself healthy.</p> <p>To explain that local councils have to make decisions about how money is spent on things we need in the community.</p> <p>To give an example of some of the things they have to allocate money for.</p>	<p>body space and show how to be assertive in asking them to leave it if I feel uncomfortable.</p> <p><b>Year 4</b></p> <p>To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>To understand that babies are made by a sperm joining with an ovum</p> <p>To know the names of the different internal and external body parts that are needed to make a baby</p> <p>To understand how the female and male body change at puberty</p> <p>To know that personal hygiene is important during puberty and as an adult</p> <p>To list some of the reasons why a teenager might have difficult feelings (e.g. conflict with parents).</p> <p>Know that change can bring about a range of different emotions</p> <p><b>Year 5</b></p> <p>To explain what resilience is and how it can be developed.</p> <p>To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>To understand that sexual intercourse can lead to conception</p>	<p><b>Year 4</b></p> <p>To give a few examples of different things that I do already that help me keep healthy.</p> <p>To know what their own hopes and dreams are</p> <p>To understand that hopes and dreams don't always come true</p> <p>To be able to work out the steps they need to take to achieve a goal</p> <p>To know how to work as part of a successful group and to share in the success of a group</p> <p><b>Year 5</b></p> <p>To give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>To know that they will need money to help them to achieve some of their dreams</p> <p>To know about a range of jobs that are carried out by people I know</p> <p>To understand that different jobs pay more money than others</p> <p>To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p><b>Year 6</b></p> <p>To know their own learning strengths</p>
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	<p>online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>To know how to stay safe when using technology to communicate with friend</p> <p>To explain why these qualities are important.</p> <p>To give examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills</p> <p><b>Year 6</b></p> <p>To explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>To know that it is important to take care of their own mental health</p> <p>To know ways that they can take care of their own mental health</p> <p>To give examples of negotiation and compromise.</p> <p>To explain what inappropriate touch is and give example.</p>	<p>prejudiced behaviour and sometimes bully for this reason.</p> <p>To understand the role and importance of The Equality Act. (<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf</a>) and to be able to give examples of protected characteristics.</p> <p>To know that there are different perceptions of 'being normal' and where these might come from</p> <p>To know that being different could affect someone's life and that power can play a part in a bullying or conflict situation</p> <p>To begin to understand why some people choose to bully others</p> <p>To understand and think of examples where people with disabilities can lead amazing lives</p> <p><b>To fully appreciate that difference can be a source of celebration as well as conflict</b></p> <p>To explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p>reasons why some people think it's a lot more than this</p> <p><b>Year 6</b></p> <p>To explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>To know how to take responsibility for their own health</p> <p>To know how to make choices that benefit their own health and well-being</p> <p>To know what it means to be emotionally well</p> <p>To explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>To explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p> <p>To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p>	<p>To know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p><b>Year 6</b></p> <p>To explain why people might show a bias version of themselves and how social media can affect how people feel about themselves.</p> <p>To know about children's universal rights (United Nations Convention on the Rights of the Child) (continued from y5)</p> <p>To know about the lives of children in other parts of the world</p> <p>To understand how democracy and having a voice benefits the school community</p> <p>To explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way..</p>	<p>To know that becoming a teenager involves various changes and also brings growing responsibility</p> <p>To list ways that you can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>To identify when I need help and can identify trusted adults in my life who can help me.</p> <p><b>Year 6</b></p> <p>To give an example of a secret that should be shared with a trusted adult.</p> <p>To know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>To understand how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>To tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>To understand the importance of self-esteem and what they can do to develop it</p> <p>To give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	<p>To set realistic and challenging goals</p> <p>To know what their classmates like and admire about them</p> <p>To explain how to overcome problems and challenges on the way to achieving my goals.</p> <p>To give examples of an emotional risk and a physical risk.</p>
<b>Computing</b>	<p><b>Online Safety</b></p> <p><b>Understand</b> that we can search for information in</p>	<p><b>Word Processing skills</b></p> <p><b>Yr 6: Networks</b></p> <p><b>Lower KS2</b></p>	<p><b>Internet Research and Website Design</b></p> <p><b>Lower KS2</b></p> <p>Edit existing media to make new content with an awareness of</p>	<p><b>Programming</b></p> <p><b>Lower KS2</b></p>		

<p>a variety of ways and that we influence the outputs of searches depending on our input</p> <p><b>Know</b> different ways of reporting unacceptable content and contact online</p> <p><b>Understand</b> when to share personal information and when not to</p> <p><b>Understand</b> that games and films have age ratings, and what that means</p> <p><b>Understand</b> that people can give permission for others to use their content.</p>	<p>Open and save a file to a suitable folder</p> <p>Use suitable file names when saving work</p> <p>Use a search engine to find information using keyword searches</p> <p>Understand that school computers are connected (if relevant)</p> <p>Type using all fingers</p> <p>Understand you can organise files using folders</p> <p>Delete, move and copy files</p> <p>Use right-click, left-click and double-click appropriately on a mouse</p> <p>Use a search engine to find specific information</p> <p>Know how to copy text and images into another document</p> <p>Remember an individual password</p> <p><b>Upper KS2</b></p> <p>Use the keyboard confidently to type at a suitable pace</p> <p>Use common keyboard shortcuts</p> <p>Create and use a strong password where appropriate</p> <p>Organise files effectively using folders</p> <p>Use more advanced searching techniques when using a search engine</p> <p>Understand that different devices can have different operating systems, and can give examples, e.g. Windows, iOS, Android</p> <p>Understand the main functions of an operating system</p> <p>Recognise common file types and extensions</p>	<p>copyright</p> <p>Evaluate existing and their own digital content</p> <p>Edit digital content to improve it according to feedback</p> <p>Design and create digital content for a specific purpose</p> <p>Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365</p> <p>Collect, organise and present information effectively using a range of media</p> <p>Use a range of tools to edit and enhance media for a particular effect</p> <p><b>Upper KS2</b></p> <p>Identify and use appropriate hardware and software to fulfil a specific task</p> <p>Remix and edit a range of existing and their own media to create content</p> <p>Recognise the audience when designing and creating digital content</p> <p>Understand the benefits of using technology to collaborate with others</p> <p>Are aware of a range of Internet services, e.g. email, VOIP (Voice Over Internet Protocol e.g. Skype, FaceTime), World Wide Web, and what they do</p> <p>Select, combine and use Internet services to fulfil a purpose</p> <p>Identify success criteria for creating digital content for a given purpose and audience</p> <p>Evaluate their own content against success criteria and make improvements accordingly</p>	<p>Understand that we can decompose a problem into smaller steps to make it simpler</p> <p>Remix and change an existing program</p> <p>Use repetition to make programs more efficient</p> <p>Predict the outcome of a program, e.g. Scratch or Flowol</p> <p>Use diagrams to represent an algorithm, e.g. a flowchart</p> <p>Use forever loops in a program</p> <p>Create a program using a range of events/inputs to control what happens</p> <p>Use selection in algorithms and programs, i.e. if... then...</p> <p>Decompose a problem and create a solution (sub-routine) for each step</p> <p>Use procedures in programs to create a sub-routine e.g. a procedure called 'square' in Logo</p> <p><b>Upper KS2</b></p> <p>Recognise that different solutions exist for the same problem</p> <p>Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event)</p> <p>Recognise variables in a program</p> <p>Use two-way selection, i.e. if... then... else...</p> <p>Create programs including repeat until loops</p> <p>Create simple variables, e.g. to keep score or remove lives in a game</p> <p>Understand the difference between and use if... then... and if... then... else... statements</p> <p>Combine a variable with relational operators (&lt; = &gt;) to determine when a program changes, e.g. if score &gt; 5, say "well done"</p> <p>Can design a physical computing system that uses sensors, e.g. using a flow chart</p>
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<p><b>Art and Design</b></p> <p>Develop questions to ask when looking at artworks and /or stimulus: <b>Describe</b> what you see <b>What</b> do you like/dislike? <b>Why</b> <b>What</b> is the artist saying to us in this artwork? <b>How</b> does it make you feel? <b>How</b> might it inspire you in making your own art?</p> <p>Develop questions to ask when looking at artworks</p>	<p><b>How can we show 3D form in painting?</b></p> <p><b>Generating Ideas:</b>  <b>Begin</b> to feel a sense of ownership about the sketchbook which means allowing every child to work at own pace and follow own exploration  <b>Practice</b> and develop sketchbook use e.g. drawing to discover; drawing to experiment  <b>Explore</b> how ideas translate and develop through different medium  <b>Use</b> growing knowledge of how materials and medium act to generate ideas  <b>Increasingly see</b> sketchbooks as a place which raises questions which can be explored/answered outside the sketchbook so the links between sketchbook and journey and outcomes become understood  <b>Explore</b> how ideas translate and develop through different medium</p> <p><b>Making:</b>  <b>Apply</b> and build upon mark making skills previously taught  <b>Apply</b> and build upon colour mixing, thinking</p>		<p><b>Can an artist change the world?</b></p> <p><b>Generating Ideas:</b>  <b>Explore</b> how to create space and places within the sketchbook to help develop sketchbook approach to include collecting, making drawings on different surfaces, and on different shapes of paper  <b>Modify</b> a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces and places in sketchbook to help creative thinking).  <b>Enjoy</b> looking at artwork made by artists, craftspeople, architects and designers.  Discuss artist's intention and reflect upon your response.  <b>Enjoy</b> looking at artwork made by artists, craftspeople, architects and designers. Discuss artist's intention and reflect upon your response. Look at artforms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p><b>Making:</b>  <b>Building</b> on mark-making and observational skills, make concertina books about a topic, eg significant artists  <b>Explore</b> how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture,</p>		<p><b>How can we use textile materials to create a portrait?</b></p> <p><b>Generating Ideas:</b>  A sense of control, decision making and involvement in their learning by making and using a sketchbook  Knowledge of artists who have painted ships including Caspar David Friedrich  Experience of pen and ink drawing techniques</p> <p><b>Making:</b>  Increased craft and making skills using a range of materials  Ability to develop their design ideas and adapt their work as they go along  Make a sketchbook  Use a sketchbook to learn about artists and generate ideas  Use line and tone to make a drawing of a pirate ship  Use a sketchbook to generate ideas  Use a range of materials to construct a 3D relief pirate portrait  Use a range of materials to develop features and clothing for your pirate portrait</p>
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<p>and /or stimulus: <b>Describe</b> the artwork. <b>What</b> do you like/dislike? Why? <b>Which</b> other senses might you bring to this artwork? How does it make you feel? <b>What</b> is the artist saying to us in this artwork? <b>How</b> might it inspire you to make your own artwork? <b>Who</b> or what else might you look at to help feed your creativity?</p>	<p>about how certain combinations affect outcomes Explore clay techniques, such as making a simple pot or tile, and decorate them in relief pattern <b>Continue</b> with key drawing exercises <b>Explore</b> the relationship of line, form and colour <b>Explore</b> the art of another time and/or culture and make individual work in response to what is seen <b>Explore</b> drawing and mark making on new surfaces</p> <p><b>Evaluating:</b> <b>Share</b> work with others and in small groups and listen to what they think about what you have made <b>Share</b> work with others and in small groups and listen to what they think about what you have made <b>Share</b> how other artists/artwork inspired you and how your work fits into larger context.</p> <p><b>Knowledge and understanding:</b> <b>Experience</b> the connection between brain, hand and eye <b>Feel</b> safe enough to take creative risks and follow own intuition</p>		<p>discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick). <b>Develop</b> skills working with clay and other materials eg papier mache to make 3D relief sculptures linked to drawings</p> <p><b>Evaluating:</b> <b>Enjoy</b> listening to other people’s views about artwork made by others. <b>Feel</b> able to express and share an opinion about the artwork. <b>Think</b> about why the work was made, as well as how. <b>Feel</b> able to express and share an opinion about the artwork. <b>Discuss</b> why the work was made, as well as how. <b>Share</b> your response to the artwork. <b>Ask</b> questions about process, technique, idea or outcome <b>Share</b> how other artists/artwork inspired you and how your work fits into larger context.</p> <p><b>Knowledge and Understanding:</b> <b>Discover</b> that art is subjective (we all have our own legitimate understanding) <b>Discover</b> that art is subjective (we all have our own legitimate understanding)</p>		
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	<p>Experience the connection between brain, hand and eye</p> <p>Feel safe enough to take creative risks and follow own intuition</p>				
<p><b>Design and Technology</b></p>	<p><b>Tudor cooking- What dish can I create for a Tudor banquet?</b></p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p>Start to know when, where and how food is grown, linking this to seasonality</p> <p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate</p> <p>Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <p>Use a range of techniques such as peeling, chopping, grating, slicing, mixing, whisking, spreading, kneading and baking</p> <p>Prepare ingredients using appropriate cooking utensils</p> <p>Measure and weigh ingredients to the nearest gram and millilitre</p> <p>Start to independently follow a recipe</p> <p>Explain common hygiene practices and keep a hygienic kitchen</p>	<p><b>Textiles - Is there anything we can't recycle?</b></p> <p><b>Lower KS2</b></p> <p>To create their own template to make products</p> <p>To identify an array of different fabrics and know when to use certain fabrics based on their characteristics and suitability to the product</p> <p>To know what accuracy is and how it can be improved</p> <p>To know how/when decorate stitches to finish a product</p> <p>Use a template created by themselves</p> <p>Measure, tape or pin, cut and join fabric with some accuracy</p> <p>Sew using a range of different stitches, including a running stitch, button-hole stitch, blanket stitch, back stitch and decorate stitches.</p> <p>Over stitch:</p> <p>Back stitch</p> <p>Understand seam allowance, create simple patterns and appropriate decoration techniques, including applique!</p> <p>To create their own template to make products</p> <p><b>Upper KS2</b></p> <p>To identify an array of different fabrics and know when to use certain fabrics based on their characteristics and suitability to the product</p> <p>To know what accuracy is and how it can be improved</p> <p>To know how/when decorate stitches to finish a product</p> <p>Understand how fabrics can be strengthened, stiffened and reinforced, where appropriate.</p> <p>Use a template created by themselves</p> <p>Measure, tape or pin, cut and join fabric with increasing accuracy</p> <p>Produce a 3D textile product from a combination of accurately made pattern pieces, fabric shapes and different fabrics</p> <p>Sew using a range of different stitches, including a running stitch, button-hole stitch, blanket stitch, back stitch and decorate stitches.</p>	<p><b>How can I use levers and slides to make a pop up picture?</b></p> <p>Create products using mechanisms such as wheels and axles</p> <p>Understand and use lever and linkage mechanisms to create movement in products</p> <p>Distinguish between fixed and loose pivots.</p> <p>Know how to construct a strong, stiff shell structures.</p> <p>Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</p>		



			<p>To know when to use particular stitch types (including finishing stitches)</p> <p>To use seam allowances</p> <p>To use embroidery and explain how it embellishes a product</p>		
<b>PE</b>	<p><b>Tennis</b></p> <p><b>Lower KS2</b> To have a knowledge and understanding of various tactics you could use to be successful against an opponent To develop knowledge of the rules and scoring systems and interpret them fairly e.g. tennis Play games using a racket, getting their body into positions, hitting a ball fed to them accurately and increasingly keeping a rally going using a small range of shots - Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Identify aspects of their game that need improving and say how to achieve this</p> <p><b>Upper KS2</b> Be able to uphold the role of a referee/umpire by having a clear, deepened understanding of the</p>	<p><b>Tag Rugby</b></p> <p><b>Lower KS2</b> To understand the qualities of a successful attacker and defender Understand how strength, stamina and speed can be improved by playing invasion games Play games with some fluency and accuracy using a range of throwing and catching techniques</p> <p><b>Upper KS2</b> To develop knowledge of various warm ups and be able to independently select one accordingly depending on the game being played Be able to uphold the role of a referee/umpire by having a clear, deepened understanding of the rules of a game</p> <p><b>Indoor- dance</b></p> <p><b>Upper KS2</b> Critically reflect how dance contributes to fitness and wellbeing Explore and explain how costume,</p>	<p><b>Handball</b></p> <p><b>Lower KS2</b> Play games with some fluency and accuracy using a range of throwing and catching techniques Adapt rules in agreement with others and make rules for their own games which they explain and teach to others</p> <p><b>Upper KS2</b> <b>Use different techniques for passing, controlling, dribbling and shooting the ball in games</b> Identify aspects of their own and others' performances that need improvement and suggest how to improve them</p> <p><b>Indoor – gymnastics</b></p> <p><b>Lower KS2</b> Understand that strength and suppleness/flexibility are keys features of gymnastics performance Develop knowledge and understanding of different stretching exercises to prepare</p>	<p><b>Football</b></p> <p><b>Lower KS2</b> Use a range of techniques when passing e.g. high, low, bounce, fast, slow Change direction and speed when dribbling and passing the ball, showing consistency and control in games when under pressure</p> <p><b>Upper KS2</b> Apply basic principles of team play to keep possession of the ball, using marking, tackling, and or interception to improve their defence Know what position they are playing in and how to contribute when attacking and defending playing effectively as part of a team</p> <p><b>Indoor – gymnastics</b></p> <p><b>Upper KS2</b> To explain the importance of muscle tension, extension and control to</p>	<p><b>Striking &amp; Fielding- Rounders/Cricket</b></p> <p><b>Lower KS2</b> To develop knowledge and understanding of the best positions to stand when fielding To develop knowledge of the rules and scoring systems and interpret them fairly e.g. cricket Use a range of skills e.g. throwing, striking, intercepting and stopping a ball with good control and accuracy To be able to pass, catch and return the ball quickly and accurately within a small team To be able to bat and run to bases to be able to score points Choose specific tactics to be successful in a game and to make the game hard for their opponents to score Identify aspects of their game that need improving and say how to achieve this</p> <p><b>Upper KS2</b> Gauge when to run after hitting the ball Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding Strike a bowled ball with accuracy Use a range of fielding skills e.g. catching, throwing, bowling, intercepting with growing control and consistency Work collaboratively in pairs, groups and small sided games Understand and implement a range of tactics with success</p> <p><b>Athletics</b></p> <p><b>Lower KS2</b> Recognise and record that their body works differently in different types of challenge and event Run consistently and smoothly at different speeds</p>

	<p>rules of a game and the scoring system          Play shots on both sides of the body and above their heads          Hit the ball with purpose varying the speed, height and direction          Make appropriate choices in games about the best shot to use in order to score points          Begin to use full scoring systems          Develop doubles play and team play (volleyball)          Work with others, adapting their play to suit their own and others' strengths</p> <p style="text-align: center;"><b>Indoor- dance</b></p> <p><b>Lower KS2</b>          Describe and interpret dance movements using appropriate dance vocabulary          Show understanding of warming up and cooling down and, choose appropriate activities to do on their own          show an imaginative response to different stimuli through their use of language and choice of movement          Experiment with a wide range of actions, varying and combining spatial</p>	<p>music and set can help to improve a dance performance          Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns          Perform with clarity and sensitivity to a piece of music, communicating a dance idea on their own, with a partner and in a group</p>	<p>their bodies for gymnastics work and be able to explain why these are important          Create a short sequence by making similar or contrasting shapes on the floor and apparatus with a partner          Perform a range of actions and agilities with consistency and fluency          Combine actions to lengthen sequences with changes of speed, level, and direction          Make simple assessments of performance based on a criterion given by the teacher and use these assessments to modify and refine their sequences and others work</p>	<p>execute movements with finesse          Create longer sequences and perform them with fluency and clarity of movement          Vary direction, levels and pathways to improve the look of a sequence          Work effectively with a partner or small group to practise and refine their work          Explain how a sequence is formed using appropriate terminology to evaluate technique and composition of both their own and others' performances</p>	<p>Demonstrate different combinations of jumps, showing control and coordination          Throw a range of objects into a target area with consistency and accuracy          Pace their effort well in different types of events so that they can keep going steadily and maintain quality of their action          Suggest with guidance, a target for improving performance in different athletic events e.g. distance, time, length and height</p> <p><b>Upper KS2</b>  <b>Know and understand the basic principles of relay take overs</b>          Identify why some athletic activities can improve strength, power or stamina, and explain how these can help their performance in other types of activities          Apply basic principles of team play to keep possession of the ball, using marking, tackling, and or interception to improve their defence          Know what position they are playing in and how to contribute when attacking and defending playing effectively as part of a team          Use different techniques for passing, controlling, dribbling and shooting the ball in games          Identify aspects of their own and others' performances that need improvement and suggest how to improve them</p> <p><b>OAA (Yr 56)OAA (link to Geography)</b></p>
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	<p>patterns, speed, tension and continuity when working on their own, with a partner and in a group</p> <p>Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, repetition</p> <p>Suggest how dances and performances can be improved so that they communicate more effectively to the audience</p>					
<b>Music</b>		<p><b>Carol Concert - Why is improving my diction important when I sing for an audience?</b></p> <p>Understand that the sense of occasion affects the performance.</p> <p>Sing songs with increasingly accurate timing, pitch and control of rhythm.</p> <p>Sing expressively with an awareness of musical elements e.g. tempo, dynamics.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Begin to understand how mouth shapes can affect the sound i.e. need for clear diction.</p> <p>Perform with confidence to an audience.</p>		<p><b>Charanga - Why does knowing about pulse, rhythm, tempo and dynamics help me accompany a song?</b></p> <p>Extend use of music vocabulary to describe what they hear, like and dislike in a piece of music (pulse, rhythm, pitch etc.)</p> <p>Identify the way sounds can be combined and used expressively.</p>	<p><b>Recorder - Why is it important to listen to others when I play the recorder?</b></p> <p>Read note values (crotchet, minim, quaver, semibreve and associated rests)</p> <p>Begin to read dot notation e.g. crotchets, quavers and minims.</p> <p>Begin to read the notes B, A and G in staff notation.</p>	
<b>MFL</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>	<b>Spanish</b>

