

Eden Park KS2 Long Term Overview and Plan

Year B Overview (2024-2025)

	Autumn 1							Autumn 2							Spring 1					Spring 2					Summer 1					Summer 2												
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11
Key Enquiry	The Battle of Watling St – Brutal Massacre or Glorious Victory? (Roman Enquiry)													Enterprise Project (D.T.) <u>Should we eat squirrel?</u>																												
History																																										
Geography																								Who are National Parks for?																		
RE								How do festivals and family life show what matters to Jews?												Why do Christians call the day Jesus died 'Good Friday'?					What do Hindus believe God is like? What does it mean to be a Hindu in Britain today?																	
Science	Can you hear me?							Are we all linked? Animals (including humans)							Earth and Space					How does electricity work?					How are animals (including humans) similar to plants?																	
PSHE	Me and my relationships							Valuing difference							Keeping myself safe					Rights and responsibilities					Growing and changing					Being my Best												

Computing	Online Safety	Yr 3: Drawing and Desktop publishing Yr 4: MS365 Powerpoint	Yr 5: Garage Band Yr 6: Spreadsheets/Data handling		Yr 3: Digital Photography Yr 6: Film Making	
Art and Design	Can we mix media to explore tone, colour and texture?		Who is Barbara Hepworth?		How does an illustrator use collage?	
Design and Technology		How can I make a Roman catapult?	Enterprise cooking		How can I use my scientific knowledge to make a game involving an electrical circuit? (do this the half term after electricity is covered)	
PE	Tennis Indoor- dance	Tag Rugby Indoor- dance	Handball Indoor - gymnastics	Football Indoor - gymnastics	Cricket Striking & Fielding-Rounders	Athletics Striking & Fielding-Rounders
Music	Ukulele - How can I use my understanding of pulse, pitch, rhythm and notation to help me play the ukulele?	Carol Concert - Why is it important to be aware of other singers?	Charanga or Djembe - How can I use musical vocabulary to describe a rhythm?	Charanga - How can I identify the features of soul music?	Recorder - How do I use musical notation to help me play the recorder?	
MFL	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish

Enrichment						
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Year B Long Term Plan

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	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Key Enquiry	The Battle of Watling St – Brutal Massacre or Glorious Victory?													Enterprise Project (D.T.)																					
History	(Roman Enquiry)																																		
	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ➤ Use evidence to describe the past ➤ Identify changes in the time period and describe similarities and differences ➤ Give reasons why changes occurred ➤ Describe how some past events affect the modern day ➤ Make links between features of past societies ➤ Identify changes within a time period ➤ Choose reliable sources of factual evidence ➤ Differences between men and women? ➤ Give some causes, consequences and results of great events and the impact on people ➤ Give own reasons why changes may have occurred and back up with evidence <p>Key Concepts</p> <p>Cause and Consequence</p> <ul style="list-style-type: none"> ➤ Demonstrate some understanding and give reasons for and results of historical events and changes 																																		

	<ul style="list-style-type: none"> ➤ Understand how our knowledge of the past is constructed from a range of sources <p>Continuity and Change</p> <ul style="list-style-type: none"> ➤ Make/explain connections between main events, situations and changes within and across different time periods/societies <p>Chronology</p> <ul style="list-style-type: none"> ➤ Make connections between different periods of history <p>Significant Events and People</p> <ul style="list-style-type: none"> ➤ Identify and say why people and events are historically impactful ➤ Understand and explain what makes historical figures and events significant <p>Interpretation and Perspective</p> <ul style="list-style-type: none"> ➤ Explain how and why different historical viewpoints and interpretations have been constructed ➤ Understand that bias is not always negative ➤ Explain how and why different historical viewpoints and interpretations have been constructed ➤ Understand that bias is not always negative <p>Reliability</p> <ul style="list-style-type: none"> ➤ Select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than the other ➤ Select and evaluate primary and secondary sources and come up with reasons why one might be more reliable than the other <p>Enquiry Skills</p> <p>Ability to ask questions</p> <ul style="list-style-type: none"> ➤ Develop their own line of enquiry/interests they want to find out more about within an historical period ➤ Devise historically open ended questions within and across different historical periods 			
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	<p>Prediction</p> <ul style="list-style-type: none"> ➤ Based on their own knowledge or prior learning ➤ Make predictions based on historical enquires they have made in the past <p>Research and gathering of evidence</p> <ul style="list-style-type: none"> ➤ Look at sources that might provide different perspectives/balanced arguments <p>Evaluating and justifying</p> <ul style="list-style-type: none"> ➤ Suggest reasons why their prediction may or may not be right <p>Communicating about their enquiry</p> <ul style="list-style-type: none"> ➤ Use dates and terms correctly ➤ Use subject specific words such as monarch, settlement, invader ➤ Reach their own conclusions and justify with the evidence they've found and present this in a range of ways Reflecting on the process they've been through ➤ Presents information in an organised and clearly structured way ➤ Presents information in the most appropriate way (e.g written explanation/tables and charts/labelled diagram) <p>Makes accurate use of specific dates and terms</p>			
			<p style="text-align: center;">Who are National Parks for?</p> <p>Location and Place</p> <ul style="list-style-type: none"> ➤ Name and locate the area's main town and other key places in the area. ➤ Identify features of the nearest main town and use a detailed town map (with symbols and key) to locate features. ➤ Name and locate a range of counties and cities in the UK 	

<p>Geography</p>			<ul style="list-style-type: none"> ➤ Use a map and atlas to locate a range of counties and cities in the UK ➤ Name and locate geographical regions of the UK and their identifying human and physical features (e.g. hills, mountains, coasts, rivers). ➤ Be able to locate both areas of study on a map and discuss distance between the two regions. <p>Name and locate nearby villages, towns and cities in North Devon/Devon and the contrasting study using a range of maps (including digital).</p> <ul style="list-style-type: none"> ➤ Identify and locate significant landmarks in the local area. ➤ Use standardised (OS) symbols to identify significant landmarks on a map. ➤ Use maps, atlases and digital/computer mapping to understand how geographical regions of the UK have changed over time. ➤ Name and locate countries of the world concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ➤ Use maps, atlases and a globe to locate a range of countries around the World and physical geographical features (protected areas/AOANB/Biosphere/National Parks). ➤ Locate man-made features and reflect on the importance of the tourism industry in these areas. <p>Physical and human Processes</p>
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			<ul style="list-style-type: none"> ➤ Name geographical regions of the UK (e.g. Exmoor/Dartmoor and another national park/biosphere) and their key physical geographical characteristics (e.g. hills, mountains, coasts, rivers). ➤ Be able to describe and understand key human aspects of North Devon (types of settlements, land use). ➤ Understand how human processes create patterns and impacts on the physical world. ➤ Ask questions about how human geographical processes change landscapes and places over time. ➤ Give reasons for these changes. ➤ Consider how and why settlements have developed ➤ Study a region in Devon and a region globally ➤ To begin to understand how population growth changes over time. ➤ Understand how physical geographical features affect human land-use patterns and human settlements. ➤ Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. ➤ 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. ➤ Understand that people's choices have different impacts on their local area which can have a global affect too. ➤ To understand the interaction of different physical features studied in our local area and how they are
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			<p>interconnected – rivers, coasts and biosphere/National parks</p> <ul style="list-style-type: none"> ➤ To understand the interaction of human land use on the North Devon biosphere/Exmoor and Dartmoor national parks. ➤ Describe the positive and negative effects tourism has on an area. ➤ Be able to identify and discuss these issues and connections through studying a region of the United Kingdom and another region globally. ➤ Understand how physical geographical features affect human land-use patterns and human settlements. ➤ Be able to identify and discuss these through studying a region of the United Kingdom and another region globally. <p>Enquiry Skills</p> <p>Asking</p> <ul style="list-style-type: none"> ➤ To ask geographical questions and respond to others, offering their own ideas. ➤ Begin to use skills and sources of evidence to respond to a range of geographical questions. ➤ Use geographical knowledge, skills and sources of evidence to respond to a range of geographical questions. ➤ To ask critical questions based around geographical knowledge and curiosity. <p>Mapping</p> <ul style="list-style-type: none"> ➤ Begin to explore atlases, globes and world maps on a variety of scales. ➤ Understand what scale is and begin to use this to calculate distances.
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			<ul style="list-style-type: none"> ➤ Make plans and maps using symbols and keys, beginning to discuss standard symbols. ➤ Use digital computer mapping to begin to understand the features studied. ➤ Read and make plans and maps using a greater range of symbols and keys accurately. ➤ Begin to use digital computer mapping to describe the features studied. ➤ Understand and use scale to work out distance between your local and global study area. ➤ Begin to select an appropriate scale for maps. ➤ Be able to select an appropriate map for a purpose (larger scale vs smaller scale). <p>Directions/Compass</p> <ul style="list-style-type: none"> ➤ Begin to use an 8-point compass. ➤ Begin to use 4 figure grid references. ➤ Use the 8-points of a compass to relate countries to each other. ➤ Use the 8 points of the compass. ➤ Use 4/6 figure grid references. <p>Collecting and recording</p> <ul style="list-style-type: none"> ➤ Use aerial photos, pictures and videos. ➤ To use a range of methods to record the information they are collecting (this will depend on enquiry question) ➤ To choose a method of data collection from a given list. ➤ Understand and explain why their selected method of data collection has been chosen. ➤ Observe and record human and physical features in the local area using
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			<p>a range of methods (e.g. sketch map, table, tally chart, photos).</p> <ul style="list-style-type: none"> ➤ To select the most appropriate method to record information. <p>Analyse/interpret</p> <ul style="list-style-type: none"> ➤ (Begin to) analyse data (either existing or collected) and make simple conclusions. ➤ Combine sources/ findings to draw simple conclusions. ➤ Be able to compare two or more elements, identify similarities and differences and express an opinion on the different elements. ➤ Compare and summarise data from the two regions (i.e. population, temperature, etc.). ➤ Analyse maps and charts (either from existing data or created through fieldwork data) to support arguments and justify their conclusions. ➤ Interpret sources/ findings critically by identifying bias and accuracy to help you reach conclusions. ➤ Compare and contrast multiple sources of data and begin to identify that different opinions are held. ➤ Be able to discuss the different viewpoints and why they are held. <p>Communicate</p> <ul style="list-style-type: none"> ➤ Begin to understand why the chosen method of communicating learning has been selected and start to reflect on why this would be appropriate for the audience. ➤ Beginning to communicate their findings using increasingly technical geographical terms.
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RE			<ul style="list-style-type: none"> ➤ Be able to select an effective and appropriate method of communicating learning including use of technical geographical language, showing a consideration for audience and purpose. <p>Evaluate</p> <ul style="list-style-type: none"> ➤ Be able to share findings, views or opinions and explain your reasoning using specific sources of information to support your opinion. ➤ Offer reasons for some of their observations and judgements about places. ➤ Be able to share an opinion, explain reasoning, critically reflect on reliability and respectfully present counter arguments using factual information. ➤ Be able to identify the counter opinion and critically analyse reliability. ➤ Suggest improvements to data collection.
	<p style="text-align: center;">How do festivals and family life show what matters to Jews?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 		<p style="text-align: center;">Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians

	<p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 		<ul style="list-style-type: none"> • Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>celebrating Diwali)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <hr/> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
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<p>Science</p>	<p>Can you hear me?</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Key Enquiry Skill: Setting up tests; Evaluating</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Identify differences, similarities or changes related to simple scientific ideas or processes</p> <p>Use straightforward scientific evidence to answer questions or support findings</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Are we all linked? Animals (including humans)</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Evolution</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>Key Enquiry Skill: Asking questions; evaluating</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Key Enquiry Skill: Asking questions</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Plan different types of scientific enquiry to answer questions</p>	<p>How does electricity work?</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Key Enquiry Skill: Making predictions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Use test results to make predictions to set u</p>	<p>How are animals (including humans) similar to plants?</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>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</p> <p>Report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions</p> <p>Report and present findings from enquiries including conclusions, causal relationships and explanations of and a</p>	
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		<p>Plan different types of scientific enquiry to answer questions</p> <p>Identify similarities, difference or changes related to simple scientific ideas and processes</p> <p>Identify scientific evidence that has been used to support or refute ideas of arguments</p>		<p>further comparative and fair tests</p>	<p>degree of trust in results, in oral and written forms such as display and other presentations</p>	
<p>PSHE (Yr 4 and Yr 6 Scarf)</p>	<p>Me and my relationships</p> <p>Year 3</p> <p>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</p> <p>To discuss a range of strategies for how I make up with a friend if we've fallen out.</p> <p>To know some strategies for keeping myself safe online (covered this term in Computing)</p> <p>To know that different family members carry out different roles or have different responsibilities within the family</p> <p>To know that they and all children have rights (UNCRC) To know the lives of children around the world can be different from their own</p> <p>Year 4</p> <p>To give examples of how to tell that a person is feeling</p>	<p>Valuing Difference</p> <p>Year 3</p> <p>To give examples of different community groups and what is good about having different groups.</p> <p>To talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>To know that conflict is a normal part of relationships (covered in relationships unit)</p> <p>To know that different family members carry out different roles or have different responsibilities within the family (relationships unit)</p> <p>Year 4</p> <p>To discuss that people are different, including religious or cultural differences</p> <p>To understand sometimes people make assumptions about a person because of the way they look or act</p> <p>To know that some forms of bullying are harder to identify</p>	<p>Healthy choices</p> <p>Year 3</p> <p>To say what I could do to make a situation less risky or not risky at all.</p> <p>To say why medicines can be helpful or harmful.</p> <p>To tell you a few things about keeping my personal details safe online.</p> <p>To explain why information I see online might not always be true</p> <p>Year 4</p> <p>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.</p> <p>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 to smoke, or drink too much alcohol.</p>	<p>Rights & Responsibilities</p> <p>Year 3</p> <p>To name some ways of checking whether something is a fact or just an opinion.</p> <p>To describe how to help the people who help me.</p> <p>To know why rules are needed and how these relate to choices and consequences</p> <p>To know that the school has a shared set of values</p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>Year 4</p>	<p>Growing and Changing</p> <p>Year 3</p> <p>To name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>To know that in animals and humans lots of changes happen between conception and growing up</p> <p>To know that in nature it is usually the female that carries the baby</p> <p>To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>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.</p> <p>To identify when someone hasn't been invited into my body space and show how to be assertive in asking them to leave it if I feel uncomfortable.</p> <p>Year 4</p>	<p>Being my best</p> <p>Year 3</p> <p>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.</p> <p>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.</p> <p>To name specific people who have overcome difficult challenges to achieve success</p> <p>To know what an obstacle is and how they can hinder achievement</p> <p>To be able to evaluate their own</p>

<p>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 & 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>Year 5</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 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>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>Year 5</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. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)</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>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>Year 5</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 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>Year 5</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</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>Year 5</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>To know that becoming a teenager involves various</p>	<p>learning progress and identify how it can be better next time</p> <p>Year 4</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 to share in the success of a group</p> <p>Year 5</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</p>
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		bystanders can help in bullying situations.	(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.		
Computing	<p>Online Safety</p> <p>Lower KS2 Are aware that some people lie about who they are online Recognise what kind of websites are trustworthy sources of information Can rate a game or film they have made and explain their rating Understand the benefits of a good password Recognise the benefits and risks of different apps and websites Understand that the media can portray groups of people differently</p> <p>Upper KS2 Know where to find copyright free images and audio, and why this is important Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns Critically evaluate websites for reliability of information and authenticity Understand what makes a strong password and why this is important at school and in the wider world</p>	<p>Yr 3: Drawing and Desktop publishing Yr 4: MS365 Powerpoint</p> <p>Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 Design and create digital content for a specific purpose Collect, organise and present information effectively using a range of media Select, combine and use Internet services to fulfil a purpose</p>	<p>Yr 5: Garage Band Yr 6: Spreadsheets/Data handling</p> <p>Understand that we can decompose a problem into smaller steps to make it simple</p> <p>Remix and change an existing program</p> <p>Use repetition to make programs more efficient Predict the outcome of a program, e.g. Scratch or Flowol Use diagrams to represent an algorithm, e.g. a flowchart Use forever loops in a program Create a program using a range of events/inputs to control what happens Use selection in algorithms and programs, i.e. if... then... Decompose a problem and create a solution (sub-routine) for each step Use procedures in programs to create a sub-routine e.g. a procedure called 'square' in Logo Recognise that different solutions exist for the same problem Predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event) Recognise variables in a program Use two-way selection, i.e. if... then... else... Create programs including repeat until loops</p> <p>Create simple variables, e.g. to keep score or remove lives in a game</p>	<p>Yr 3: Digital Photography Yr 6: Film Making</p> <p>Edit existing media to make new content with an awareness of copyright Evaluate existing and their own digital content Edit digital content to improve it according to feedback Use a range of tools to edit and enhance media for a particular effect Identify and use appropriate hardware and software to fulfil a specific task Remix and edit a range of existing and their own media to create content Recognise the audience when designing and creating digital content Understand the benefits of using technology to collaborate with others 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 Identify success criteria for creating digital content for a given purpose and audience Evaluate their own content against success criteria and make improvements accordingly</p>	

	<p>Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information</p> <p>Know that there are laws around the purchase of games; the production, sending and storage of images; what is written online; and around online gambling</p>		<p>Understand the difference between and use if... then... and if... then... else... statements</p> <p>Combine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say "well done"</p> <p>Can design a physical computing system that uses sensors, e.g. using a flow chart</p>		
<p>Art and Design</p> <p>Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork. What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? If you could take this art work home,</p>	<p>Can we mix media to explore tone, colour and texture?</p> <p>Generating Ideas:</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p> <p>Begin to feel a sense of ownership about the sketchbook</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas,</p>		<p>Who is Barbara Hepworth?</p> <p>Generating Ideas:</p> <p>Continue to familiarize with sketchbook / drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly</p> <p>Apply these skills to a variety of media, exploring outcomes in an open-ended manner.</p> <p>Develop design through making skills and collaborative working skills through illustration, graphic design, typography and printmaking.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook)</p> <p>Making:</p> <p>Explore painting on new surfaces using colour as decoration</p> <p>Make larger scale drawing from observation and imagination</p> <p>Explore new drawing media in different combinations eg ink and charcoal</p> <p>Modify a sketchbook increasingly independently, consolidating old skills and introducing new ones (including: creating spaces and places in sketchbook to help creative thinking).</p> <p>Develop visual literacy skills: explore how we <i>look at</i> and <i>respond to</i> things people have made, and then include this awareness when making art work</p>	<p>How does an illustrator use collage?</p> <p>Generating Ideas:</p> <p>Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Look at art forms beyond the visual arts: literature, drama, music, film etc and explore how they relate to your visual art form.</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Making:</p>	

<p>where would you put it and why?</p> <p>Develop questions to ask when looking at artworks and /or stimulus: Describe the artwork.</p> <p>What do you like/dislike? Why?</p> <p>Which other senses might you bring to this artwork</p> <p>How does it make you feel?</p> <p>What is the artist saying to us in this artwork?</p> <p>How might it inspire you to make your own artwork?</p> <p>Who or what else might you look at to help feed your creativity?</p>	<p>collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration.</p> <p>Making:</p> <p>Explore colour, texture and pattern using collage techniques</p> <p>Explore layering of media, mixing of drawing media</p> <p>Combine art forms such as collage, painting and printmaking in mixed media projects</p> <p>Look at a variety of types of source material and understand the differences.</p> <p>Use growing knowledge of how materials and medium act, to help develop ideas</p> <p>Evaluating:</p> <p>Enjoy listening to other people’s views about artwork made by others.</p> <p>Feel able to express and share an opinion about the artwork.</p> <p>Think about why the work was made, as well as how.</p> <p>Feel able to express and share an opinion about the artwork.</p>		<p>Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response.</p> <p>Evaluating:</p> <p>Make suggestions about other people’s work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media.</p> <p>Make suggestions about other people’s work, using things you have seen or experienced yourself.</p> <p>Take photos of work made so that a record can be kept, to be added to a digital folder/presentation to capture progression. Use documenting the artwork as an opportunity for discussion about how to present work, and a chance for pupils to use digital media</p> <p>Present work in retrospect, i.e. to class, assembly or parents.</p>	<p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following child’s own interests/affinities.</p> <p>Enable evolution of ideas through a combination of design through making and drawn inspiration</p> <p>Evaluating:</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Talk to a peer or teacher about the artwork made and share what you have enjoyed during the process, and what you like about the end result. Discuss problems which came up and how they were solved. Think about what you might try next time.</p> <p>Share how other artists/artwork inspired</p>	
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	<p>Discuss why the work was made, as well as how. Share your response to the artwork. Ask questions about process, technique, idea or outcome.</p> <p>Knowledge and Understanding: Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups Develop their knowledge of what different materials and techniques can offer the creative individual Work at different scales, alone and in groups</p>			<p>you and how your work fits into larger context.</p>	
<p>Design and Technology</p>		<p>How can I make a Roman catapult?</p> <p>Understand how mechanical systems such as cams, pulleys or gears create movement Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Create products using cams, pulleys or gears Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p>	<p>Enterprise cooking</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 Start to know when, where and how food is grown, linking this to seasonality That a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate, and understand that food and drink contain different substances (fibre, vitamins etc.) which are vital for a balanced diet Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know how to cut, shape and knead dough Prepare ingredients using appropriate cooking utensils for specific jobs</p>	<p>How can I use my scientific knowledge to make a game involving an electrical circuit? (do this the half term after electricity is covered)</p> <p>To know what an electrical circuit is To know and use a range of electrical components and their functions, such as a bulb and buzzer in products To know and use a range of electrical components and their functions, such as a bulb, buzzer and switch in their products To know how a simple switch can be made and incorporate one in their product To know how to test components in more complex circuits (series and parallel) To know how to test components in a circuit and assess potential faults</p>	

			<p>Measure and weigh ingredients accurately and do so in different units e.g., cups, tablespoon, millilitre etc.</p> <p>Independently follow a recipe</p> <p>Understand a recipe can be adapted by adding / substituting ingredients</p> <p>Adapt recipes to change appearance, taste, texture or aroma</p> <p>Explain common hygiene practices and keep a hygienic kitchen</p>		
PE	<p>Tennis</p> <p>Lower KS2 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>Tag Rugby</p> <p>Lower KS2 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>Upper KS2 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>Handball</p> <p>Lower KS2 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>Upper KS2 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>Indoor – gymnastics</p> <p>Lower KS2 Understand that strength and suppleness/flexibility are key features of gymnastics performance</p>	<p>Football</p> <p>Lower KS2 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>Upper KS2 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>Striking & Fielding- Rounders/Cricket</p> <p>Lower KS2 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>Upper KS2 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</p>

	<p>Upper KS2 Be able to uphold the role of a referee/umpire by having a clear, deepened understanding of the 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;">Indoor- dance</p> <p>Lower KS2 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</p>	<p style="text-align: center;">Indoor- dance</p> <p>Upper KS2 Critically reflect how dance contributes to fitness and wellbeing Explore and explain how costume, 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>Develop knowledge and understanding of different stretching exercises to prepare 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 style="text-align: center;">Indoor – gymnastics</p> <p>Upper KS2 To explain the importance of muscle tension, extension and control to 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>control and consistency Work collaboratively in pairs, groups and small sided games Understand and implement a range of tactics with success</p> <p style="text-align: center;">Athletics</p> <p>Lower KS2 Recognise and record that their body works differently in different types of challenge and event Run consistently and smoothly at different speeds 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>Upper KS2 Know and understand the basic principles of relay take overs 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</p>
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	<p>combining spatial 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>				<p>Identify aspects of their own and others' performances that need improvement and suggest how to improve them</p> <p>OAA (Yr 56)OAA (link to Geography)</p>	
Music	<p>Ukulele - How can I use my understanding of pulse, pitch, rhythm and notation to help me play the ukulele?</p> <p>Improvise and compose using a range of starting points</p> <p>Improvise repeated patterns. Choose and order sounds to achieve an effect.</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases.</p> <p>Use understanding of pulse, rhythm, pitch, tempo and dynamics to evaluate and improve compositions.</p>	<p>Carol Concert - Why is it important to be aware of other singers?</p> <p>Understand that the sense of occasion affects the performance.</p> <p>Sing with confidence using a wider vocal range.</p> <p>Sing songs from memory with accurate timing and pitch.</p> <p>Maintain a simple part within a group having an increasing awareness of others.</p> <p>Sing with accuracy of breath control and clear diction.</p> <p>Sing songs expressively to create different vocal effects.</p>	<p>Charanga or Djembe - How can I use musical vocabulary to describe a rhythm?</p> <p>Suggest, follow and lead simple directions e.g. start, stop and changes in dynamics and tempo.</p> <p>Extend use of musical vocabulary to describe and compare what they hear.</p> <p>Begin to form opinions about music from a variety of musical genres and styles.</p>	<p>Charanga - How can I identify the features of soul music?</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>Comment on musicians' use of technique to create effect.</p>	<p>Recorder - How do I use musical notation to help me play the recorder?</p> <p>Read the notes B, A and G in staff notation.</p> <p>Know how many beats in a crochet, minim, quaver and semibreve and recognise their symbols.</p> <p>Know the symbol for a rest in music.</p> <p>Begin to use staff and musical notation when performing and composing work.</p>	
MFL	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish