



**English Curriculum**

	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<b>Focus on Quality Literature</b>	<b>All About Me</b> Here We Are by Oliver Jeffers A Walk in London by Salvatore Rubbino 	<b>Letters and Poetry</b> The Day the Crayons Quit by Drew Daywalt The Colour Monster by Anna Lenas 	<b>Earth and Space</b> The Smeds and the Smoos by Julia Donaldson Hello, World! Solar System by Jill McDonald 	<b>Traditional Tales</b> Little Red by Lynn Roberts Beware of the Story Book Wolves by Lauren Child 	<b>How Does your Garden Grow?</b> Sunflower Shoots and Muddy Boots by Katherine Halligan Jim and the Beanstalk by Raymond Briggs 	<b>Earth Explorers</b> Cave Baby by Julia Donaldson and Emily Gravett The Dinosaur Department Store by Richard Merritt and Lily Murray 
	<b>Writing Focus</b>	Labels, lists and captions Instructions Recount Non-chronological report	Labels, lists and captions Letters Poetry	Labels, lists and captions Stories Non-chronological report Cause and effect sentences	Labels, lists and captions Story maps Stories	Labels, lists and captions Story maps Stories Instructions	Labels, lists and captions Recount Non-chronological report Cause and effect sentences
Year B	<b>KS1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Focus on Quality Literature</b>	<b>Amazing Animals</b> Wolves by Emily Gravett How to Hide a Lion by Helen Stephens 	<b>Letters and Poetry</b> Paddington Post by Michael Bond If All the World Were... by Joseph Coelho 	<b>Fantasy</b> Where the Wild Things Are by Maurice Sendak Lost and Found by Oliver Jeffers 	<b>Traditional Tales</b> The Deep Dark Wood by Algy Craig Hall The Gruffalo by Juila Donaldson 	<b>How Does your Garden Grow?</b> Supertato by Sue Hendra Oliver's Vegetables by Vivian French and Alison Bartlett 	<b>Earth Explorers</b> The Pirates Next Door by Jonny Duddle Beach Explorer by Heather Buttivant 
<b>Writing Focus</b>	Labels, lists and captions Instructions Recount Non-chronological report	Labels, lists and captions Letters Poetry	Labels, lists and captions Stories Non-chronological report Cause and effect sentences	Labels, lists and captions Story maps Stories	Labels, lists and captions Story maps Stories Instructions	Labels, lists and captions Recount Non-chronological report Cause and effect sentences	

### Science Curriculum

	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<b>Knowledge Progression</b>	<b>Animals Including Humans</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Materials</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Seasonal Changes/ Weather</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.  	<b>Living Things and Their Habitats</b> Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  	<b>Plants and Trees</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	<b>Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
	<b>Topic</b>	<b>My Body</b> Children think about how we grow and change. They explore our senses and how we use them. They think about healthy diet and exercise and how to make healthy choices.  	<b>Brilliant Builders</b> Explore and compare different materials and sort them into groups before writing songs based on their properties! Consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses.	<b>Wild Weather</b> In this block, think about the weather, learn how to present data and make your own weather forecast to present to the class. Play shadow tag and create bar charts to record shadow length over time. Set up rain gauges to observe rainfall and bring all the learning together in a recorded weather forecast for the school website!	<b>Food Chains</b> Talk about food chains and role play the interdependence between creatures in a chain, considering what part each plays in its survival. Explore the school grounds, looking for examples of food chains. Learn about water-based food chains and reconstruct them in tanks of water. Interpret the transfer of energy in a food chain through a dance, using masks and torches.	<b>Growing Things</b> Explore outside and prepare tubs for planting potatoes. Record the growth of a bean and look at how it develops. Can you recreate the plant with craft materials? Can you label the parts of the plant? Look really closely at little cress plants and draw what you see. Then pop them into egg sandwiches for an egg and cress snack!	<b>Scientists and Inventors</b> Children will learn about the inventions of Lego and ear muffs, and will explore the materials used to make them. They will investigate other materials that keep us warm, carrying out simple tests. Children will find out about the work of animal scientists, such as vets and zoo keepers.



	KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	<p><b>Knowledge Progression</b></p>	<p><b>Animals Including Humans</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p><b>Materials</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Seasonal Changes/ Weather</b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe the weather associated with the seasons and how day length varies.</p>	<p><b>Living Things and Their Habitats</b></p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p><b>Plants and Trees</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
	<p><b>Topic</b></p>	<p><b>Amazing Animals</b></p> <p>The children explore a variety of animals, naming and classifying them, using scientific vocabulary to group them then how they have adapted to survive in the wild.</p>	<p><b>Everyday Materials</b></p> <p>We learn about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes.</p>	<p><b>Weather Art</b></p> <p>Talk about the four seasons and make a seasons collage together. Go outside to experience the wind and make a windsock, windmill and bottle wind spinner in the classroom. Talk about the importance of the sun, design sun catchers to hang in the classroom and a sundial for the playground. Then explore shadows using torches and make shadow theatre characters to use with DIY light boxes and OHPs.</p>	<p><b>Habitats and Homes</b></p> <p>Make a playground allotment complete with edible plants and bird scaring sculptures. Weed and tend the allotment; visit a farm; and explore farming with small world play. In groups, design a bug hotel and build it.</p>	<p><b>Art and Nature</b></p> <p>Investigate and sort materials according to where they came from. Learn all about those materials that come from plants. Create a large pollen sculptures out of clay, find flowers outside in the playground and sketch them and then make a large model of the inside of a flower using junk modelling materials!</p>	<p><b>Scientists and Inventors</b></p> <p>Children will learn about the invention of the waterproof coat, and will explore other waterproof materials by carrying out simple tests. Children will find out about the work of doctors, and will learn about Elizabeth Garrett Anderson, the first woman doctor in Britain</p>





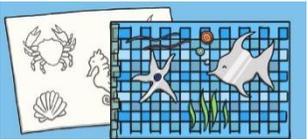


**History**

	KS1	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<p><b>The Shaping of Britain</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Significant historical events, people and places in their own locality.</p>	<p><b>Significant Events and People</b></p> <p>Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><b>Changes Within Living Memory</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
<b>Year A</b>	<b>Topic</b>	<p><b>Florence Nightingale and Mary Seacole</b></p> <p><i>We will learn all about the roles played by both Florence Nightingale and Mary Seacole, and how they cared for patients during the Crimean War.</i></p> 	<p><b>Famous Queens</b></p> <p><i>We go on a royal journey and explore the lives of queens in the past and present. We will learn what it's like to be a queen and to live in a palace. Explore famous palaces in the United Kingdom and how they were used by queens in the past and present.</i></p> 	<p><b>Intrepid Explorers</b></p> <p><i>We meet Christopher Columbus and Neil Armstrong, investigating why they are remembered today, what they achieved and how they are similar to or different from each other.</i></p> 
	KS1	Autumn	Spring	Summer 1
<b>Year B</b>	<b>Topic</b>	<p><b>War and Remembrance</b></p> <p><i>We learn about what Remembrance Day is, why people wear poppies and who we are remembering on Remembrance Day. We will have a brief overview of World War 1, the armistice and the first Remembrance Day, as well as exploring ways we remember and commemorate fallen soldiers today.</i></p> 	<p><b>The Great Fire of London</b></p> <p><i>Children will learn about the events leading up to the Great Fire of London, the causes and the effect it had on the city of London. They will learn about the roles of significant individuals linked to the topic and how it has shaped life in Britain today.</i></p> 	<p><b>Toys Past and Present</b></p> <p><i>We jump feet first into the fun-filled world of toys! Explore, think about and discuss our favourite toys and then go on to look at what toys were like in the past and how they are different to toys today.</i></p> 



Art

	KS1	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<b>Portraits</b> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<b>Sculpture</b> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<b>Landscapes and Nature</b> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
<b>Year A</b>	<b>Topic</b>	<b>Giuseppe Arcimboldo</b> Children will explore a variety of Arcimboldo's paintings and find out what different natural materials he used to create his portraits. Your class will have a go at creating portraits to represent different things, including a portrait made up of their interests. 	<b>Super Sculptures</b> We learn about the work of a range of well-known sculptors. Describe and respond to images of sculptures included in all five colourful sets of slides! Use a range of materials to create sculptures inspired by famous works of art. 	<b>Henri Rousseau</b> We focus on the life and works of Henri Rousseau. Your class will find out about his life as an artist and the different places and artists which influenced his artwork as well as the different techniques and skills they can use to mimic his work themselves. 
	<b>KS1</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer 1</b>
<b>Year B</b>	<b>Topic</b>	<b>Portraits</b> We will learn about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them. 	<b>Nature Sculptures</b> The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. 	<b>Fabricate</b> Children will weave paper and other materials to create under the sea placemats, inspired by craftmakers around the world and the textiles artist Gunta St olzl. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats. 



**Design Technology**

	KS1	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<p><b>Design</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Evaluate</b> explore and evaluate a range of existing products</p>	<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>	<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><b>Evaluate</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>
Year A	<b>Topic</b>	<p><b>Fabric Bunting</b> <i>We start with children evaluating a range of existing bunting with a theme around counting. Children are then set a design criteria. They will learn how to use a graphics program to create a design and template for their bunting.</i></p> 	<p><b>Stable Structures</b> <i>We will have the opportunity to create our own structure as we follow plans, adapt plans and think about the purpose of our product.</i></p> 	<p><b>Sensational Salads</b> <i>We will be peeling, zesting, cutting safely and applying these skills when preparing healthy dishes.</i></p> 
	KS1	Autumn	Spring	Summer 1
Year B	<b>Topic</b>	<p><b>Puppets</b> <i>We find out how to work with fabric to create our own puppets. Starting off by looking at simple finger puppets, we will then develop and refine our sewing skills before designing, creating and evaluating our own glove puppets.</i></p> 	<p><b>Making Fire Engines</b> <i>We will explore modern fire engines and their features, before exploring, designing, creating and evaluating their own model fire engine using wheels, axles and chassis. There's the option to look at 17th century fire engines too as part of a 'Great Fire of London' topic.</i></p> 	<p><b>Seaside Snacks</b> <i>We will be tasting, exploring and thinking about a range of foods. For the final lesson we will have the opportunity to design our own seaside picnic, while thinking carefully about what makes a balanced meal.</i></p> 



**PHSE**

KS1		Core theme 1 – Health and wellbeing		Core theme 2 – Relationships		Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)	
	<b>Knowledge Progression</b>	Pupils should have the opportunity to learn: H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends) H6. the importance of, and how to, maintain personal hygiene H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls H11. that household products, including medicines, can be harmful if not used properly H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention H14. about the ways that pupils can help the people who look after them to more easily protect them H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy		Pupils should have the opportunity to learn: R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R7. to offer constructive support and feedback to others R8. to identify and respect the differences and similarities between people R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help		L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) L4. that they belong to different groups and communities such as family and school L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in	
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year A</b>	<b>Topic</b>	<b>It's My Body – Health and Wellbeing</b> <i>Healthy eating, sleep and exercise</i>	<b>Be Yourself – Relationships</b> <i>Recognise different emotions and explore different strategies to manage them</i>	<b>Britain – Living in the Wider World</b> <i>Identify groups and communities they belong to Explore what makes you proud to be British</i>	<b>Aiming High – Health and Wellbeing</b> <i>Identify how having a positive learning attitude can help them tackle and achieve new learning challenges</i>	<b>Team– Relationships</b> <i>Enable the children to develop successful collaborative working skills</i>	<b>Money Matters – Living in the Wider World</b> <i>Understand why it is important to keep belongings, including money, safe.</i>
<b>Year B</b>	<b>Topic</b>	<b>Growing Up – Health and Wellbeing</b> <i>Learn about their own and others' bodies, looking at similarities and differences</i>	<b>Safety First – Relationships</b> <i>Learn about everyday dangers, in the home and outside and how they can keep themselves safe</i>	<b>One World – Living in the Wider World</b> <i>Children to explore their own family life and how they are different for other children around the world</i>	<b>VIPs – Health and Wellbeing</b> <i>Enables them to identify what makes someone a special person in their life and who these are</i>	<b>Think Positive – Relationships</b> <i>Recognise, talk about and accept their feelings</i>	<b>Respecting Rights – Living in the Wider World</b> <i>To enable the children to explore the concepts of difference and fairness</i>

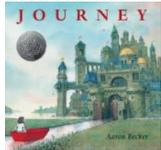
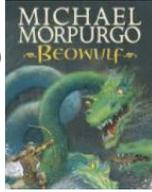
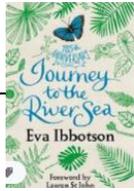


**RE**

	KS1	Autumn		Spring	Summer
	<b>Knowledge Progression</b>				
<b>Year A</b>	<b>Topic</b>	<b>Creation</b> <i>Links to other religions</i> <ul style="list-style-type: none"> <li>• Judaism</li> <li>• Hinduism</li> </ul>	<b>Incarnation</b> <i>Links to other religions</i> <ul style="list-style-type: none"> <li>• Judaism</li> <li>• Hinduism</li> </ul>	<b>Salvation</b> <i>Links to other religions</i> <ul style="list-style-type: none"> <li>• Islam</li> </ul>	<b>People of God</b> <i>Links to other religions</i> <ul style="list-style-type: none"> <li>• Judaism</li> <li>• Islam</li> </ul>
<b>Year B</b>	<b>Topic</b>	<b>Understanding Christianity – God</b> <i>Links to other religions</i> <ul style="list-style-type: none"> <li>• Judaism (Hanukah)</li> <li>• Hinduism</li> </ul>		<b>Gospel</b> <i>Links to other religions</i> <ul style="list-style-type: none"> <li>• Islam</li> </ul>	<b>Kingdom of God</b>



**English Curriculum**

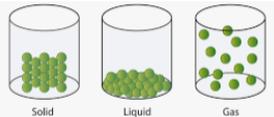
	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<b>Focus on Quality Literature</b>	Journey by Aaron Becker Matilda by Roald Dahl Here We Are by Oliver Jeffers		Beowulf by Michel Morpurgo Kid Normal by Greg James and Chris Smith		Journey to the River Sea by Eva Ibbotson The Little Raindrop by Joanna Gray	
	<b>Writing Focus</b>	<i>Recount (personal event)</i> Lists Poetry Story Playscripts Instructions Non-chronological report (one / two sentences) Labels and captions Cause and effect sentences (because, so, if, when) Explanations (verbally, speaking frames, more writing)	  	<i>Recount (personal event)</i> Letters (basic to and from) Non-chronological report (one / two sentences) Labels and captions Story Persuasive – one sided argument and adverts Lists Poetry Cause and effect sentences (because, so, if, when) Journalistic writing		<i>Recount (personal event)</i> Poetry Instructions Story Explanations (verbally, speaking frames, more writing) Playscripts Letters (basic to and from) Non-chronological report (one / two sentences) Labels and captions Cause and effect sentences (because, so, if, when) Journalistic writing	
Year B	<b>KS2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Focus on Quality Literature</b>	Let's Celebrate! by Debjani Chatterjee and Brian D'Arcy The Lion, The Witch and the Wardrobe by CS Lewis Bartholomew and the Oobleck by Dr. Seuss		Harry Potter and the Philosopher's Stone by JK Rowling Romans on the Rampage by Jeremy Strong		The Iron Man by Ted Hughes Stig of the Dump by Clive King Stone Age Boy by Satoshi Kitamura	
	<b>Writing Focus</b>	<i>Recount (personal event)</i> Lists Poetry Story Playscripts Instructions Non-chronological report (one / two sentences) Labels and captions Cause and effect sentences (because, so, if, when) Explanations (verbally, speaking frames, more writing)	  	<i>Recount (personal event)</i> Letters (basic to and from) Non-chronological report (one / two sentences) Labels and captions Story Persuasive – one sided argument and adverts Lists Poetry Cause and effect sentences (because, so, if, when) Journalistic writing		<i>Recount (personal event)</i> Poetry Instructions Story Explanations (verbally, speaking frames, more writing) Playscripts Letters (basic to and from) Non-chronological report (one / two sentences) Labels and captions Cause and effect sentences (because, so, if, when) Journalistic writing	



### Science Curriculum

	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<b>Knowledge Progression</b>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul> 	<b>Sound</b> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b>Forces &amp; Magnets</b> <ul style="list-style-type: none"> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> 	<b>Forces &amp; Magnets</b> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>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</li> </ul>
	<b>Topic</b>	<b>Our Bodies</b> <p>Children will learn about the functions of skeletons and muscles and discover how the human digestive system works. They will interpret and construct food chains.</p>	<b>Rocks, Fossils &amp; Soils</b> <p>The children will dig deep and unearth a fascinating world below ground. They will learn about rocks and soils, and the fossils that can be found buried deep.</p>	<b>Sounds Spectacular!</b> <p>During this topic, children will help to set up a new rhythm band and will understand the scientific aspects behind it all e.g. How will the audience hear the music?</p> 	<b>Food Chains</b> <p>In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn 'vertebrates' and 'invertebrates' and use and create classification keys to group, identify and name living things from the local habitat and beyond.</p>	<b>Amazing Magnets</b> <p>Children will explore how magnets behave towards each other in a variety of different exciting challenges. They will discover that magnets have 2 poles and that same poles repel whilst opposite poles attract. They will learn that the world itself is a giant magnet!</p>	<b>Friction</b> <p>The class will learn about forces, friction and magnetic attraction. They will look at forces in the context of pushing and pulling, and will identify different actions as pushes or pulls.</p>



	LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	<b>Knowledge Progression</b>	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>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</li> <li>Identify the different types of teeth in humans and their simple functions</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> 	<b>Light</b> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>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</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul> 
	<b>Topic</b>	<b>Keeping Healthy</b> <p>Children will gain understanding in nutrition, and conduct their own research in order to answer questions about how to keep healthy. They will look at teeth and develop further understanding about how to look after them.</p>	<b>States of Matter</b> <p>Children will have the opportunity to develop and showcase an understanding of all areas of states of matter, including how materials can change from one state to another, through a large range of simple practical enquiries.</p>	<b>Light and Shadows</b> <p>This topic will teach children about light, shadows, day, night and everything in between! Children will learn about how light travels, what shadows are and how the length and position of a shadow changes throughout the day.</p> 	<b>Plants</b> <p>Children will learn the names of different parts of plants, and the jobs they do. They will investigate what plants need to grow well and look into the transportation of water within plants. Children will also explore the different stages of the life cycle of a flowering plant.</p>	<b>It's Electric!</b> <p>Children will learn all about electrical circuits and test materials' ability to conduct electricity. They will build their own circuit to create a buzz-wire game.</p>	<b>Circuits</b> <p>Children will predict whether the switch will function correctly when placed in different positions in the circuit. They will create your own amazing electric powered person or robot.</p>





## History

	LKS2	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<b>The Shaping of Britain</b> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<b>From Ancient Rome to Ancient Greece</b> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> <li>A local history study</li> </ul>	<b>Early Civilisations, Events beyond Living Memory and Significant People</b> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations</li> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul>
Year A	<b>Topic</b>	<b>Crime and Punishment (Victorians)</b> <p>The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon and Tudor periods. They will focus their study on crime and punishment within the Victorian period.</p>	<b>The Romans</b> <p>The children will learn everything they need to know about the rise of Roman Britain, opposition from the Celts and the legacy that was left behind when they went home.</p> 	<b>Ancient Egypt</b> <p>This Ancient Egypt topic will allow children to understand and become familiar with the ancient Egyptian civilisation. From mummification to the River Nile, the children will find out all about life in ancient Egypt and what we can learn from the evidence the ancient Egyptians left behind.</p>
	LKS2	Autumn	Spring	Summer 1
Year B	<b>Topic</b>	<b>The British Monarchy</b> <p>The class will learn about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. They will understand who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.</p> 	<b>The Romans</b> <p>We will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. With the opportunity for local studies.</p> 	<b>Stone Age to Iron Age</b> <p>The children will learn about how the Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</p> 



**Art**

	LKS2	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<p><b>Portraits</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>	<p><b>Landscapes and Nature</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history</li> </ul>
<b>Year A</b>	<b>Topic</b>	<p><b>Vincent Van Gogh</b></p> <p>This topic will introduce our class to one of the most famous artists of all time, Vincent van Gogh. Children will discover what Post-Impressionism is and what techniques Vincent van Gogh used in his paintings. The class will then explore his works in more detail and have a go at creating some art of their own!</p>	<p><b>European Art</b></p> <p>This topic will give children the opportunity to learn about how to draw broken buildings, paint on the ceiling, create abstract 'cut ups', make shape houses, draw with a rubber, make paper hats and make moustaches to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of European artists such as Anselm Kiefer, Michelangelo and Salvador Dali.</p>	<p><b>Ancient Egypt</b></p> <p>With a link to their history topic, the children will learn some context about the Ancient Egyptian artefacts they will be creating, before seeing handy step-by-step instructions demonstrating suggested methods for creating their own versions to help showcase their learning.</p>
	<b>LKS2</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer 1</b>
<b>Year B</b>	<b>Topic</b>	<p><b>British Art</b></p> <p>Children will learn how to use a range of media for making portraits: how to make 'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards to create quality artwork that shows progression in skills. They will also have the opportunity to explore the work of British artists Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</p> 	<p><b>Fruit and Vegetables</b></p> <p>This Fruit and Vegetable topic will teach children about how to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennan-Wood and Italian painter, Caravaggio.</p> 	<p><b>The Prehistoric World</b></p> <p>During this topic, children will spend time exploring artefacts and see examples for inspiration before they design and create their own works of art from mysterious stone balls to caveman paintings!</p> 



### Design Technology

	LKS2	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> 	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <p><b>Food technology</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>understand and use mechanical systems in their products</li> <li>understand and use electrical systems in their products</li> <li>apply their understanding of computing to program, monitor and control their products</li> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>
<b>Year A</b>	<b>Topic</b>	<p><b>Let's Fly</b></p> <p>This topic gives children opportunities to develop their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event and gain knowledge and understanding about the parts and shapes of kites. They will design, make and evaluate their own kite.</p>	<p><b>Pizza Party</b></p> <p>Children will explore pizzas, discovering what a variety of toppings and bases look like, taste like and feel like. They will then have the challenge of designing and making their pizza to meet a design brief and evaluate it based on a chosen criteria.</p> 	<p><b>Rainforest Life</b></p> <p>Children will learn all about moving parts with levers and linkages and then create a masterpiece of information all about life within the rainforest.</p> 
	LKS2	Autumn	Spring	Summer 1
<b>Year B</b>	<b>Topic</b>	<p><b>Seasonal Stockings</b></p> <p>Children will develop and use their knowledge of, and skills in, a variety of sewing techniques for joining and decorating fabric in order to design and make their very own Christmas stocking!</p> 	<p><b>Edible Garden</b></p> <p>Children will have the opportunity to learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment.</p>	<p><b>Battery operated lights</b></p> <p>This topic gives children opportunities to enhance their knowledge and understanding of electrical systems. They will be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch.</p> 



**PHSE**

	LKS2	Core theme 1 – Health and wellbeing		Core theme 2 – Relationships		Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)	
	Knowledge Progression	H1 – H50 (From P.S.H.E Association)		R1 – R34 (From P.S.H.E Association)		L1 – L32 (From P.S.H.E Association)	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Topic	<b>It's My Body – Health and Wellbeing</b>  Healthy eating, sleep and exercise	<b>Be Yourself – Relationships</b>  Recognise different emotions and explore different strategies to manage them	<b>Britain – Living in the Wider World</b>  Identify groups and communities they belong to Explore what makes you proud to be British	<b>Aiming High – Health and Wellbeing</b>  Identify how having a positive learning attitude can help them tackle and achieve new learning challenges	<b>Team– Relationships</b>  Enable the children to develop successful collaborative working skills  	<b>Money Matters – Living in the Wider World</b>  Understand why it is important to keep belongings, including money, safe.
	Topic	<b>Growing Up – Health and Wellbeing</b>  Learn about their own and others' bodies, looking at similarities and differences  	<b>Safety First – Relationships</b>  Learn about everyday dangers, in the home and outside and how they can keep themselves safe	<b>One World – Living in the Wider World</b>  Children to explore their own family life and how they are different for other children around the world	<b>VIPs – Health and Wellbeing</b>  Enables them to identify what makes someone a special person in their life and who these are	<b>Think Positive – Relationships</b>  Recognise, talk about and accept their feelings	<b>Respecting Rights – Living in the Wider World</b>  To enable the children to explore the concepts of difference and fairness



# RELIGIOUS EDUCATION

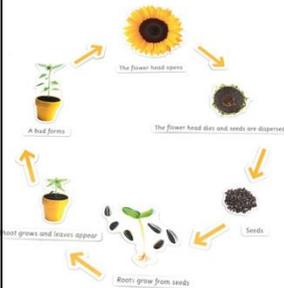
## RE

	LKS2	Autumn		Spring		Summer
	<b>Knowledge Progression</b>	<ul style="list-style-type: none"> <li>To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts</li> <li>To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians</li> <li>To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience</li> </ul>				
Year A	<b>Topic</b>	<b>Creation</b> The universe and human life are God's good creation. Humans are made in the image of God. Links to other religions <ul style="list-style-type: none"> <li>Judaism</li> <li>Hinduism</li> </ul> 	<b>Incarnation</b> The New Testament presents Jesus as the answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. Links to other religions <ul style="list-style-type: none"> <li>Judaism</li> <li>Hinduism</li> </ul>	<b>Fall</b> Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.	<b>Salvation</b> Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. Links to other religions <ul style="list-style-type: none"> <li>Islam</li> </ul>	<b>People of God</b> The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, <sup>1</sup> who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a 'messiah' — a rescuer. Links to other religions <ul style="list-style-type: none"> <li>Judaism</li> <li>Islam</li> </ul> 
	Year B	<b>Topic</b>	<b>Understanding Christianity – God</b> Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit. Links to other religions <ul style="list-style-type: none"> <li>Judaism (Hanukah)</li> <li>Hinduism</li> </ul>		<b>Gospel</b> Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God. Links to other religions <ul style="list-style-type: none"> <li>Islam</li> </ul> 	

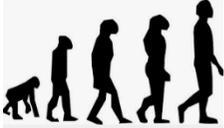


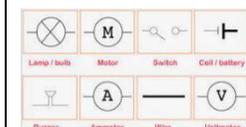


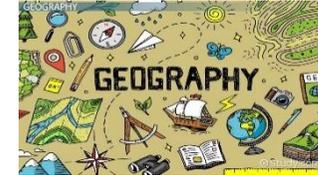
### Science Curriculum

	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<p><b>Knowledge Progression</b></p>	<p><b>Materials</b> Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal). Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p><b>Animals including humans</b> Describe the changes as humans develop to old age.</p> 	<p><b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> 	<p><b>Earth and space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> 	<p><b>Forces</b> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p><b>Changing materials</b> Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets. Know that some materials will dissolve in liquid to form a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
	<p><b>Topic</b></p>	<p><b>Music festival materials</b> <i>The annual Spring Music Festival launches in just over 2 months and you have been selected to form the 'materials committee'. Do you know your thermal insulators from your thermal conductors? Can you find the best materials for take-out bags and drinks bottles? You will need to carry out an impressive array of tests to identify which materials are up to the job for a variety of festival needs. Roll your festival sleeves up... you're going to need to get your hands dirty!</i></p>	<p><b>Growing up and growing old</b> <i>One of the big publishing houses in the UK has approached you to write a children's non-fiction book about the human lifecycle. Can you research and collate information on growth, development, puberty and old age, and present it in a sensitive and logical way that is suited to children aged 8-12? Are you up for the challenge of creating a visually appealing and marketable book that will fly off the shelves? You have 6 weeks until the deadline...</i></p>	<p><b>It's the circle of life</b> <i>You have been commissioned to create an inspirational and informative collection of scientific illustrations on the theme of animal and plant life cycles. Develop your mastery of key art skills as you create accurate and eye catching illustrations that tell the life cycle story of a range of nature's wonders. Select your best work to be entered into the 'Excellence in Scientific Illustration' awards. Along the way hone your skills as a natural scientist and top off your work with an audience with David Attenborough, Jane Goodall and their natural scientist colleagues.</i></p>	<p><b>To infinity and beyond</b> <i>Prof Brian Cox is in the process of commissioning a new series of Stargazing programmes aimed at young children and he's hoping you are willing to help him out. He needs three episodes that cover the planets and solar system; night and day; and the lunar month. You will need to come up with a title for each episode and include practical and clear explanations and demonstrations of the science behind each phenomenon. Are you up for the challenge and do you have what it takes to be a Space Presenter?</i></p>	<p><b>May the forces be with you</b> <i>A rare and valuable meteorite has just landed on Earth and the Natural History Museum is sending in a recovery team to retrieve it. As the remote part of this retrieval team you need to overcome an array of challenges that will require you to put your knowledge and understanding of forces into action. May the forces be with you.</i></p>	<p><b>Changes of materials</b> <i>The Science Museum wants to expand its Science Kitchen education resource to include more exciting materials investigations. You have been selected to devise and write the materials to be included. You will need to carry out a range of investigations into the changes that occur to certain materials when they are heated, cooled and mixed with other materials to ensure your content is accurate and inspiring. Get your lab coats on - it's going to get messy!</i></p> 



	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	<b>Knowledge Progression</b>	<b>Evolution and Inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<b>Animals including humans</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans.	<b>Living things and their habitats</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.	<b>Light</b> Recognise that light appears to travel in straight lines.  Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.  Use recognised symbols when representing a simple circuit in a diagram.	<b>Consolidation</b> Revision of all topics covered this year as well as looking at working scientifically objectives.
	<b>Topic</b>	<b>Survival of the fittest</b> Can you succeed in the Game of Survival? Take part in a series of challenges and see if you can accrue enough points to make it onto the Game of Survival leaders' board. You will need to have your evolutionary wits about you and a keen eye for   the survival of the fittest.	<b>Pump it: the circulatory system</b> The link between the arts and science has always been a complex one, but you are going to create an exhibition of art work that not only reflects the beautiful complexity of the human body but also acts as an accurate and informative presentation of the complex systems that help make us human. You will need to exhibit your art for others to see and learn from.	<b>Classified information</b> Take part in classification training, gaining credits along the way to gain your Classification Connoisseur qualification. Discover Linnaeus' system and identify a range of living things. Your challenge culminates in designing your own new creatures that fit within the classification system.	<b>Theatre lighting technicians</b> A crime has been committed and the UK Crime Lab needs a team to analyse its evidence against six suspects. They need a team with mathematical prowess and a scientific line of attack. Could you be the team to tackle the mystery of the West Hollow High School laptop thief?	<b>It's electrifying</b> Dare you enter the Dragons' Den and market your very own inventive festive lights decoration? Use motors, switches, bulbs and buzzers to make your product the stand-out choice of the dragons.	<b>The Science of Sport</b> There is a lot more to sport than meets the eye and it is your job to explore the science behind it. Investigate and explore the grounds, the kit, the people, the physics and night time matches... and even reflect on your own sporting prowess in this revision block that can be taught across a half term, or in the form of a science week.





**Geography**

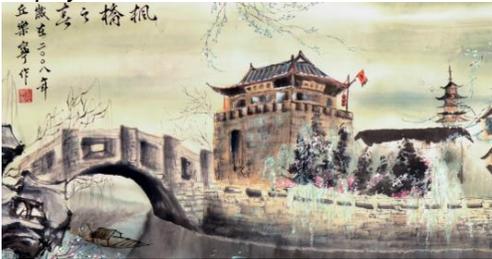
	UKS2	Autumn	Spring	Summer
	<p><b>Knowledge Progression</b></p>	<p><b>The UK and a Contrasting Locality</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Where in the World?</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Earth Explorers – Naming and Knowing Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> 
Year A	<p><b>Topic</b></p>	<p><b>Raging Rivers</b></p> <p><i>We will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.</i></p> 	<p><b>Geographical Skills</b></p> <p><i>Do you have what it takes to become a legendary geography guru? Take on this set of exciting and sometimes mysterious challenges to see if you can become a world-wide geography whizz and Olympic map champion. You may even save your school from being flattened for an intergalactic supermarket along the way!</i></p> 	<p><b>Trade and Economics</b></p> <p><i>Find out about how goods and services are traded around the world. We will explore the UK's trade links today and in the past, finding out about goods imported and exported and methods of transport used. Through a more detailed look at one of the UK's trade partners, we will learn about the benefits of trading internationally as well as the risks to area. We will also learn about fair trade and why it is important in a global market.</i></p>  



	UKS2	Autumn	Spring	Summer
Year B	Topic	<p><b>The UK</b></p> <p><i>Learn about the fascinating country we live in. We will learn all about how the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers, coastlines and much more.</i></p> 	<p><b>South America</b></p> <p><i>Join us on a voyage of discovery to South America as we learn about the countries, culture and geography of this fascinating continent. We will learn about the climate, the geographical features, the industries and the people of South America through a range of fun activities, giving us an insight into how life in South America is different to life here in the UK.</i></p> 	<p><b>Enough for Everyone – Energy and the Environment</b></p> <p><i>We will think about the needs of a settlement, and the needs of the planet as a whole. We will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, we will have the chance to consider how our actions impact on others around the world, and to think about the changes that we could make to try to ensure that natural resources are shared so there is enough for everyone.</i></p>



## History

	UKS2	Autumn	Spring	Summer
	<p><b>Knowledge Progression</b></p>	<p><b>The Shaping of Britain and Changes within Living Memory</b></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>From Ancient Greece to Ancient Rome and Significant Events and People in History</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>Early Civilisations and Events Beyond Living Memory</b></p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p>
Year A	<p><b>Topic</b></p>	<p><b>The Maya Civilisation</b></p> <p><i>We will learn all about the ancient Maya civilisation. We will learn who the ancient Maya people were and where and when they lived. In addition to this, we will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. We will also learn about the Maya number and writing system and have the opportunity to read and write Maya numbers and write using logograms and syllabograms in the hieroglyphic style of the ancient Maya people. We will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. We will also find out about the significance of corn and chocolate, and have a go at becoming Pok-ta-pok players!</i></p> 	<p><b>Who Let the Gods Out? A Study of The Ancient Greeks</b></p> <p><i>We will learn about who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. We learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. We will also compare and contrast the modern day Olympics with the Ancient Greek events. We also find out about events from the Battle of Marathon and the Trojan War. In addition to this they learn about Ancient Greek religion, research information about a variety of Greek gods and write their own Greek myth.</i></p> 	<p><b>The Shang Dynasty</b></p> <p><i>The Shang Dynasty of ancient China is a fascinating and pivotal era in Chinese history, full of innovation and advances, which we will bring to life in the classroom. We will find out what the Bronze Age was like in China, consulting ancient history books and archaeological finds to compare evidence and draw conclusions about a wide range of features, meaning that we will not only improve our historical knowledge but also our historical enquiry skills.</i></p> 

	UKS2	Autumn	Spring	Summer 1
Year B	<p><b>Topic</b></p>	<p><b>WWII</b></p> <p>We will learn all about World War II. Pupils will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, we will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, we will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.</p> 	<p><b>Rich and Poor Tudors</b></p> <p>We will compare the very different lives of rich and poor people in Tudor times and study the differences in lifestyles and living conditions. We will start by thinking about what life would have been like in Tudor times, before looking in more detail at aspects such as housing, food, entertainment, crime and punishment for both rich and poor Tudors.</p> 	<p><b>Vikings vs Anglo-Saxons</b></p> <p>Join us on a fascinating journey of back in time as we find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. We will explore where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. Along the way, we will also find out what life was like for everyday people living in Anglo-Saxon and Viking Britain, exploring things such as Viking runes and Anglo-Saxon stories like Beowulf.</p> 



Art

	UKS2	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<p><b>Portraits</b></p> <p>Pupils will learn to create sketch books to record their observations and use them to review and revisit ideas. They will also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Pupils will learn about great artists, architects and designers in history. Pupils will expand their knowledge by looking at a range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p>	<p><b>Sculpture</b></p> <p>Children use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Children will: plan and design a sculpture; use tools and materials to carve, add shape, texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; use key vocabulary to demonstrate knowledge and understanding.</p> <p>Pupils will expand their knowledge by looking at the range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p>	<p><b>Landscapes</b></p> <p>Pupils will learn to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>They will also improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Pupils will learn about great artists, architects and designers in history. Pupils will expand their knowledge by looking at a range of more famous artists, they will also comment on the work of famous artists and name their pieces of work.</p>
<b>Year A</b>	<b>Topic</b>	<p><b>Roy Lichtenstein and Pop art</b></p> <p><i>From research into the work of pop-artists, including Roy Lichtenstein, we will produce a composition, which shows an understanding of pop-art styles, subject matter and techniques. The composition will reflect the culture, life style and issues from present day popular culture.</i></p> 	<p><b>Ancient Greek Pottery</b></p> <p><i>We will be focusing on research of Ancient Greek pottery, practising clay skills such as gouging and scraping, designing our own pot and finally finishing with creating a Greek pot.</i></p> 	<p><b>Monet and Impressionism</b></p> <p><i>We will explore Impressionism, find out about Monet's life and some of most famous works of art, as well as putting our own creative spin on these Impressionist masterpieces through a variety of Monet art activities, such as recreating his famous 'Haystacks' series.</i></p> 
	UKS2	Autumn	Spring	Summer
<b>Year B</b>	<b>Topic</b>	 <p><b>In Flanders Fields</b></p> <p><i>Explore the work of the artists officially commissioned to record the first world war, with a focus on Paul Nash's paintings. We will discover how art was used as a propaganda tool in the form of posters, and find out about the amazing dazzle camouflage which was invented and used during the war. Finally, we will create our own poppy-themed commemorative artworks based on the poem, 'In Flanders Fields'.</i></p>	<p><b>Edgar Degas, Little Dancer</b></p> <p><i>We will learn all about French artist, Edgar Degas. We will follow his artistic process to create sculptures of figures in action using a range of materials.</i></p> 	<p><b>Cityscapes</b></p> <p><i>We will be exposed to cities around the world and how their skylines can be re-created using art! We will learn new art techniques and will discover ways to combine these techniques to create our own original pieces of art work.</i></p> 



**Design Technology**

	UKS2	Autumn	Spring	Summer
	<b>Knowledge Progression</b>	<p>Pupils will learn to (as part of the 'design' process) use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups, and to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</p> <p>They will also learn to (as part of the 'make' process) select from and use a wider range of tools and equipment to perform practical tasks accurately; and to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Pupils will learn to (as part of the 'evaluate' process) investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, and to understand how key events and individuals in design and technology have helped shape the world.</p> <p>To develop their technical knowledge, pupils will: apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products; understand and use electrical systems in their products; and to apply their understanding of computing to programme, monitor and control their products.</p>	<p>Pupils will learn to: understand and apply the principles of a healthy and varied diet; cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet; become competent in a range of cooking techniques, including using utensils and electrical equipment; and to understand the source, seasonality and characteristics of a broad range of ingredients</p>
<b>Year A</b>	<b>Topic</b>	<p><b>Felt Phone Cases</b></p> <p><i>We will learn how to write our own design criteria. We will design products with the user in mind, thinking about aesthetics and functionality. Annotated designs will be used to communicate ideas as well as step by step plans. We will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch. Finally, when we have made our felt phone cases, children will learn how to write a detailed evaluation.</i></p> 	<p><b>Marbulous Structures</b></p> <p><i>Develop your understanding of more complex, free-standing structures and how they can be strengthened and reinforced. We will gain knowledge and understanding about how to join and shape materials. We will then apply these skills, using an iterative design process, to create our marble runs. Finally, we will test and evaluate our marble runs against design criteria.</i></p> 	<p><b>Global Food</b></p> <p><i>Take the chance to discover the exciting and diverse choice of food available around the world. We learn where in the world a variety of ingredients flourish and put them into the correct food groups. We will then learn some cooking techniques and skills when making some traditional dishes from different countries.</i></p> 
	UKS2	Autumn	Spring	Summer 1
<b>Year B</b>	<b>Topic</b>	<p><b>Fashion and Textiles</b></p> <p><i>We will learn how cotton cloth is manufactured, then go on to look at how textiles like this are used to make clothes and other items. As they learn about the design and manufacturing processes of the fashion industry, they'll also develop their own skills designing and making a fashionable product of their own: a hand-stitched drawstring bag.</i></p> 	<p><b>Bird House Builders</b></p> <p><i>Explore common birds in the United Kingdom and what they need for a safe home. We will learn about bird houses and why they are constructed for birds in our environment. We will get the chance to research common birds and design a bird house suitable for a bird to nest in. Investigate some challenging skills such as drawing 3-D diagrams and exploded diagrams, reading and measuring dimensions, planning and designing products to suit requirements, using woodwork skills and tools to construct a product, and evaluating and promoting a finished product.</i></p>	<p><b>Super Seasonal Cooking</b></p> <p><i>We will learn about the importance of buying seasonal food. We will learn where, when and how a variety of ingredients are grown, reared, caught and processed. We will then sample some seasonal food before designing our own balanced seasonal meal. We will cook with the seasonal ingredients, following our own recipes and using a wide range of preparation and cooking techniques. Finally, we will evaluate our product against our design criteria. We will learn appropriate hygiene rules for handling meat and fish and safe preparation skills.</i></p>



**PHSE**

UKS2	Core theme 1 – Health and wellbeing	Core theme 2 – Relationships	Core theme 3 – Living in the wider world (economic wellbeing and being a responsible citizen)
<p><b>Knowledge Progression</b></p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>H1. what positively and negatively affects their physical, mental and emotional health                      H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'                      H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet                      H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves                      H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals                      H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others                      H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these                      H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement                      H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'                      H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience                      H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe                      H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread                      H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media                      H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong                      H15. school rules about health and safety, basic emergency aid procedures, where and how to get help                      H16. what is meant by the term 'habit' and why habits can be hard to change                      H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others                      H18. how their body will, and their emotions may, change as they approach and move through puberty                      H19. about human reproduction                      H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers                      H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)                      H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others                      H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe                      H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)                      H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>R1. to recognise and respond appropriately to a wider range of feelings in others                      R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships                      R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support                      R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families                      R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment                      R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves                      R7. that their actions affect themselves and others                      R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond                      R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'                      R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view                      R11. to work collaboratively towards shared goals                      R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves                      R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)                      R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)                      R15. to recognise and manage 'dares'                      R16. to recognise and challenge stereotypes                      R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation                      R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)                      R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership                      R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others                      R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <p>L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people                      L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules                      L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child                      L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices                      L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)                      L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk                      L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities                      L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices                      L9. what being part of a community means, and about the varied institutions that support communities locally and nationally                      L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing                      L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom                      L12. to consider the lives of people living in other places, and people with different values and customs                      L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer                      L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)                      L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world                      L16. what is meant by enterprise and begin to develop enterprise skills                      L17. to explore and critique how the media present information                      L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>



	UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Topic	<p><b>It's My Body – Health and Wellbeing</b></p> <p><i>Topics in this unit include: rights, consent and autonomy; healthy eating, exercise and sleep; personal and oral hygiene; the way we think and feel about our bodies; harmful substances; and making healthy choices.</i></p>	<p><b>Be Yourself – Relationships</b></p> <p><i>We will focus on the importance of recognising situations where you need to make positive choices in order to do the right thing. We will also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. Finally, we will look at how to be confident and how to manage uncomfortable feelings</i></p>	<p><b>Diverse Britain – Living in the Wider World</b></p> <p><i>Explore the structure and role of local and national government and how identities and communities work together. Celebrate the diversity and difference throughout the country and consider the importance of tolerance and human rights to our democratic society.</i></p>	<p><b>Aiming High – Health and Wellbeing</b></p> <p><i>Being able to create future goals, recognise achievements, overcome barriers, reject and challenge stereotypes, focus on future success and understand career options are all important for children's understanding of overall goals.</i></p>	<p><b>Team– Relationships</b></p> <p><i>Explore the importance of teamwork; communication by members of the team and the impact this has; caring for others within the team; the impact of unkind behaviour and shared responsibilities for the team to be successful together.</i></p>	<p><b>Money Matters – Living in the Wider World</b></p> <p><i>Explore what financial risk is, the effects it can have on emotional wellbeing, how our spending contributes to society, ethical spending and budgeting.</i></p>
Year B	Topic	<p><b>Growing Up – Health and Wellbeing</b></p> <p><i>This covers all objectives relating to puberty, growing and changing, different relationships, marriage and commitment, body image and human reproduction.</i></p>	<p><b>Safety First – Relationships</b></p> <p><i>Pupils will learn to recognise their growing independence and the responsibilities that come along with this in avoiding risks, hazards and danger, both at home and when out and about near roads, railways, water and around fireworks. They will also learn about the risk of being put under pressure to do things that might make them feel unsafe and how to avoid this pressure by saying no to dares and other types of pressure</i></p>	<p><b>One World – Living in the Wider World</b></p> <p><i>We explore the difficulties caused by environmental issues, such as global warming, non-renewable energy use and wasting water, and empower children to make choices that will have a positive effect on the earth.</i></p>	<p><b>VIPs – Health and Wellbeing</b></p> <p><i>Children will understand: who their loved ones are; how to think before they act; how to disagree and the importance of feeling able to disagree; being able to make decisions; when secrets are or are not appropriate and how to handle this; and healthy and unhealthy relationships.</i></p>	<p><b>Think Positive – Relationships</b></p> <p><i>Begin to understand the concept of the cognitive triangle, that thoughts are not facts, ways to face their feelings, choices and consequences their thoughts and actions have, ways to be present and feeling positive about goals and future achievements.</i></p>	<p><b>Digital Wellbeing – Living in the Wider World</b></p> <p><i>We will explore issues such as fake news, echo chambers, cyberbullying, harassment, trolling and social media. The positive and negative effects of the Internet and being aware of how to manage what we see online will also be discussed.</i></p>



**RE**

	UKS2	Autumn		Spring		Summer
	<p><b>Knowledge Progression</b></p> <p>Pupils in upper KS2 will make progress in understanding some of the main beliefs and practices of Christianity as they arise from studying the above concepts. Pupils should begin to grasp the 'big story' and recognise its significance for ways in which many Christians understand the Bible and its importance in exploring God's dealings with humanity.</p> <p>The aims of UKS2 Religious Education are: to enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts; to enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians; to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.</p>					
Year A	<p><b>Topic</b></p> <p><b>Creation</b>  <i>The universe and human life are God's good creation. Humans are made in the image of God.</i>                      Links to other religions</p> <ul style="list-style-type: none"> <li>Judaism</li> <li>Hinduism</li> </ul> 	<p><b>Incarnation</b>  <i>The New Testament presents Jesus as the answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.</i>                      Links to other religions</p> <ul style="list-style-type: none"> <li>Judaism</li> <li>Hinduism</li> </ul>	<p><b>Fall</b>  <i>Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.</i></p>	<p><b>Salvation</b>  <i>Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</i>                      Links to other religions</p> <ul style="list-style-type: none"> <li>Islam</li> </ul>	<p><b>People of God</b>  <i>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, 1 who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a 'messiah' — a rescuer.</i>                      Links to other religions</p> <ul style="list-style-type: none"> <li>Judaism</li> <li>Islam</li> </ul> 	
Year B	<p><b>Topic</b></p> <p><b>Understanding Christianity – God</b>  <i>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.</i>                      Links to other religions</p> <ul style="list-style-type: none"> <li>Judaism (Hanukah)</li> <li>Hinduism</li> </ul>	<p><b>Gospel</b>  <i>Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.</i>                      Links to other religions</p> <ul style="list-style-type: none"> <li>Islam</li> </ul>		<p><b>Kingdom of God</b>  <i>This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.</i></p>		