Class 1 Curriculum Plan - Year 1 of rolling programme (2023/24)

	Autumn		Spring		Summer	
National/Community Events	Road safety- Bikeability Year 6. Visit to The Box, Plymouth Francis Drake exhibition Harvest Festival at Cofton Church November -Parliament Week 6-12th Nov Anti Bullying Week Class Assembly Workshop- Lyme Bay Fisheries *(sustainability in our local environment)* Remembrance - Community Whole school Christmas show Christingle service at Cofton Church PE Impact day		Visit to Concorde, Bristol Swimming Week Safer Internet Day February World Book Day Shakespeare Week 18-24th March Easter service Mental Health Week Mother's Day		Residential to London Armchair Puppet workshop Year 6 Show	
Oracy opportunities and outcomes	Harvest Festival at Cofton Church Whole school Christmas show Christingle service at Cofton Church Parliament Week Math's in Action- open morning		Easter service		Year 6 show	
Topic/Theme	Exploring the World		Vikings and Britain		The Changing Power of the Monarchs	
English	Shakespeare **MacBeth** plays (assembly) Letters Diary Poetry- MacBeth witches - Halloween	Short narrative- Fortunately mini book Debate (Parl Week) Christmas Narrative	Traditional tales- Cinderella from around the world Recount Information texts based on Concorde	The Promise- 'Get back to Writing' project News Report (Shakespeare Week) Persuasive report Stories with discussion	Science fiction Biography London landmark adverts (write scripts and film)	Explanation text Poetry – creating images Stories with a historical settings (street child?)

Ongoing – Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language					
Mathematics	Place Value Addition and subtraction Multiplication and division Length and Perimeter		Multiplication and division Fractions Decimals Percentages		Decimals Money Time Properties of shape Geometry Converting units and volume
Ongoing - Number and Place Value					
Science	Light	Earth and Space	Electricity		Evolution and Inheritance
Computing	Computing Systems and Networks - The Internet (Y4, L1)	Creating Media - 3D Modelling (Y6, L2)	Creating Media - Video Editing (Y5, L3)	Data and Information - Data Logging (Y4, L4)	Programming A - Variables in games (Y6, L5)	Programming B- Sensing (Y6, L6)
History	Why is Sir Frances Drake a significant Tudor? The Tudors/Local History- Sir Francis Drake		How did the Vikings try to take over Britain and how close did they get?		The Changing Power of the Monarchs: Who was Queen Victoria?	
Geography		Do you think the human features, or the physical features of The Americas are more important?		Why is it important to have a topological understanding of the UK?		Why do landscapes change and boundaries move?
RE	LKS2.1 What do Christians	UKS2.2 Creation and	LKS2.12		UKS2.7 Why do Hindus want to be good?

	learn from the creation story?	science: conflicting or complementary?	How and why do people try to make the world a better place?			
DT/Art **Drawing and sketchbooks** Print, colour, collage **Working in 3D** Paint, surface and texture **Collaboration and community**	**Art** **Drawing Tudor Portraits-** **sketchbook development.**	Art **2D Drawing to 3D Making** Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	DT **Build a 3D model of an airplane** Links to topic and visit to Concorde	Art **Exploring Identity** Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait.	DT **Take a Seat** Explore how craftspeople and designers bring personality to their work.	DT/Art **Shadow Puppets** Explore how traditional and contemporary artists use cutouts and shadow puppets. Perform a puppet show to wider community
Music Composing Singing Appraising WCET / Playing	WCET - clarinet First notes to band Focus pieces: Come together again One more time I Wanna Play in a Band (Large ensemble) Let's Sing Together The 'Be Yourself' Beat	Act 3 songs Notation Focus- using notation books to compose and learn about different notes Applying and experimenting in Clarinet playing Introduce quavers /minims (Y4) semibreve/	Glocks/ Percussion - Composition Inspiration piece: Greek Myths and Legends compositions Composition using notation (Y5/6 - semibreves,	Glocks/ Percussion - Composition Inspiration Piece: Athens Olympics Ceremony Music Composition using notation (Y5/6 - semibreves, dotted crotchets etc)	Clarinets (Sarah Seymout/ Ken Parr) Children to be assessed before 10 week block by Ken and then grouped based on this. Singing- call and response and complex rhythm pattern	Clarinets (Sarah Seymour/ Ken Parr) Singing- call and response and complex rhythm pattern Appraising- continuing with daily classroom music log to expose children to a wealth of music

	Consolidating learnt notation and applying independently- assessment History of Music (Ongoing) Class Music Log Singing for Class Assembly Harvest Singing Weekly singing assembly	dotted crotchets (Y5) Combined notation and time signatures (Y6) Creating simple compositions using notation Christmas singing / Christmas Show prep Weekly singing assembly History of Music (ongoing) Class Music Log	dotted crotchets etc) Appraise existing theme tunes History of Music - broader timeline (Ongoing) Class Music Log Easter singing for Service Weekly singing assembly	Appraise and analyse music from clip Ceremonial Music, History of Music (Ongoing) Class Music Log Ivy Trust Composition Project and Singing (in part) Weekly singing assembly	Appraising- continuing with daily classroom music log to expose children to a wealth of music Playing- clarinet playing, covering a range of notes across the octave, understanding note length and playing according to this, and improving technique and timbre Composing- Improvisation opportunities frequently available. Composing using known notes and notation Class Music Log Weekly singing assembly (in part, harmony introduced)	Playing- clarinet playing, covering a range of notes across the octave, understanding note length and playing according to this, and improving technique and timbre Composing- Improvisation opportunities frequently available. Composing using known notes and notation Year 6 show preparation - singing/ performance Weekly singing assembly

PSHE	Feelings and emotions	Keeping/Staying Healthy	Being Responsible	Keeping/Staying Safe	Growing and Changing	The Working World and a World Without Judgement
PE	Netball	Hockey	Gymnastics Football Swimming	Orienteering	Striking and Fielding; Cricket Tennis	Athletics
MFL	Ongoing Themes:-Vocabulary, Grammar (see rolling programme)					
		Myself and my family Christmas vocabulary		The Body Pets		Holidays Places and travel
Outdoor Learning		Forest School (Art Links)	Forest School (DT Links)		Forest School	

Curriculum Overview of skills
Class 1 Year 1 of rolling programme (2020-21)

English – pupils in Year 4	English – pupils in Year 5	English – pupils in Year 6
Reading ● Secure decoding of unfamiliar words ● Read for a range of purposes ● Retell some stories orally	Reading ● Apply knowledge of morphology and etymology when reading new words ● Read and discuss a broad range of texts	Reading ● Read a broad range of genres ● Recommend books to others ● Make comparisons within/across books

- Discuss words and phrases that capture the imagination
- Identify themes and conventions
- Retrieve and record information
- Make inferences and justify predictions
- Recognise a variety of forms of poetry
- Identify and summarise ideas

Writing
- Correctly spell common homophones
- Increase regularity of handwriting
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Use simple organisational devices
- Proofread for spelling and punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

Grammar
- Use wider range of conjunctions
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use and punctuate direct speech
- Use and punctuate direct speech
- Use commas after front adverbials

Speaking and Listening
- Articulate and justify opinions
- Speak audibly in Standard English

Gain, maintain and monitor the interest of listeners

- Identifying and discussing themes
- Make recommendations to others
- Learn poetry by heart
- Draw inference and make predictions
- Discuss authors' use of language
- Retrieve and present information from non-fiction texts
- Formal presentations and debates

Writing
- Secure spelling, inc homophones, prefixes, silent letters etc
- Use a thesaurus
- Legible, fluent handwriting
- Plan writing to suit audience and purpose
- Develop character, setting and atmosphere in narrative
- Use organisational and presentational features
- Use consistent appropriate tense
- Proof reading
- Perform own compositions

Grammar
- Use expanded noun phrases
- Use modal and passive verbs
- Use relative clauses
- Use commas for clauses
- Use brackets, dashes & commas for parenthesis

Speaking and listening
- Give well-structured explanations
- Command of Standard English

- Support inferences with evidence
- Summarise key points from texts
- Identify how language, structure etc contribute to meaning
- Discuss use of language, inc figurative
- Discuss and explain reading, providing reasoned justifications for views

Writing
- Use knowledge of morphology & etymology in spelling
- Develop legible personal handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices ensure grammatical consistency

Grammar
- Use appropriate register/style
- Use the passive voice for purpose
- Use features to clarify and convey meaning
- Use full punctuation
- Use language of subject/object

Speaking and listening

- Use questions to build knowledge
- Articulate arguments and opinions
- Use spoken language to speculate, hypothesise & explore

Mathematics – Pupils in Year 4	Mathematics – Pupils in Year 5	Mathematics – Pupils in Year 6
Number/Calculation ● Know all tables to 12 X 12 ● Secure place value to 1000 ● Use negative whole numbers ● Round numbers to nearest 10, 100 or 1000 ● Use Roman numerals to 100 ● Column addition and subtraction up to 4 digits ● Multiply and divide mentally ● Use standard short multiplication	**Number/Calculation** ● Secure place value up to 1000 000 ● Use negative whole numbers in context ● Use Roman numerals to 1000 ● Use standard written methods for all 4 operations ● Confidently add and subtract mentally ● Use vocabulary of prime, factor & multiple ● Multiply and divide by powers of tem ● Use square and cube numbers	**Number and calculations** ● Secure place value & rounding to 10 000 000, including negatives ● All written methods, including long division ● Use order of operations (not indices) ● Identify factors, multiples and primes ● Solve multi step number problems **Algebra** Introduce simple use of unknowns
Geometry and Measures ● Compare 2d shapes, including quadrilaterals and triangles ● Find area by counting squares ● Calculate rectangle perimeters ● Estimate and calculate measures ● Identify acute, obtuse and right angles ● Identify symmetry ● Use first quadrant coordinates ● Introduce simple translations	**Geometry and Measures** ● Convert between different units ● Calculate perimeter of composite shapes & areas of rectangles ● Estimate volume and capacity ● Identify 3d shapes ● Measure and identify angles ● Understand regular polygons ● Reflect and translate shapes	**Geometry and Measures** ● Confidently use a range of measures and conversions ● Calculate area of triangles/parallelograms ● Use area and volume formulas ● Classify shapes by properties ● Know and use angle rules ● Translate and reflect shapes, using all 4 quadrants
Data ● Use bar charts, pictograms and line graphs	**Data** ● Interpret tables and line graphs ● Solve questions about line graphs	**Data** ● Use pie charts ● Calculate mean averages
Fractions and decimals ● Recognise tenths and hundredths ● Identify equivalent fractions ● Add and subtract fractions with common denominators ● Recognise common equivalents ● Round decimals to whole numbers ● Solve money problems	**Fractions** ● Compare and order fractions ● Add and subtract fractions with common denominators, with mixed numbers ● Multiply fractions by units ● Write decimals as fractions ● Order and round decimal numbers ● Link percentages to fractions and decimals	**Fractions, decimals and percentages** ● Compare and simplify fractions ● Use equivalents to add fractions ● Multiply simple fractions ● Divide fractions by a whole number ● Solve problems using decimals and percentages ● Use written division up to 2 decimal points ● Introduce ratio and proportion

Science Working Scientifically

Year 4
- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

Year 5 & 6
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- use test results to make predictions to set up further comparative and fair tests
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identify scientific evidence that has been used to support or refute ideas or arguments.

Sticky Skills
Year 4
- Ask questions such as: What do we mean by 'pitch' when it comes to sound?
- Use research to find out which materials make effective conductors and insulators of electricity
- Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water.

- Set up a fair test with more than one variable e.g. using different materials to cut out sound
- Explain to others why a test that has been set up is a fair one
- Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning
- Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
- Group information according to common factors e.g. materials that make good conductors or insulators
- Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
- Present findings using written explanations and include diagrams, when needed
- Write up findings using a planning, doing and evaluating process
- Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
- When making predictions there are plausible reasons as to why they have done so
- Able to amend predictions according to findings
- Prepared to change ideas as a result of what has been found out during a scientific enquiry

Year 5
- Set up an enquiry based investigation, including a fair test, when appropriate
- Know what the variables are in a given enquiry and isolate each one when investigating
- Use scientific instruments as needed, eg. thermometer, spring scales
- Record data and present in a range of ways including diagrams, labels, classification keys, tables and graphs
- Make predictions based on information gleaned from investigations
- Create new investigations which take account of what has been learned previously
- Present information related to scientific enquiries in a range of ways including using IT such as powerpoint and iMovie
- Use diagrams to support writing
- Evaluate when explaining findings
- Be clear about what has been found out in an enquiry and relate to other enquiries, where appropriate
- Explanations set out clearly and its possible impact on other things
- Give examples supporting a scientific theory
- Keep an on-going record of new scientific words

Year 6
- Know which type of investigation is needed to suit particular scientific enquiry
- Set up a fair test when needed
- Know how to set up an enquiry based investigation
- Know what the variables are in a given enquiry and isolate each one when investigating
- Justify which variable has been isolated in scientific investigation
- Record data and present them in a range of ways including diagrams, labels, classification keys, tables. scatter graphs and line graphs

- Make accurate predictions based on information gleaned from their investigations and create new investigations as a result
- Present information related to scientific enquiries ina range of ways including using IT such as power-point, animoto and iMovie
- Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
- Be clear about what has been found out from their enquiry and can relate to others in the class
- Explanations set out clearly why something has happened and its possible impact on other things
- Support conclusions with evidence
- Keep an on-going record of new scientific words they have come across for the first time and use these regularly in future scientific writing
- Use diagrams, as and when necessary, to support writing and be confident to present findings orally in front of the class
- Be able to give an example of something they have focused on when supporting a scientific theory
- Frequently carry out research when investigating a scientific principle or theory
- identify scientific evidence that has been used to support or refute ideas or arguaments

Science - Autumn Term	Science - Spring Term	Science - Summer Term
Light (Year 6) - **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 and 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** **Sticky Knowledge:** - **know how light travels** - **know and demonstrate how we see objects** - **know why shadows have the same shape as the object that casts them**	**Electricity** **Year 4** - **identify common appliances that run on electricity** - **construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers** - **identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.** - **recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit** - **recognise some common conductors and insulators, and associate metals with being good conductors.** **Sticky Knowledge:**	**Evolution and inheritance** - **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**

- **know how simple optical instruments work**

Earth and Space (Year 5)
- **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**

Sticky Knowldge:
- **know about and explain the movement of the Earth and other planets relative to the Sun**
- **Know about and explain the movement of the Moon relative to the Earth**
- **know and demonstrate how night and day are created**
- **describe the Sun, Earth and Moon (using the term spherical)**

- **know the function of a switch**
- **know the difference between a conductor and an insulator; giving examples of each**
- **predict and test whether a lamp will light within a circuit**

Year 6
- **associate the brightness of a lamp or the volume of a buzzer with the number and voltage cells used in the circuit**
- **compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzersand the on/off position of switches**
- **use recognised symbols when representing a simple circuit in a diagram**

Sticky Knowledge:
- **draw circuit diagrams using the correct symbols**
- **know the number of voltage cells in a circuit link to the brightness of a lamp or the volume of a buzzer**

Computing – Autumn Term	Computing – Spring Term	Computing – Summer Term
Computing Systems and Networks - The internet Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will	**Creating Media** - Video editing This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and	**Programming A** - Variables in games Pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3,

learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and

manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion.

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Internet safety

and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,

information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 4:
To describe how networks physically connect to other networks
To recognise how networked devices make up the internet
To outline how websites can be shared via the World Wide Web
To describe how content can be added and accessed on the World Wide Web
To recognise how the content of the WWW is created by people
To evaluate the consequences of unreliable content

Year 5:
To explain that computers can be connected together to form systems
To recognise the role of computer systems in our lives
To recognise how information is transferred over the internet

Year 6:
To identify how to use a search engine
To describe how search engines select

- Recognise inappropriate content, contact, and conduct and know how to report concerns
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

Self-image and Identity
- I can explain how I can represent myself in different ways online
- Knowing this, I can describe the right decisions about how I interact with others and how others perceive me

Online relationships
- I can recognise some ways in which the internet can be used to communicate
- I can give examples of how to be respectful to others online

Online reputation
- I can search for information about an individual online and create a summary report of the information I find

including collecting, analysing, evaluating and presenting data and information

Year 4:
To develop the use of count-controlled loops in a different programming environment
To explain that in programming there can be variables
To develop a design which includes two loops which run at the same time, with a variable
To modify an infinite loop
To design and create a project with support that includes a variable
To create a project that includes repetition

Year 5:
To explain how selection is used in computer programs
To relate that a conditional statement connects a condition to an outcome
To explain how selection directs the flow of a program, and how a variable changes this
To design and create a program which includes a variable
To evaluate my program

Year 6:

results
To describe how search engines select results
To explain how search results are ranked
To recognise why the order of results is important, and to whom

Creating Media - 3D modelling

Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,

- I can explain ways that some of the information about me online could have been created, copied, or shared by others

Managing online information

- I can evaluate digital content (and can explain how I make choices from search results)

Year 4:

To identify that video can be digitally recorded
To use a digital device to record a video
To explain that a digital recording is stored as a file
To explain that video can be changed through editing
To show that different videos can be combined and played together
To evaluate editing choices made

Year 5:

To recognise video as moving pictures, which can include audio
To identify digital devices that can record video
To capture video using a digital device
To recognise the features of an effective video
To identify that video can be improved

To define a 'variable' as something that is changeable
To explain why a variable is used in a program
To choose how to improve a game by using variables
To design a project that builds on a given example
To use my design to create a project
To evaluate my project

Programming B - Sensing

The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit. Learners then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.

- Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

evaluating and presenting data and information

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 4:
To make good choices when selecting different tools
To evaluate how changes can improve work
To with support design a digital model by combining 3D objects
To develop and improve a digital 3D model in a group

Year 5:
To identify that drawing tools can be used to produce different outcomes
To use tools to achieve a desired effect
To group objects to make them easier to work with
To evaluate my work
To design a digital model by combining 3D objects with growing independence
To develop and improve a digital 3D model with support

Year 6:

through reshooting and editing
To consider the impact of the choices made when making and sharing a video

Year 6:
To use digital devices to record quality footage
To become familiar with video editing tools, and use these with growing confidence to stitch videos together and change effects
Reflect on choices made, and evaluate own work

Data and Information- Data logging
Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Year 4:
To create a program in a text-based language using selection
To explain what 'repeat' means
To modify a count-controlled loop to produce a given outcome
To decompose a program into parts
To create a program that uses count-controlled loops to produce a given outcome
To understand what a variable is

Year 5:
To control a simple circuit connected to a computer
To write a program that includes count-controlled loops or selection

To use a computer to create and manipulate three- dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes To design a digital model by combining 3D objects independently To develop and improve a digital 3D model	collect the data needed to answer those questions ...work with various forms of input - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Year 4:** To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To use a data logger To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions **Year 5:** To use a digital device to collect data automatically with growing independence To understand that a data logger collects 'data points' from sensors over time	To explain that a loop can stop when a condition is met, eg number of times To conclude that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a controllable system that includes selection **Year 6:** To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device

	To use data collected over a long duration to find information	
	To explain that tools can be used to select specific data	
	To explain that computer programs can be used to compare data visually	
	Year 6:	
	To use a digital device to collect data automatically independently	
	To explain and understand that a data logger collects 'data points' from sensors over time	
	To use data collected over a long duration to find information	
	To present my data in a variety of ways, using different systems and ways of inputting data	

Computational Thinking Skills to be Honed Throughout the Year:

Year 4:
• I can use abstraction to focus on what's important in my design
• I can write increasingly more precise algorithms for use when programming.
• I can use simple selection in algorithms
• I can use logical reasoning to detect and correct errors in programs

Year 5:
• I can solve problems by decomposing them into smaller parts
• I can use selection in algorithms
• I can recognise the need for conditions in repetition within algorithms
• I can use logical reasoning to explain how a variety of algorithms work
• I can use logical reasoning to detect and correct errors in algorithms
• I can evaluate my work and identify errors

Year 6:
- I can recognise, and make use, of patterns across programming projects
- I can write precise algorithms for use when programming
- I can identify variables needed and their use in selection and repetition
- I can decompose code into sections for effective debugging
- I can critically evaluate my work and suggest improvements

History – Autumn Term	History- Spring Term	History- Summer Term
British history – The Tudors/ explorers with a focus on Sir Francis Drake and links to the South West	How did the Vikings try to take over Britain and how close did they get?	The changing power of the monarchs- Who was Queen Victoria?
Why is Sir Frances Drake a significant Tudor?	Key questions: Who were the Vikings and where did they come from? (recap from C2) How have recent excavations changed our view of the Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a study of place name endings? How did the Vikings try to take over the country and how close did they get? How did the Anglo-Saxons finally defeat the Vikings? Raiders or settlers: how should we remember the Vikings?	Key questions: What do we mean by "Monarch" and who were the kings and queens of Britain? What power did the early kings and queens have? When and why did that change? Who was Queen Victoria? How was Queen Victoria different from Elizabeth I? How has the monarchy changed since Victorian times?
Key questions: Who and when were the Tudors? What can we tell about Henry VIII from his portraits? How different was life for people at different levels of society living in Tudor times, and how do we know? Why do we have to be so careful when using the portraits of Elizabeth I to find out about her? Who was Sir Francis Drake? Was Sir Francis Drake a significant Tudor and how has history remembered him?		
	Substantive concepts: Conflict Society Civilisation empire	• compare and place Victoria's reign in relation to Tudor period and industrial revolution (connecting this years study) • Build on study of Brunel, Empire in Class 2 • key facts about Queen Victoria and make links with other monarchs- compare similarities and differences • choose relevant evidence and compare sources of information (link to prior learning)
Substantive concepts: monarchy conflict colony Society trade		

Substantive concepts:
monarchy
society
government
conflict

Sticky Knowledge:
- Know key information about Queen Victoria's life-
- Know she was the longest reigning monarch until Queen Elizabeth
- Explore the increasing power of Parliament over time and the challenges she faced during her reign
- Know Queen Victoria's place in her family time-line
- Know some of the inventions and developments from the Victorian era

Geography- Autumn term	Geography- Spring term	Geography- Summer Term
Do you think the human features, or the physical features of The Americas are more important? Key questions: What are hemispheres, tropics and poles? Where are North and South America? What geographical terminology will help me describe the location and characteristics of a range of places across the Americas? How can I find out about the climates and biomes of different regions across the Americas?	Why is it important to have a topological understanding of the UK? Key questions: What is topography? What countries make up Europe, North and South America? How can I find out? How can an Atlas help me locate the cities of the UK? What is an Ordnance Survey map and why are they useful? What features can be seen on an OS map? How can a compass help us to plan a route?	Why do landscapes change and boundaries move? Key Questions: How can water and weather change the landscape? How are coastal features formed? What do coastal features look like on a map? How can I find out about the coastal features of the UK? How has the make-up of the United Kingdom changed over time? How have the international borders of Europe changed over time?

What skills do I need to use to find out about physical and human geographical features of Devon? What are the significant natural features of Devon? How do the human and physical features of Devon compare with Death Valley in the USA? What are the characteristics and significances of the natural wonders of the Americas? Would you rather live in North America, South America or Devon?	How do four and six figure grid references help us to locate places on a map? What skills have I learnt that could help me plan a journey?	How do landscapes change over time? How might physical factors change the landscape in the future? How would this impact the population? Local study- coastal erosion along the Jurassic coastline - what does Jurassic mean and place within context of prior learning - Locate where the Jurassic coastline starts and finishes on a UK map - explore the reasons for erosion - consequences of coastal erosion in the featured locality **Sticky Knowledge:** - know how to use graphs to record features such as temperature or rainfall - use Google Earth to locate a place of interest and follow the journey of rivers etc. (River Exe and Jurassic coastline) - know about coastal erosion and the impact for our local area
RE- Autumn term	**RE- Spring term**	**RE – Summer Term**
LKS2.1 What do Christians learn from the creation story? Make sense of belief:	LKS2.12 How and why do people try to make the world a better place? Make sense of belief:	UKS2.7 Why do Hindus want to be good? Make sense of belief:

• Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. **Understand the impact:** • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness **Make connections:** • Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today. UKS2.2 Creation and science: conflicting or complimentary? **Make sense of belief:** • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations **Understand the impact:** • Make clear connections between Genesis 1 and Christian belief about God as Creator	• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place. **Understand the impact:** • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action. **Make connections:** • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.	•Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. **Understand the impact:** • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways. **Make connections:** • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. .

• Show understanding of why many Christians find science and faith go together
Make connections:
• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.

DT/Art – Autumn Term	DT/Art – Spring Term	DT/Art – Summer Term
Portraits/Great Artists ● Use sketchbooks to collect, record and evaluate ideas ● Improve mastery of techniques such as drawing, painting and sculpture with varied materials ● Learn about great artists, architects and designers Sticky Knowledge: Year 4 ● use sketchbooks to help create facial expressions ● use photographs to help create reflections ● know how to show facial expressions and body language in sketches and paintings ● experiment with the styles used by other artists	Movable objects ● Use research and criteria to develop products which are fit for purpose and aimed at specific groups ● Use annotated sketches and diagrams ● Analyse and evaluate existing products to improve own work ● Use mechanical and electrical systems in won products Sticky Knowledge: Year 4 ● be able to produce a plan and explain it ● preserve and adapt work when original ideas do not work out ● know which tools to use for a particular task Year 5 ● produced a detailed step-by-step plan	Cooking and nutrition ● Understand seasonality; prepare and cook savoury dishes ● Understand healthy diet ● To include FairTrade Sticky Knowledge: Year 4 ● use ideas from other people when designing ● know how to be hygienic and safe when preparing food ● bring a creative element to the food product being designed Year 5 ● come up with a range of ideas after collecting information from different sources

- explain some of the features of art from historical periods

Year 5

- experiment with shading to create mood and feeling
- know how to use images created, scanned and found; altering them where necessary to create art
- know how to express emotion in art
- research the work of an artist and use their work to replicate a style

Year 6

- know how to use a range of e-resources to create art
- use a full range of pencils, charcoal or pastels when creating a piece of observational art
- explain they style of art used and how it has been influenced by a famous artist#understand what a specific artist is trying to achieve in any given situation

- Research great artists, architects and designers in history

Sticky Knowledge:
Year 4

- experiment with the styles used by other artists
- explain some of the features of art from historical periods
- know how different artists developed their specific techniques

- follow and refine original plan
- justify planning in a convincing way
- know which tool to use for a specific task

Year 6

- use market research to inform and develop plan
- justify planning in a convincing way
- follow and refine original plan
- know which tool to use for a specific task

- explain how food should be stored and give reasons
- work within a budget to prepare a meal
- understand the differences between sweet and savoury products

Year 6

- use market research to inform plan (build on last term)
- explain how food ingredients should be stored and give reasons
- work within a budget to create a meal
- understand the difference between sweet and savoury products

Year 5
- research the work of an artist and use their work to replicate a style

Year 6
- explain the style of art used and how it has been influenced by a famous artist
- understand what a specific artist is trying to achieve in any given situation
- understand why art can be very abstract and what message the artist is trying to convey

Music – Autumn Term	Music – Spring Term	Music – Summer Term
Clarinets	Glocks	WCET - Clarinets (Outside provider)
Digital technologies to be used where useful and applicable	Digital technologies to be used where useful and applicable	Digital technologies to be used where useful and applicable

Playing an Instrument
Year 4:

- Play in time with others in an ensemble context
- Play instrument with direction of a leader
- Create and play repeated patterns with different instruments (Clarinet)
- Have secure and confident embouchure and understanding of basic fingering.

Year 5:
- Devise and play a repeated sequence of notes on a tuned instrument to accompany a song/tune

Playing an Instrument:

Year 4:
- Create and play repeated patterns confidently
- Play notes of varying length, with an understanding of their place in a bar

Year 5:
- Improvise and play a repeated sequence of notes on a tuned instrument to accompany a song/tune
- Confidently perform a piece of music as a group, using a range of different instruments

Playing an Instrument:

Year 4:

- Create and play longer, more complex repeated patterns with different instruments (Clarinet)
- Play solo
- Play off beat, syncopated rhythms with increasing accuracy
- Perform from simple staff notation- including crotchets, rests, minims and quavers

Year 5:

- Demonstrate confident embouchure and growing timbre when playing

Year 6:
- Perform as part of a wider group following a band leader accurately
- Play a range of notes with growing confidence and accuracy, and sufficient embouchure/ technique

Listen and Appraise:

Year 4:
- Analyse features within different pieces of music, using understanding of musical features to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.)
- Start to identify the character of a piece of music and its style
- Describe and identify the different purposes of music (War music)

Year 5:
- Describe, analyse, compare and evaluate musical pieces using musical vocabulary to appraise (tempo, timbre, structure, texture, dynamics etc.)
- Contrast the work of famous composers and pieces of music from the war-time period with that of today, and show preferences
- Understand how rhythm, pitch and pulse all work together and the effect this has

(tuned/ untuned) with some accuracy, control, fluency and expression
Year 6:
- Compose and play a repeated sequence of notes on a tuned instrument to accompany a song/tune
- Use notes simultaneously to produce harmony by building up simple chords in a pair/group (glocks)
- Maintains own or independent part within a group performance, including off-beat rhythms.

Listen and Appraise:
Year 4:
- Understand and identify 2, 3 or 4 beats in a bar.
- Begin to recognise major and minor tonality.
- Become familiar with the works of Beethoven, Mozart, Vivaldi and other significant composers/ artists,

Year 5:
- Develop an increased understanding of the history of music, including the general journey of music over time and significant time periods

Year 6:
- Develop a deeper understanding of the history of music and context
- Become confident in identifying the works of major, significant composers
- Appreciate and understand a wide range of high quality live and recorded music drawn

- Play off beat syncopated rhythms with accuracy and confidence
- Performances show a clear awareness of expression and balance, both solo and ensemble.
- Perform from formal short, simple written notation, including crotchets, rests, minims, quavers, and semibreve and dotted crotchets.

Year 6:
- Play confidently, demonstrating musical quality e.g clear starts and ends and technical accuracy.
- Play a range of notes confidently, with awareness of phrasing, breath and tone
- Perform from formal short, more complex written notation, including crotchets, rests, minims, quavers, and semibreve and dotted crotchets.

Listen and Appraise:

Year 4:
- Explain the place of silence (rests) and say what effect it has
- Analyse features within different pieces of music, using understanding of musical features to appraise musical choices - (tempo, timbre, structure, texture, dynamics etc.)

Year 5:
- Explain why they think a piece of music is successful or unsuccessful

Year 6:
- Discuss the dimensions of music and recognise these independently within music heard, using a breadth of music terminology and knowledge
- Compare and contrast the impact that different composers from different times will have had on the people of the time.

Composing and Notation:

Year 4:

- Understand what minims and quavers are
- Gain confidence in composing using crotchets and rests
- Continue to improvise with improved confidence and awareness of musical quality (tempo, dynamics etc.)

Year 5:
- Understand what semibreves and dotted crotchets are
- Gain confidence in composing using minims, quavers, crotchets and rests.
- Improvise within a group using melodic phrases

Year 6:
- Improvise with a clear style and direction
- Further understand the differences between semibreves, minims, crotchets and quavers, and their equivalent rests.

from different traditions, composers and musicians

Performing and Singing:

Year 4:
- -Begin to sing rounds and partner songs in different time signatures
- -Perform in two or more parts with confidence
- Sing songs from memory with accurate pitch
- Begin to sing in harmony

Year 5:
- Improvise using voice and varied pitch
- Maintain their part whilst others are performing their part
- Recognise and use basic structural forms e.g. rounds with confidence

Year 6:
- Perform a piece of music which contains two distinct melodic or rhythmic parts, knowing how the part will fit together.
- Sing a harmony part confidently and accurately
- Perform parts from memory, including rounds.

Composing and Notation:
Year 4:
- Understand and begin to use minims and quavers

- Describe, analyse, compare and evaluate musical pieces using musical vocabulary to appraise (tempo, timbre, structure, texture, dynamics etc.)

Year 6:
- Refine and improve their work
- Discuss the dimensions of music and recognise these independently within music heard, using a breadth of music terminology and knowledge

Composing and Notation:

Year 4:
- Understand and use minims and quavers in playing and own compositions
- Use notation to record own short, simple compositions using minims, quavers, crotchets and rests
- Use their notation in a performance (solo/ with others)
- Explore 4 or 5 note scales
- Introduce the Pentatonic Scale C, D, E, G, A).

Year 5:
- Understand and begin to use semibreves (whole note) and dotted crotchets (beat and a half)
- Use notation to record and create compositions using crotchets, rests, minims, quavers, semi breves and dotted crotchets.
- Understand the relation between pulse and syncopated patterns

- Recognise that different forms of notation serve different purposes

Performing and Singing
Year 4:
- Perform a simple part rhythmically with expression, with awareness of pitch and dynamics
Year 5:
- Sing as part of an ensemble with control and precision
- Sing with growing control and fluency

Year 6:

- Sing as part of an ensemble with full confidence and precision

Performance opps:
- Learn and perform songs for an audience (Harvest Festival, Class Assembly, Whole school christmas show, Carol concert) with an awareness of presence and the audience
Ongoing (lesson starters):
- Develop an understanding of how music has changed over time, noting each different phase and its style.
- Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.

- Compose using crotchets and rests independently
- Use their growing notation in a performance (solo/ with others)
- Show how they can use dynamics, tempo and timbre to provide contrast
- Use the inspiration piece to compose in the style and feeling of the composer, demonstrating an understanding of their intentions

Year 5:
- Begin to compose using semibreves and dotted crotchets.
-Further understand the differences between semibreves, minims, crotchets and crotchet rests.
- Change sounds or organise them differently to change the effect
- Compose music which meets specific criteria and to evoke a specific atmosphere.
- Choose the most appropriate tempos for a piece of music
- Use the inspiration piece to compose in the style and feeling of the composer, demonstrating an understanding of their intentions

Year 6:
- Use a variety of different musical devices in their composition (including melody, rhythm and tempo)
- Use different forms of notation within compositions, including crotchets, rests,

Year 6:
-Further develop the skills to read and perform notation within an octave (e.g. C–C)
- Independently create own compositions, and use formal notation including a variety of notes to record this

Performing and Singing:
Year 4:
- Listen to and recall sounds with increased aural memory and accuracy
- Sing songs from memory with accurate pitch

Year 5:
- Listen with attention to detail and recall sounds with increasing aural memory
- Sing and use their understanding of lyrics and context to add expression and emotion

Year 6:
- Listen with attention to detail and recall sounds with excellent aural memory
- Sing and perform syncopated rhythms.
- Take the lead in a performance
- Take on a solo part

Performance opps:
- Learn and perform songs both as solos and in ensembles for an audience (Year 6 Assembly) with confidence and an awareness of audience
Ongoing (lesson starters):
- Develop an understanding of how music has changed over time, noting each

	minims, quavers, semibreves and dotted crotchets with guidance - Use the inspiration piece to compose in the style and feeling of the composer, demonstrating an understanding of their intentions Performance opps: ● Learn and perform songs for an audience (Ivy Trust Singing, Easter Service) with an awareness of presence and the audience Ongoing (lesson starters): ● Develop an understanding of how music has changed over time, noting each different phase and its style. Develop an opinion on each and describe the features using musical terminology. ● Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.	different phase and its style. Develop an opinion on each and describe the features using musical terminology. ● Develop an understanding and repertoire of different remarkable musical pieces, and have an awareness of their time period.
PSHE- Autumn Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World) 1 Decision Units 1 Decision Units *Feelings and Emotions* Year 4 Understand how we can support others who feel lonely, jealous or upset. Learn and use a	PSHE-Spring Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World) 1 Decision Units *Being Responsible* Year 4 Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	PSHE- Summer Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World) 1 Decision Units *Growing and Changing* Year 4 Families and people who care for me (R) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

range of strategies for managing unpleasant emotions caused by feelings of jealousy

Year 5
Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important.
How to debate.

Year 6
Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good.
Understand how we can recognise worry and support self or others who may be worried.

Health and Well-being
Year 4
Healthy Eating (H)
Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.

Year 5
Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical,social and legal) related to smoking.
Know and understand how smoking can affect your future health and wellbeing.
How to manage pressures of smoking

Year 5
Learn skills of how to speak out when someone is being unkind to us or others
Be able to describe caring and considerate behaviour. Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.

Year 6
Understand the importance of not stealing.Why is it important
to be considerate and maintain a positive reputation?
Understand we should not take people's possessions without permission.

Keeping and Staying Safe
Year 4
Physical health and fitness (H)
The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines.

Year 5
Understand potential outcomes of making unsafe choices.
What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.

Year 5
Understand what puberty means.
Know and understand the changes that boys and girls may go through during puberty
Understand why bodies go through puberty
Be able to develop coping strategies to help with the different stages of puberty.

Year 6
Know and understand the terms conception and reproduction.
Understand the function of the male and female reproductive systems.
Learn about the different stages of pregnancy.

The Working World
Year 4
Know and understand who pays for their services that keep us healthy and safe.
Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education

Year 5
Understand the basics of saving money, be able to identify how you can help at home
Understand how to budget for items you would like to buy.

Year 6
Understand the impact of spending

Year 6 How to respond in an emergency. Be able to predict and assess the level of risk in different fun situations. Be able to understand the risks associated with alcohol. Discussion on staying healthy and new skills learnt during the unit.	Year 6 Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	money without permission. Recognise how to be responsible and respectful whilst using online games and apps. *A World Without Judgement* Year 4 How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others. *Year 5* What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion. *Year 6* Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British values
PE – Autumn Term ● Master basic movement – running, throwing, catching in isolation and combination ● Participate in team games Play competitive games and apply basic principles of attacking and defending ● Develop flexibility and control in gym ● Compare performances to achieve personal bests	**PE – Spring Term** ● Swimming proficiency ● Take part in outdoor and adventurous activities ● Play competitive games and apply basic principles in attacking and defending ● Improve control and flexibility in dance ● Compare performance and demonstrate improvement	**PE – Summer Term** ● Use running, jumping, throwing and catching in isolation and combination ● Play competitive games and apply basic principles of attacking and defending ● Compare performance and demonstrate improvement

Netball Hockey	Gymnastics / Dance Outdoor Education Swimming	Striking and Fielding;Cricket Tennis Athletics
MFL – Autumn Term In all lessons children will:-	**MFL – Spring Term** In all lessons children will:-	**MFL – Summer Term** In all lessons children will:-
● Listen and engage ● Ask and answer questions ● Speak in sentences using familiar vocabulary and be understood. ● Develop appropriate pronunciation and intonation ● Show understanding of words and phrases when reading. ● Appreciate stories, songs, poems and rhymes. ●Broaden vocabulary Write simple sentences using given structure, extending with connectives where possible. ● Understand basic grammar (Yr 5/6) ● Describe people, places & things (Yr 5/6) ● Adapt known language to create new ideas (Yr 5/6) ● Engage in conversations, expressing opinions (Yr 5/6) 　●Write phrases from memory and adapt these to build and create new sentences.(Y5/6)	● Listen and engage ● Ask and answer questions ● Speak in sentences using familiar vocabulary and be understood. ● Develop appropriate pronunciation and intonation ● Show understanding of words and phrases when reading. ● Appreciate stories, songs, poems and rhymes. ●Broaden vocabulary Write simple sentences using given structure, extending with connectives where possible. ● Understand basic grammar (Yr 5/6) ● Describe people, places & things (Yr 5/6) ● Adapt known language to create new ideas (Yr 5/6) ● Engage in conversations, expressing opinions (Yr 5/6) 　●Write phrases from memory and adapt these to build and create new sentences.(Y5/6)	● Listen and engage ● Ask and answer questions ● Speak in sentences using familiar vocabulary and be understood. ● Develop appropriate pronunciation and intonation ● Show understanding of words and phrases when reading. ● Appreciate stories, songs, poems and rhymes. ●Broaden vocabulary Write simple sentences using given structure, extending with connectives where possible. ● Understand basic grammar (Yr 5/6) ● Describe people, places & things (Yr 5/6) ● Adapt known language to create new ideas (Yr 5/6) ● Engage in conversations, expressing opinions (Yr 5/6) 　●Write phrases from memory and adapt these to build and create new sentences.(Y5/6)

Skills Children will be able to:	Y4	Y5/6
Listening	understand familiar spoken words and phrases - e.g. the teacher's instructions,colours,numbers.	understand the main points from a short spoken passage made up of familiar language - e.g. short rhyme or song.
Speaking	answer simple questions and give basic information – e.g. name, age	ask and answer simple questions and talk about my interests.e.g. describe myself and my family.
Reading	understand and read out familiar written words and some phrases eg phrases about the weather.	understand the main point(s) from a short written passage in clear printed script - e.g.very simple messages on a postcard or e-mail or part of a story.
Writing	write one or two short sentences to a model and fill in the words on a simple form.	write a few short sentences with support using expressions and phrases which they have already learnt – e.g. write a postcard to a friend.