



Substantive Knowledge

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Science

Science	Autumn Identity, diversity and social justice	Spring Inspirational leadership	Summer Environment and sustainability
EYFS	<p>Seasons and celebrations</p> <p>Owl babies</p> <p>The natural world</p> <p>Understanding some animals in their local environment – owls and hedgehogs (woodland animals)</p> <p>Signs of autumn and seasons – human and physical</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe changes across the four seasons. (link to Y1 observing changes across the four seasons)</p> <p>Understanding different environments e.g. woodland</p> <p>Begin to work scientifically by studying a habitat – focus on Robin Wood.</p> <p>Changing states of matter relating to ice melting in signs of winter.</p>	<p>Understanding physical health and wellbeing – brushing teeth. Learn the parts of the human body, particularly the face. (links to Y1 identify and name parts of the human body)</p> <p>Testing different materials to see which is most suitable – making a house (link to properties of materials Y1)</p> <p>Exploring with casting shadows and using magnets.</p>	<p>Growing and signs of Spring.</p> <p>Plants and growing a beanstalk (broadbean and cress) (links to observing and growing plants and what plants need to thrive) starting to work scientifically by observing and recording how the plants are growing</p> <p>Healthy eating and selfcare – looking after our bodies.</p> <p>Hungry caterpillar – awareness of how animals obtain their food from plants and other animals.</p> <p>Life cycle of a butterfly and tadpole – noticing that animals grow into adults and change. Simple observational skills and work scientifically by describing the changes and asking questions.</p> <p>Recycling and materials linking to properties of materials in Y1 (glass, plastic, paper)</p>
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u></p> <p><u>Plants</u></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, roots, stem, leaves and flowers.</p>	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u></p> <p><u>Every day materials</u></p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p>	<p><u>Why are the polar bears in danger?</u></p> <p><u>Animals including humans</u></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>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><u>Seasonal Changes</u> observe changes across the 4 seasons</p> <p>observe and describe weather associated with the seasons and how day length varies</p>
Y2	<p><u>What impact did Christopher Coumbus have on Native American people?</u> <u>Living things and their habitat</u></p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead and things that have never been alive 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. Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals can obtain their food from plants and other animals, using the ideas of a simple food chain, and identify and name different sources of food <p><u>Plants</u> Joseph Banks – botanist (interested in plants that could be used for practical reasons). • 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</p>	<p><u>What did Nelson Mandela achieve?</u></p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p><u>What caused the Bentley floods?</u> <u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> 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



Y3	<p>How did the Stone Age lead the way to civilization?</p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>Was Julius Caesar's invasion of Britain a success?</p> <p><u>Light</u></p> <p>Edison and his invention of light.</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change 	<p>How is the water cycle sustainable?</p> <p><u>Animals and humans</u></p> <ul style="list-style-type: none"> • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><u>Plants</u></p> <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
Y4	<p>The Shang Dynasty – what were the social classes of the Shang Dynasty?</p> <p><u>Electricity</u></p> <p>Franklin and his invention of electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switched and buzzers 	<p>What were the achievements and failures of Alfred the Great</p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius 	<p>Why do volcanoes and earthquakes happen?</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things



	<ul style="list-style-type: none"> 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. <p><u>Sound</u></p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases <p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p>	<ul style="list-style-type: none"> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (build on the water cycle topic knowledge from Y3) 	<p><u>Animals including humans – food chains</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, consumers, predators and prey</p>
Y5	<p><u>What influence did Bentley Colliery have on the community?</u></p> <p><u>Properties and changes to materials</u></p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	<p><u>Who were the real leaders of the space race?</u></p> <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> NASA inventions and astronauts throughout Space Race. 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 	<p><u>What is the impact of deforestation on the Amazon?</u></p> <p>Living things and their habitats</p> <ol style="list-style-type: none"> 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>Animals including humans</p> <ol style="list-style-type: none"> describe the changes as humans develop to old age



	<ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons based on evidence from comparative and fair tests, for the particular use of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<ul style="list-style-type: none"> Use the ideas of the earth's rotation to explain day and night and the apparent movement of the sun across the sky <p><u>Forces</u></p> <ul style="list-style-type: none"> Newton and his discovery of Gravity. 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, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	
Y6	<p><u>Were all children in Europe impacted the same in WW2?</u></p> <p><u>Light</u></p> <ul style="list-style-type: none"> 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 <p><u>Electricity</u></p>	<p><u>Was Henry VIII a good leader?</u></p> <p><u>Animals including humans</u></p> <p><u>National curriculum objectives:</u></p> <ul style="list-style-type: none"> 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 	<p><u>What are the threats to the Great Barrier Reef?</u></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics <p><u>Evolution and inheritance</u></p> <p>Darwin and his theory of evolution.</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago



	<ul style="list-style-type: none">• 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		<ul style="list-style-type: none">• 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
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History

History		Spring Inspirational Leadership	Summer Environmental and Sustainability
EYFS	<p>Children will learn about the positive impact of Marcus Rashford and his contribution to children during lockdown.</p> <p>This will be considered as part of Black history month celebrations. Children will learn about how he faced racial difficulties during his career in football but he overcame with resilience.</p>	<p>All about us and others – past and present – look at how much I've grown.</p> <p>Link to develop understanding of the past by using common words and phrases about the passing of time.</p> <p>Starting to find out how we learn about the past and looking at sources of evidence – looking at photos, interviewing family, ask and answer questions.</p> <p>Comment on some simple similarities and differences between when they were a baby and now.</p> <p>When I was a baby...</p> <p>A few years ago...</p> <p>Now I can...</p> <p>What was it like when my parents went to school?</p> <p>Past and present - Starting to understand some changes within living memory.</p> <p>A long time ago...</p> <p>In the past...</p> <p>When my parents were little...</p> <p>Similarities and differences between school now and in the past.</p> <p>Comment on images of familiar situations in the past. Their parents and the school in the past. (link to starting to use historical sources)</p>	



		<p>Compare and contrast characters from stories including figures from the past.</p> <p>Children will learn about leaders in our community: Principal</p> <ul style="list-style-type: none"> • CEO • Mayor • Chair of Governors <p>They will learn how these people became leaders and their role within the school community and Doncaster.</p> <p>They will interview leaders to identify motives and ambition</p>	
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> • Florence Nightingale and her achievements and legacy. • Mary Seacole and her achievements and legacy. • Comparing the work of the two individuals and exploring the concept of significance. • Comparing the two people – Marcy Seacole didn't have many civil rights as she was mixed-race. • 2004 awarded the Greatest Black Briton achievement • Children learn about the racial plight of Mary Seacole and she overcame racial inequality and succeeded despite not having as many civil rights. Her experiences are compared to that of Florence Nightingale. <p>Common words and phrases relating to the passing of time</p>	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u></p> <p>Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</p> <ul style="list-style-type: none"> • Causes of the Fire, how it happened and timeline of events • Know when it happened • Cause and consequence – fire spreading, wooden housing, lack of fire services - lasted 4 days • Human reaction and aftermath – what was the impact? • Samuel Pepys and why he is famous. • Who King Charles and the Mayor of London – who helped the most • Children will learn about King Charles II and the Mayor of London and compare who helped the most in the GFL. They will consider their motives and why the Major was reluctant to create a Fire-break. • Mayor-Sir Thomas Bloodworth Kings efforts in the fire-Recognised the severity of the fire. Surveyed how serious it was on the boat. Lead by example with his brother, as they maned the 	<p><u>Why are the polar bears in Danger?</u></p> <p>No content</p>



	<p>Know where Mary Seacole and Florence Nightingale fit in in terms of chronology</p> <p>Ask questions about events such as how did they help people? What did they do? Children can share similarities and differences using graphic organisers</p>	<p>pumps up to their ankles. King offered troops and commanded Samuel Pepys to tell the Lord Mayor to pull down houses to make Fire Breaks. The King listened to Samuel Pepys concerns Mayor- Did not acknowledge the severity of the fire. Went home. Did not lead by example. When asked to pull houses down, he said no because he did not want to have to buy new ones. Then he changed his mind when the fire spread further into the city.</p> <ul style="list-style-type: none"> Samuel Pepys spoke to the King about his concern and the King commanded that Mayor to act. When Pepys found him, he was close to collapse. He was already trying to pull houses down but no one would listen to him. He declined the offer of troops and went home with the fire still raging. 	
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> Impact of his discovery on native American people – brought disease, forced religion, slavery, labelled them 'Red Indians' Particular focus on the Taino tribe – enslaved and exploited Christopher Columbus – person study Significance of his discovery – Bahamas, pineapples, culture <p>Children will learn that a tribe is a group of people with their own culture and beliefs.</p> <p>Connection to other cultures/people:</p>	<p><u>What did Nelson Mandela achieve?</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> Nelson Mandela – person study and his role as a political leader. His life and achievements – what this means for people today. Overcoming issues of race and equal rights. His speeches around race and equality – 1994 speech on black people being allowed the vote – prepared to die for this cause. His imprisonment and looking at different views to history – Was this fair? Different sources. Children will consider the attributes of Nelson Mandela and his motives as a leader. 	<p><u>What caused the Bentley Floods and what was the impact?</u></p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> 2007 floods 2019 floods Interpreting history - Starting to show how events link together chronologically and look at ways events are represented through photographs, first hand accounts, pictures and stories. Start to understand cause and consequence – why did it happen and what did people have to do because of it.



	<p>Ibn Battuta – Muslim explorer Zheng He – Chinese explorer</p>	<p>His motives were based on freedom, equality and justice.</p> <ul style="list-style-type: none"> Mandela wanted to be peaceful however at times he resolved that violence was needed. He started to believe that armed resistance was necessary and joined civil disobedience campaigns which advocated bombings and sabotaging power lines and transport. He was jailed for this in 1964. In jail he began to believe that the change he wanted could not be created by violence as this only created fear. It also meant that white south-Africans who wanted to help, wouldn't as they did not want to be accused of supporting violence. In jail the actions he advocated were not violent such as: strikes, boycotting of south African goods Mandela sacrificed 27 years of his life because he was committed to the people of South Africa. He was inspired by religion and influenced by Christian teachings regarding forgiveness 	
Y3	<p><u>How did the Stone Age lead the way to civilization?</u> <u>Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> Understanding of what a civilisation is How did the stone age people live? Looking at evidence from sources – Stonehenge Timeline of events – hunter gatherer to early farming. Chronology. Hunting techniques and tools – invention of the axe Food collectors to food producers. Skara Brae – settlement that we can use as evidence Children begin to develop understanding of the functions of civilisation. 	<p><u>Was Julius Caesar's invasion of Britain a success?</u> <u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> Roman invasion and Julius Caesar's failed attempts and successes Successes as an army leader and invading Britain twice Children will consider if Caesar's invasion in Britain was a success and how this demonstrated his ability as a leader. He invaded Britain twice Previously conquered Gaul (France) He wanted to invade due to ambition for power and prestige First invasion-landed and defeated. Romans were forced to fall back due to ship wreckage. 	<p><u>How is the water cycle sustainable?</u></p>



	<ul style="list-style-type: none"> Children learn that in the Stone Age, they did not have a high standard of behaviour with a large population centre. They did not have trade and hunted independently. They had no forms of social written communication. 	<ul style="list-style-type: none"> Showing resilience and determination he returned the following year. He demonstrated that he learnt from his mistakes. He defeated the warrior king of the Catuvellauni tribe. However he had to leave to defend Gaul. The invasion was not successful as they were not prepared for the weather but he gained many British tribes as allies, captured slaves and took goods. He also prevented British tribes from supporting the Gauls which threatened his Empire. Children will consider the contrasts in motives of leadership to Nelson Mandela 	
Y4	<p><u>The Shang Dynasty</u> <u>What were the social classes of the Shang Dynasty?</u></p> <ul style="list-style-type: none"> Ruling class, nobles, artisans and traders, farmers and slaves. Children learn about the social structures and hierarchy of the Shang Dynasty. Attention is paid to rank and the use of slavery, oppression and inequality across social classes. 	<p><u>Viking and Saxons.</u> <u>What were the achievements and failures of Alfred the Great?</u></p> <ul style="list-style-type: none"> Children will learn about the achievements and failures of Alfred the Great and consider his impact as a leader and attributes that demonstrated forward thinking. Alfred the Great prevented England falling to the Danes and promoted learning and literacy. He became known as great due to his power in military force. He also established a united Anglo-Saxon culture. He created the Danelaw and established normality and security. As a leader, he worked to unify kingdoms. He provided education to those with a lesser status and proved himself to be forward thinking. Children will learn about the impact of the Danelaw in that it created modern day shires which results in legacy. It also had 	<p><u>Why do volcanoes and Earthquakes happen?</u></p>



		the early makings of unified political English people.	
Y5	<p><u>What influence did Bentley Colliery have on the community?</u></p> <ul style="list-style-type: none"> Changes in Bentley due to the colliery – population, employment Hardships experienced by people Chronology of Bentley colliery including significant mining disasters children link social hardship to their local community. They learn about depression within a modern society and how the colliery changed the hardship of the local community. 	<p><u>Who were the real leaders of the space race?</u> Regularly address and sometimes devise historically valid questions about change, cause, similarity and different and significance</p> <ul style="list-style-type: none"> Chronologically secure understanding of advancements in technology and the significant events in the space race Person study – Tim Peake, Neil Armstrong and Arnaldo Tamayo Méndez Considerations of different sources and perspectives of History to interpret whether the first moon landing was real or a hoax. Children will consider the leaders of the Space race and countries motivates for being the leading power. Countries wanted to show that they had the best technology, science and economic systems. After World War 11, the United States and Soviet Union knew how important rocket research would be to the military. Children will learn that this signalled the start of the cold-war the space race is an example of a proxy-war between Soviet Union and the United States. Children will compare the achievements of Russia and America and consider the people who had the greatest influence over these achievements and the subsequent speculation regarding the First Moon landing. Children will also learn about failures related to this. Key players: Neil Armstrong Nikita Khrushchev Yuri Gagarin Alan Shepard John F Kennedy Richard Nixon 	<p><u>What is the impact of deforestation on the Amazon?</u></p> <p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> Focus study on Mayan people and Mayan way of life Mayan society and class structure – king, royal family, educated elite and ruling class Farming life on the lowlands of the amazon – daily life The demise of Mayan civilisation due to deforestation



		<ul style="list-style-type: none"> Children will compare and contrast the achievements between the super-powers and learn about the ingredients needed to be an influential country such as economy, ambition and drive. 	
Y6	<p><u>Were all children in Europe impacted the same in WW2?</u> A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> WW2 and the impact on children in Britain compared with the impact on children elsewhere in Europe. Evacuation – life and journey of an evacuee – looking at first hand sources. Children in Germany – Hitler Youth and German propaganda The life of Anne Frank – how the lives of minorities across Europe were impacted Black children in Germany – persecution, racism and slavery Children will learn about how children were treated differently in different parts of Europe during World War 2. They will learn about the lives of the minority and their experiences: Hitler Youth, Jews, children in Britain. 	<p><u>Was Henry VIII a good leader?</u> <u>Study of significant turning point in British history</u> <u>Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> Chronologically secure time line of events from birth in 1491, to taking the throne in 1509, forming the church of England in 1534, different marriages and deaths to his own death in 1547. Henry VIII and his wives - Conflicting information from different sources – was there a 7th wife? Analysing the reliability of sources in history. Discern how and why contrasting arguments and interpretations of the past have been constructed Crime and punishment in Tudor times – methods of execution, flogging, pillory, stocks, ducking stool, the brank and the drunkards cloak. Draw contrasts to modern day. Children will learn about the leadership and influence of Henry VIII. They will consider whether or not he was a good leader or whether he relied on the leadership and skills of others around him. They will consider his qualities in regard to leadership- based on being charismatic, forthright and a formidable leader. He was good at strategic thinking. He had a good management team and assembled diverse leaders. Children could consider if this was a good sign of leadership or if he 	<p><u>What the threats to the Great Barrier Reef?</u></p>



		<p>relied heavily on the skills of others to support his leadership:</p> <ul style="list-style-type: none"> • Thomas Cromwell (Chief Minister). He arguably fixed the divorce from Catherine of Arogon. • Thomas Cranmer- shaped many religious movements • Thomas Moore an English lawyer, appointed as High Chancellor in 1529. • Children will learn that he is credited with establishing the Royal Navy, encouraging ship building and the creation of dockyards (Deptford and Woolwich) He also established the Church of England which proved to be sustainable. He also defended the country from French invasions between 1545-1546 • Science – William Harvey, Galen, Charles Darwin 	
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Geography

Geography	Autumn Identity, diversity and social justice	Spring Inspirational Leadership	Summer Environment and sustainability
EYFS	<p>Seasons and celebrations Owl Babies - The Natural World What does Autumn look like in Bentley? Locational knowledge of the immediate environment Begin to talk about some human and physical features. (Links to begin to develop some simple fieldwork skills through observation of school and its grounds) Understand the effect of changing seasons on the natural world around them. Begin to identify seasonal and daily weather patterns. Describe what they see, hear and feel whilst outside.</p>	<p>Looking at photographs of houses from around the world with locations on maps to accompany this. Building understanding of maps and locational knowledge. Key focus is Kenya to support knowledge for Handa's surprise text.</p>	<p>Children study the local area focusing on geographical skills and fieldwork- Aerial photographs of the local area (street view) Children devise simple maps about the local area and construct basic symbols for their map Children consider basic human and physical features in Bentley such as shops on the High Street.</p> <p>Children compare the local area to Kenya (Handa's surprise) Children locate Kenya on a world map. They explore the type of food that is grown there, the animals that live there and people's houses. Children think about similarities and differences. Children learn what recycling is and how the environment needs to be protected. Focus on sustainability and environmental care. Describe their immediate environment using knowledge from observation and discussion.</p>
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u></p> <p>No Content</p>	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u></p> <ul style="list-style-type: none"> To name, locate and identify characteristics of the 4 countries (England, Wales, Scotland and Ireland) that make up the UK and their capital cities. To include surrounding seas. Introduced to simple compass directions when looking at maps (North, East, South and West) 	<p><u>Why are the polar bears in Danger?</u></p> <ul style="list-style-type: none"> Locate 7 continents (Europe, Asia, Africa, North and South America, Australasia and Antarctica) and 5 oceans (pacific, Indian, Atlantic, Southern and Arctic) on maps, globes and atlases Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles. Know that the closer to the equator you are the hotter the country will be. Locate the North and South Pole



			<ul style="list-style-type: none"> • Use simple compass directions – north, south, east and west • Global warming and the impact on the polar ice caps • Year 1 will learn about the causes for the polar ice caps melting and the impact this has within the environment. The main focus will be on Polar Bears. Children will learn that there is more water which links to flooding. This supports future learning. Children will learn that temperatures are getting warmer because humans are burning things (gases, oils and wood) which makes the climate warmer. Children are introduced to the idea of carbon footprint and how this needs to be reduced for sustainability. Children link back to the idea of recycling and how burning waste-material that is not recycled is impacting on the environment.
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u> Pretending to be an explorer Orienteering covered in PE this term</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human 	<p><u>What did Nelson Mandela achieve?</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <ul style="list-style-type: none"> • Locate Doncaster on a map and atlas – look at aerial photographs, pictures around Doncaster. • Umtata, South Africa. • Look at famous features we can find around Doncaster – Minster, parks, town centre, river Don • Look at features found around Mvezo • Draw comparisons between the two areas – human and physical features in the area. 	<p><u>What caused the Bentley Floods?</u></p> <ul style="list-style-type: none"> • Seasonal and daily weather patterns in the UK • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Looking at maps of where the water came from and which areas of Bentley were affected. • Impact of severe flooding. Children will reflect on their own experiences of flooding to build context. Children will consider Bentley floods in 2007 and 2019. They will explore the cause and the impact to the residents and businesses within Bentley. Community members will be used to explore this learning and there are



	and physical features of its surrounding environment.		opportunities for fieldwork. Children will learn that flooding is environmental but it can be impacted by human factors such as: deforestation, urbanisation lack of flood protection . This is linked to context in understanding why the 2019 floods were not as damaging as the community was better prepared. They will also learn that where there are areas of flooding the water usage is not sustainable due to contamination. Children link back to prior learning and how the melting of polar ice caps can create flooding.
Y3	<p><u>How did the Stone Age lead the way to civilization?</u></p> <p>No content</p>	<p><u>Was Julius Caesar's invasion of Britain a success?</u></p> <p><u>Rome – human and physical features</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p>	<p><u>How is the water cycle sustainable?</u> Describe and understand key aspects of rivers and the water cycle (link to Science topic – states of matter) Science – identify the part played by evaporation and condensation in the water cycle Look at areas where there isn't as much water and identify why linked to the water cycle. Fieldwork trip to the river to measure and record physical features in the area using sketch maps, graphs and digital technology Children learn about the water cycle and consider the importance of this model in terms of sustainability. Children will learn the water aid sustainability framework related to water and create a plan for implementing a sustainable water source to a community with limited water. This will be focused on South Africa. Children will consider how they can reduce water usage in their own context. Pupils will learn about factors that impact on this cycle and lead to a lack of water and the impact this can have in terms of hygiene, sanitation and sustainability of human behaviour. This links to prior learning in Year 2 related to South Africa. Children will explore the contrast between flooding and drought. They will also learn that where</p>



			there are areas of flooding the water usage is not sustainable due to contamination
Y4	<p><u>What were the social classes of the Shang Dynasty?</u> use the eight points of a compass (North, Northeast, East, South East, South, Southwest, West, North West) four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (links to PE orienteering topic)</p>	<p><u>What were the achievements and failures of Alfred the Great</u></p> <p>Link to Castleton residential Understand similarities and differences through the study of human and physical geography of a region of the United Kingdom. Focus study on the Peak District-comparison with Doncaster</p>	<p><u>Why do volcanoes and earthquakes happen?</u></p> <ul style="list-style-type: none"> Physical geography focus on volcanoes and earthquakes Know the features of a volcano (crater, main vent, magma, lava, magma chamber, ash cloud, volcano bombs) Explain how all of these features form part of an eruption. How earthquakes occur – plates, crust, mantle, core. Impact of nature on the environment. Children will learn about natural disasters such as Earthquakes and volcanoes. Children will learn that a warming climate, contributes to volcanic activity because of surface loading. (The warmer a planet gets, the more that magma flows.)Children consider a volcanic eruption (Pompeii) and consider the impact it caused to people, the environment and the legacy it created. The context of Pompeii links to children's previous learning about the Romans.
Y5	<p><u>What influence did Bentley Colliery have on the community?</u> No content</p>	<p><u>Who were the real leaders of the space race?</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</p>	<p><u>What is the impact of deforestation on the Amazon?</u> Understand geographical similarities and differences through the study of physical and human geography of a region within South America. Focus study – Amazon Rainforest</p> <ul style="list-style-type: none"> Locate the world's rainforests on a world map. Reference the mountain region and



		Prime/Greenwich Meridian and time zones (including day and night)	rivers close to the rainforest – Andean Rivers, Pica Da Neblina Mountain <ul style="list-style-type: none"> Understanding of biomes and vegetation belts Human impact on rainforests and deforestation. Understand how aspects have changed over time Deforestation within the Amazon Rainforest and impact on the environment and wider world. This is due to unsustainable farming practices. Within the rainforest, this is of particular concern as the rainforest is home to most of the planet's biodiversity. $\frac{3}{4}$ of the world's wildlife is situated here. Forests play a clinical role in mitigating climate change because they act as a carbon sink so without this carbon dioxide is free to contribute to climate change. Understanding the influence of man over time and how impact in the Amazon contributes to climate change. This links back with children learning about the water-cycle in year 3 because trees play a key role in the local water cycle by keeping a balance between the water on land and water in the atmosphere.
Y6	<u>Were all children in Europe impacted the same in WW2?</u> England country, main cities, geographical regions, topographical features and land use <ul style="list-style-type: none"> Name and locate countries and cities of the UK Use maps, atlases and globes and digital computer mapping to identify cities. 	<u>Was Henry VIII a good leader?</u> No content	<u>What are the threats to the Great Barrier Reef?</u> <ul style="list-style-type: none"> 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 Tourism <ul style="list-style-type: none"> Understand how aspects have changed over time



	<ul style="list-style-type: none">• Locate topographical features – rivers, coasts, hills, areas of erosion.• using 6 figure grid references <p>(PE orienteering in Year 6)</p>		<ul style="list-style-type: none">• Impact of tourism and climate change on the Great Barrier Reef. The Great Barrier reef is an essential eco system impacted by climate change and tourism. Coral is one of the most vulnerable species on the planet due to rising temperatures. Exploring a global context different to their own and understanding that somethings are not sustainable. For example climate changes influence on the coral reef Understanding the influence of man over time. Children will consider how they can reduce their own carbon footprint. This links with Year 1 and learning about the impact of climate change on polar ice caps.
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D&T

D&T	Autumn Identity, diversity and social justice	Spring Inspirational leadership	Summer Environment and sustainability
EYFS	<p>Making snowmen biscuits – instilling a love of cooking in pupils.</p> <p>Making Christmas cards – designing purposeful, functional and appealing products</p> <p>Exploring a range of materials and selecting tools and equipment.</p>	<p>Understanding health and wellbeing – healthy eating</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Use of scissors and Sellotape, liquid glue and spreader. (links to selecting tools and equipment for a range of practical tasks)</p> <p>Making a dragon mask and instrument.</p> <p>Making a house and testing materials to see which is best. Children experience a DT project using the whole school TASC wheel. Evaluating the product. Start to consider technical knowledge such as how to make it stronger.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently – emphasis on children being able to use cutlery accurately. Knives and spoons. Using tools to spread, chop, cut and scoop. Making a sandwich using the TASC wheel.</p> <p>Using tools to plant and dig – spade, watering can, plant pot</p> <p>Use their imagination as they consider what they can do with different materials. Use recycled materials to create new products.</p>
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u></p> <p>Creating a hospital bed – structures Design:</p> <p>Gather and organise by looking at existing beds and how they are structured. Discussing what is the same and what is different.</p> <p>Exploring ways to stiffen and strengthen card</p> <p>Planning their own bed structure using clear design criteria and following this plan to make.</p>	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u></p> <p>Transport – mechanisms</p> <p>Can we create a fire engine with wheels and axles?</p> <p>Pupils gather and organise ideas by looking at existing vehicles and how the wheels work.</p> <p>Pupils learn about levers and sliders and how axles work.</p> <p>Pupils plan by creating simple labelled drawings and make their product using this plan.</p> <p>Pupils evaluate by testing out their product.</p>	<p><u>Why are the polar bears in danger?</u></p> <p>Food and nutrition</p> <p>Can we create a fruit and vegetable smoothie using locally sourced and seasonal ingredients from our community?</p> <p>Pupils gather and organise their ideas by grouping different fruits and vegetables and exploring taste and texture.</p> <p>Children go to buy ingredients</p> <p>Pupils plan by selecting fruits and vegetables for a smoothie and designing a smoothie package.</p>

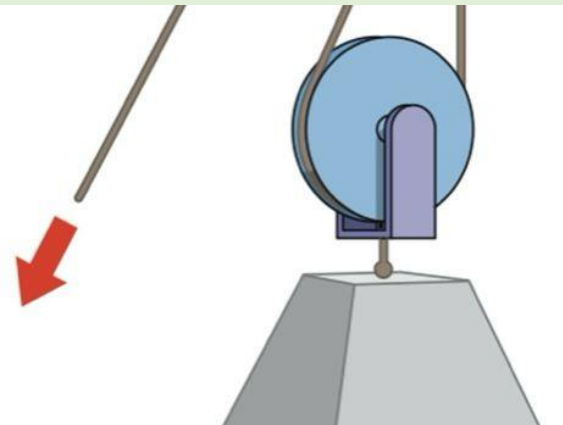


	<p>Evaluate by testing out and suggesting parts that could be improved.</p> <p>Communicate – talk to a peer or adult about how it is strengthened and suitable.</p>	<p>Communicate – tell and adult or peer about their product and how the wheel and axle moves.</p>	<p>Chopping skills will be developed.</p> <p>Pupils evaluate their end product by describing aspects such as smell and taste.</p> <p>Communicate – tell a peer or adult about their product and how it is healthy.</p>
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u></p> <p>Can children make a headdress for a member of the taino tribe? Textiles Running stitch and attaching fabric</p> <p>Gather and organise by looking at a range of different hats and their purposes and materials.</p> <p>Plan using a template considering appealing design as well as shape and purpose.</p> <p>Develop skills by threading needles, cutting fabric, exploring joining methods and practising running stitch.</p> <p>Evaluate their stitching and assess with peers.</p> <p>Communicate – create a poster or short advert explaining the benefits of the product</p>	<p><u>What did Nelson Mandela achieve?</u></p> <p>Can we recreate a traditional African recipe? Bobotie Food and nutrition</p> <p>Children gather and organise by looking at different recipes and the different ingredients and flavours.</p> <p>Plan by researching the ingredients and where to source them from.</p> <p>Practise skills of chopping safely using different grips.</p> <p>Evaluate the process as well as taste testing products</p> <p>Communicate by creating information to go onto a label telling of nutritional value, ingredients and a brief description</p>	<p><u>What caused the Bentley floods?</u></p> <p>Can we design and create a house with a moving water lever? structures</p> <p>Gather and organise ideas by looking at different structures found around the world, noting shapes.</p> <p>Explore different linkages as mechanisms.</p> <p>Plan by using sketching and modelling and incorporating suitable linkage systems.</p> <p>Make by following plan and applying linkages using card, levers, split pins and pivots.</p> <p>Evaluate by testing the strength and identifying weakness.</p> <p>Communicate end product in writing.</p>
Y3	<p><u>How did the Stone Age lead the way to civilization?</u></p> <p>Can we design and create a stone age tunic? Textiles</p> <p>Gather and organise by looking at stone age tunics and discussing the features and shapes.</p>	<p><u>Was Julius Caesar's invasion of Britain a success?</u></p> <p>Can we design and create a Roman style Carbonara? Gather and organise ideas by looking at a range of ancient Roman recipes and discussing ingredients and tastes.</p>	<p><u>How is the water cycle sustainable?</u></p> <p>Can children make water lifting devices? Strengthening structures, making cranks, using pulley systems and using tools safely. Focus on wells</p>



	<p>Design by making a template and applying own individual design criteria.</p> <p>Develop skills such as measuring, marking and cutting fabric and using cross stitch</p> <p>Evaluate by grading against design criteria and suggesting improvements</p> <p>Communicate – creating a short video advert for the finished product.</p>	<p>Plan by creating a recipe using seasonally sourced ingredients</p> <p>Developing understanding of working hygienically and safely using food. Follow own recipe through making stage</p> <p>Evaluate by creating own criteria to taste test</p> <p>Communicate with a short review discussing taste, texture, smell and appearance of the dish.</p>	<p>Children build knowledge from the frame structures in Year 2 (house)</p> 
Y4	<p><u>The Shang Dynasty – what were the social classes of the Shang Dynasty?</u></p> <p>Can we adapt a traditional Chinese family recipe? – food and nutrition Parents from the community to support with cooking techniques and chop stick use.</p> <p>Gather and organise ideas by looking at a range of recipes for the same dish and researching the prices of ingredients</p> <p>Plan by adapting the recipe and considering price and budget</p> <p>Develop understanding of chopping, washing, seasoning and food hygiene.</p> <p>Evaluate by considering the outcome of the product – taste, smell, texture and appearance. Also consider the impact of the budget and the process.</p> <p>Communicate – creating a label for the food including nutritional information, a short description and price.</p>	<p><u>What were the achievements and failures of Alfred the Great</u></p> <p>Can we design an Anglo-Saxon Shield? Structures and layering materials.</p> <ul style="list-style-type: none"> • Using a sharp straight blade • Multi-layering with corrugated card • Creating textured effects on material • Using a template • Measure, mark and cut materials using a template • Manipulate materials, including cutting, creasing and folding. • Reinforcing material for strength. 	<p><u>Why do volcanoes and earthquakes happen?</u></p> <p>Can we create a pneumatic, light up volcano to demonstrate an eruption? Mechanism and electrical system.</p> <p>Understand and use electrical systems in their products</p> <p>Gather and organise by studying different pneumatic systems and how they work.</p> <p>Plan by designing a volcano which incorporate a pneumatic system and a simple circuit. Communicate design using thumbnail sketches and exploded diagrams</p> <p>Ensure a suitable structure to hold the pneumatic system and circuit in place.</p> <p>Evaluate by assessing speed, shape and accuracy of pneumatic system</p> <p>Communicate by creating a written or filmed advert.</p>



Y5	<p>What influence did Bentley Colliery have on the community?</p>  <p>Development from Water well in Year 3</p> <p>Measuring and marking wood with a ruler Cutter wood and using a woodsaw Knowledge of using woodsaw and wood glue.</p> <p>Gears and pullys to pull coal up</p>	<p>Who were the real leaders of the space race?</p> <p>Can we create a pop-up book about Space? Mechanisms Understand and use electrical systems in their products- LED lights.</p> <p>Gather and organise by researching a range of pop-up books and selecting and organising appropriate information to present in the book</p> <p>Using storyboards to plan which information will be presented and labelling different mechanisms, including inputs and outputs. Using sliders, pivots and folds to produce movements in different ways</p> <p>Whilst making, focus on neatness and accuracy and using layers and spacers to hide the workings of the mechanisms.</p> <p>Evaluate by testing the product out on an audience and taking feedback as well as peer feedback.</p> <p>Communicate with an advertising poster incorporating positive feedback.</p>	<p>What is the impact of deforestation on the Amazon? Can we recreate a Brazilian recipe? Food and nutrition Link with a local Brazilian restaurant Heritage link</p> <p>Gather and organise by researching traditional Mayan recipes and comparing with modern day recipes.</p> <p>Plan by creating an amended recipe and designing appealing packaging to reflect the recipe.</p> <p>Making by carefully following recipes and developing understanding of safety.</p> <p>Evaluating the process as well as the end product</p> <p>Communicating with a published recipe and packaging.</p>
Y6	<p>Were are children in Europe impacted the same in WW2?</p> <p>Can we design a gadget to help us during the blackout? Air raid warning light Crumble controller kit- apply understanding of computing to programme, monitor and control their products.</p> <p>Electrical systems</p>	<p>Was Henry VIII a good leader?</p> <p>Can we host a Tudor banquet? Food and Nutrition</p> <p>Gather and organise ideas through research of common Tudor foods. Selecting appropriately based on availability of ingredients, equipment and budget. Plan a three-course meal including starter, main and dessert and researching and writing a recipe to follow.</p>	<p>What are the threats to the Great Barrier Reef? Can we design a moving toy to teach children about the threats to the GBR? Mechanisms - cams</p> <p>Gather and organise ideas by researching toys and their properties and characteristics</p> <p>Learning about CAMS and the inherent parts and how they create movement. Exploring with different shaped CAMS and the positioning of the slider and the follower.</p>




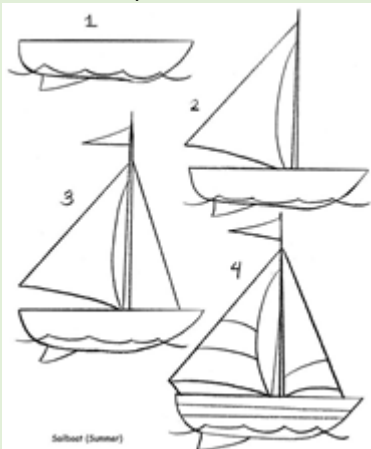


	<p>Gathering and organising ideas by researching a range of torches, considering shape, size and appearance and deciding which is most effective.</p> <p>Planning and designing using sketches from different perspectives including cross-sectional diagrams.</p> <p>Creating a prototype and learning from the process and amending plan accordingly.</p> <p>Make by constructing a stable casing to hold a series circuit.</p> <p>Evaluate against design criteria</p> <p>Communicate in a letter to the UK government explaining what you've designed and how it will help.</p>	<p>Following a recipe using quantities of ingredients and working to a time scale.</p> <p>Evaluate considering taste testing and scoring the final product and evaluating the process including health and safety.</p> <p>Communicate this evaluation through a written review</p>	<p>Planning and designing a moving part incorporating cams to create movement.</p> <p>Communicating this through cross sectional diagrams.</p> <p>Increasing accuracy of cutting, joining and shaping materials and assembling parts.</p> <p>Evaluate through peer assessment and applying points for improvement</p> <p>Communicate by creating a pitch presentation explaining the function of the toy.</p>
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Art

Art	Autumn Identity, diversity and social justice Sketch and paint	Spring Inspiring leadership Sculpture	Summer Environment and sustainability Exploring artists and mixed media
EYFS		<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Drawing and painting tools when making self-portraits.</p> <p>Artist study: Vincent Van Gogh (links to using paint to develop their ideas and imagination; learning about the artist) (links to analysing and evaluating creative works using the language of art)</p>	<p>Begin to show accuracy and care when drawing lines and circles. Develop accuracy in the use of pencil. Observational drawing skills.</p> <p>Use their imagination as they consider what they can do with different materials. Use recycled materials to create new products. Beginning stages of sculpture which links to Spring focus.</p>



		Begin to develop knowledge of primary colours and how some are needed to be mixed to create new colours.	
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u></p> <ul style="list-style-type: none"> • Create drawings from basic shapes- circles, squares, triangles, ovals and rectangles. • Develop skill and control with painting- children practise using different sized brushes and painting in lines. • Mixing primary colours to create secondary colours- green, orange and brown. • Children can apply learnt skills into a painting about Mary Seacole or Florence Nightingale. (Skills are the key focus) • Start to record simple media explorations in a sketch-book. 	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u></p> <ul style="list-style-type: none"> • Experiment using salt dough to form basic 3d shapes- using rolling, pinching and kneading • Impress and apply simple decoration techniques, including Painting. • The items could be produced could be cakes from bakery where the fire started. 	<p><u>Why are polar bears in danger?</u></p> <p>Artist Study: Axel Scheffler (illustrator)</p> <ul style="list-style-type: none"> • Children talk about paintings and express opinions. • Develop artwork which looks similar to a given source. • Children use their learning from autumn term one to apply shapes into copying a character from Axel Scheffler illustration • Children can apply skills into creating an Axel Scheffler character. <p>Visit from local illustrator</p>
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u></p> <ul style="list-style-type: none"> • Revisit of pencil and painting techniques from Year 1- children draw different sized lines horizontal, vertical, diagonal, straight and wavy. • Children are given basic outlines to re-create that are formulated from shape. Children are encouraged to show greater skill in conveying images using shape focus can be on a boat for the topic. • Children practise painting in lines varying the size of brushes to develop control and accuracy. Children must be clear on what this means. • Mixing a wider range of colours and using white for lighter tones (brown, orange 	<p><u>What did Nelson Mandela achieve?</u></p> <ul style="list-style-type: none"> • Use equipment and media with increasing confidence. • Use clay, to create a realistic form by having greater control. Children produce a pinch pot and use equipment to add decorations • Children can smooth areas of the clay to give it a finished feel 	<p><u>What caused the Bentley Floods?</u></p> <p>Artist study: Megan Coyle – collage from recycled from materials</p> <p>mixed media and creating a water scene</p> 

	<p>and green). Children produce a board showing shade.</p> <ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas 		 <ul style="list-style-type: none"> Children create original artwork based on a given source. Children describe how they feel about other's work and their own <p>Visit to Danum art gallery</p>
Y3	<p>How did the stone age lead the way to civilisation?</p> <p>Children draw from real items by breaking down some images into known shapes. Children practise re-creating shapes accurately with feedback.</p> <p>Children use pencil to make darker and lighter tones.</p> <p>Focus could be on items from the stone age but must be real life artefacts that are recreated.</p> <p>Mixing a wider range of colours and using white for lighter tones (brown, orange and green). Children produce a board showing shade.</p>	<p>Was Julius Caesar's invasion of Britain a success?</p> <ul style="list-style-type: none"> Use clay, to create a realistic form by having greater control. Children learn to subtract pieces of clay to create a design Children can smooth areas of the clay to give it a finished feel. Children learn to create a simple join using clay by making a Roman 	<p>How is the water cycle sustainable?</p> <p>Artist study: Faith Ringgold Narrative quilts (textiles)</p> <ul style="list-style-type: none"> Children compare other's work with their own. Children appraise the ideas used in others work and use the appraisal to improve their own. Children create textile representation – must focus on developing skill in stitching and textiles – running stitch, back stitch, cross stitch, chain stitch

	<p>Children are introduced to making darker tones. Children make colour boards</p> <p>Use a sketchbook to record explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p>		
Y4	<p><u>The Chang Dynasty- What were the social classes?</u></p> <ul style="list-style-type: none"> Children recreate more complex images using organic shapes. Children are given feedback to improve the accuracy. This may take multiple attempts at the same image. Children build knowledge of different strokes in painting such as long and short. Children can choose different types of brushes for their work. They recognise how this impacts on lines. Children can create all colours and tones. Mixing a wider range of colours and using white for lighter tones (brown, orange and green). Children can also create darker tones. Art work produced can link to the topic but focus is on sketch and paint- Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work 	<p><u>What were the achievements and failures of Alfred the Great</u></p> <ul style="list-style-type: none"> Children combine learned techniques to create 3d forms – slabbing, pinch, coiling. Children construct a simple base for extending and modelling. Children create a Saxon warrior face. Children begin to understand different ways to finish clay – paint, glaze. 	<p><u>Why do volcanoes and earthquakes happen?</u></p> <p>Artist study: Andy Warhol printing-artist study. Focus on volcano work</p> <ul style="list-style-type: none"> Children compare other's work with their own. Children appraise the ideas used in others work and use the appraisal to improve their own. Children create textile representation – must focus on developing skill in stitching and textiles – running stitch, back stitch, cross stitch, chain stitch <p>Visit to Hepworth Gallery</p>
Y5	<p><u>What influence did Bentley colliery have on the community?</u></p> <ul style="list-style-type: none"> Children critique art using charcoal and consider the features 	<p><u>Who were the real leaders of the space race?</u></p> <ul style="list-style-type: none"> Children create a UFO sculpture using a paper plate inspired by Darrell Wakelam. 	<p><u>What impact does deforestation have on the Amazon Mayans?</u></p> <p>Artist study: Juan Sisay Paint</p>

	<ul style="list-style-type: none"> Children practise using charcoal to form shapes and lines using a different medium. Children practise shade using charcoal and consider the pressure needed to achieve this. Children apply sketching techniques to create a charcoal drawing. Multiple attempts of the same shape might be needed to get accuracy. Children appraise their work. 	<ul style="list-style-type: none"> Children focus on shape and cutting an item into basic shapes Children refine creating design using layering and attaching materials. Children refine paint skills using acrylic 	<ul style="list-style-type: none"> Children use analysis of other's work when commenting on ideas. Children evaluate other's work, justifying and explaining their reasons Children develop and improve their own style. Children create animals/plants from textiles using a range of stitches. Children refine stitching by improving accuracy – size, shape, control.
Y6	<p><u>Were all children in Europe impacted the same in WW2?</u></p> <ul style="list-style-type: none"> Children refine sketching skills from the progression of knowledge Children re-create portraits showing higher degrees of accuracy in shape (images from WW2 could be used). Children will need to build skills at facial features and spacing. Children can refine skills in painting to add colour to sketches by mixing and adapting shade into colour. 	<p><u>Was Henry VIII a good leader?</u></p> <p>Children apply knowledge of sculpture to recreate a large piece of artwork using cardboard and Modroc</p>	<p><u>What are the threats to the Great Barrier Reef?</u></p> <p>Artist Study: Banksy/local artist Hayley Garner and Jay Gilleard Develop wall art</p>

- Children appraise their work.



- Children analyse and comment on their own and others ideas, methods and approaches.
- Children make adaptations following reflections and comments from others
- Children explore the work of others to develop their own

Visit from local graffiti artist to develop artwork – fivefive designz



Music

Music	Autumn Identity, diversity and social justice	Spring Inspirational leadership	Summer Environment and sustainability
EYFS	Harvest songs Singing in a group or on their own increasingly matching the pitch and following the melody . Using their voice expressively and creatively .	Listen attentively, move to and talk about music, expressing their feelings and responses . Watch and talk about dance and performance art, expressing their feelings and responses .	Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others and try to move in time with the music.
Y1	<u>Why were Mary Seacole and Florence Nightingale treated differently?</u> <u>Pulse and rhythm</u> Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm <ul style="list-style-type: none"> • Clapping and playing in time to the pulse. • Playing simple rhythms on an instrument. • Understanding the difference between pulse and rhythm. • Improvising vocally within a given structure. <u>Instruments</u> Body percussion <u>Singing unit (NOT KAPOW - MMC)</u> <ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions e.g. stop, start, loud, quiet) 	<u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u> <u>Timbre and rhythmic patterns (Fairytale)</u> Introducing the concept of timbre , creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale. <ul style="list-style-type: none"> • Performing short chants from memory, with expression. • Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood. <u>Instruments</u> French horn Clarinet Violin Oboe Timpani	<u>Why are the polar bears in Danger?</u> <u>Pitch and tempo (superheroes)</u> Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments . <ul style="list-style-type: none"> • Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). • Recognising tempo and pitch changes. • Experimenting with tempo and pitch using tuned and untuned instruments. <u>Instruments</u> Tuned percussion Untuned percussion <u>Music</u> The William Tell Overture by Gioachino Rossini Symphonie Fantastique by Hector Berlioz. <u>Musical vocabulary</u> Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.



	<p>Songs to learn and practise throughout the week: Hello, How are You (mi-so) Bounce High, Bounce Low (wider range) Dr Knickerbocker (pentatonic) Pretty Trees around the world (call and response)</p> <p>Singing performance for parents at the end of this week.</p>	<p>Bassoon <u>Music</u> Peter and the Wolf - Sergei Prokofiev</p>	<ul style="list-style-type: none"> Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth Layering instrumental sounds in response to an image Using musical vocabulary when describing how to create effects in music <p><u>Instruments</u> Tuned percussion Untuned percussion <u>Music</u> Carnival of the Animals- Camille Saint-Saens</p>
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u></p> <p><u>Orchestral instruments (traditional stories)</u></p> <p>Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.</p> <ul style="list-style-type: none"> Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character. <p>Visit a secondary school orchestra <u>Instruments</u> Orchestral instruments:</p> <ul style="list-style-type: none"> String instruments are played by plucking or bowing strings (violin, viola, cello, double bass, harp). Woodwind instruments make sound by blowing air through a reed or small 	<p><u>What did Nelson Mandela achieve?</u> <u>African call and response songs</u></p> <p>Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.</p> <ul style="list-style-type: none"> Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Creating short sequences of sound on a given idea. <p><u>Instruments</u> Tuned percussion Untuned percussion <u>Music</u> Che Che Kule - a traditional Ghanaian children's song (composer unknown)</p>	<p><u>What caused the Bentley Floods and what was the impact?</u> <u>Musical me</u></p> <p>Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p> <ul style="list-style-type: none"> Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Choosing appropriate dynamics and timbre for a piece of music. <p><u>Instruments</u> Glockenspiel Chime bars <u>Music</u> Once a Man Fell in a Well - a traditional song</p> <p><u>Myths and Legends</u></p>



	<p>mouthpiece (flute, clarinet, oboe, bassoon)</p> <ul style="list-style-type: none"> Brass instruments are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece. (trumpet, tuba, trombone) Percussion instruments are played by shaking, tapping or scraping with your hand or a beater (triangle, tambourine, cymbals, bass drum, snare drum, timpani). <p><u>Music</u> The Three Bears- A Fantasy by Eric Coates. Do You Want To Build a Snowman by Robert Lopez.</p>		<p>Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p> <ul style="list-style-type: none"> Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure. <p><u>Instruments</u> Glockenspiel Chime bars <u>Music</u> St George- a traditional English folk song. Tintagel by Arnold Bax Orpheus in the Underworld by Offenbach</p>
Y3	<p>How did the Stone Age lead the way to civilization? <u>Ballads</u> Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.</p> <ul style="list-style-type: none"> Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad. <p><u>Instruments</u> Piano <u>Music</u> Bryan Adams, Everything I Do Whitney Houston, I Will Always Love You Sam Smith, Writing on the Wall Rihanna, Diamonds Adele, Hello</p> <p><u>Jazz</u></p>	<p>Was Julius Caesar's invasion of Britain a success? <u>Chinese new year music</u> Pentatonic melodies and composition Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.</p> <ul style="list-style-type: none"> Playing a pentatonic melody from letter notation. Maintaining a part of during a group performance. Discussing the features of Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition. <p><u>Instruments</u> Glockenspiel Chime bars Xylophone Untuned percussion</p>	<p>How is the water cycle sustainable? <u>Traditional instruments and improvisation (Indian Holi Festival)</u></p> <p>Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.</p> <ul style="list-style-type: none"> Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music . Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world. <p><u>Instruments</u> Indian Flute Tapura Tabla Sitar</p>



	<p>Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.</p> <ul style="list-style-type: none"> • Playing their composition accurately in time with their group. • Identifying the difference between regular rhythms and swung rhythms. • Composing a swing version of a nursery rhyme. • Learning different types of jazz, understanding how the genre evolved over time. <p><u>Instruments</u> Glockenspiel Chime bars xylophones</p> <p><u>Music</u> Scott Joplin - The Entertainer. Cab Calloway sang Minnie the Moocher (a scat song) When the Saints Go Marching - a traditional gospel song</p>	<p>Music Jasmine Flower- a traditional Chinese song, composer unknown.</p>	<p>Saragi Music Tabla Ecstasy by Talavva.</p>
Y4 Guitars	<p><u>What were the social classes of the Shang Dynasty?</u></p> <ul style="list-style-type: none"> • have a clear understanding of good posture - how to sit and hold the guitar correctly and safely, in play and rest positions; • use the correct right-hand and left-hand techniques such as marching fingers, arched wrist, thumb resting on string 6, and using the correct fingers on the left hand for fretted notes; • introduce treble clef notation - E G B D F and F A C E (a fun activity is to ask the children to make up their own way of remembering E G B D F); 	<p><u>What were the achievements and failures of Alfred the Great</u></p> <ul style="list-style-type: none"> • new fretted notes, such as C and D; • learning about music in different time signatures; • introducing new rhythms, such as quavers and dotted rhythms; • developing repertoire using all the notes such as G, A, B, C, D, and E; • introducing the use of percussion instruments; • letting children have freedom to improvise with the music notes that know; • encouraging the children to write their own music using traditional notation; 	<p><u>Why do volcanoes and Earthquakes happen?</u></p> <ul style="list-style-type: none"> • introducing new notes F, high G and high A (string 1); • learning to play pieces including all 8 notes; • learning about different dynamics and the use of Italian words, such as Forte/Piano, Crescendo/Diminuendo, Legato/Staccato • using more advanced rhythms, such as dotted rhythms and semi quavers and pieces that use rests; • improvising with the music notes that know;



	<ul style="list-style-type: none"> understand notes and different rhythms - crotchet, quavers, minim and semibreve (Frog, Tadpole, Toad and Worm); explore the importance of pulse when performing in a large group have a clear understanding of repeat signs, bar lines, time signatures and rest symbols within a piece of music; play the open treble strings fluently; learn fretted note 'A' (string 3, fret 2); be able to play pieces of music using up to 4 notes – E,B,G and A; engage in whole class performances 	<ul style="list-style-type: none"> learning basic chords, and use these to accompany singing; understand skills to conduct the class, by counting in correctly and keeping the pulse and tempo; learning dynamics and basic Italian words, such as Piano/Forte and demonstrate this with a piece of music the class are all familiar with; 	<ul style="list-style-type: none"> writing their own music using traditional notation, and demonstrate this to the class; developing the use of chords, and use these to accompany singing; developing repertoire, using all the notes and skills learnt from previous lessons; performance skills and concert performance at the end of term.
Y4 Violins	<p><u>What were the social classes of the Shang Dynasty?</u></p> <ul style="list-style-type: none"> to know what a string instrument is and the various instruments in the bowed string instrument family; to understand how a string instrument works, how you play it (in simple terms) and what it sounds like; how to handle and look after your string instrument; correct playing position and posture; understanding how to produce a note on a string instrument - first plucked and later with the bow; understand the relationship between pitch and violin strings; an introduction to the open string notes EADG to play from simplified notation; an introduction to musical concepts such as pulse, tempo, rhythm and pitch; to show awareness of pulse in playing as an ensemble; understanding the concept of a rest, to begin with as a "ssh" 	<p><u>What were the achievements and failures of Alfred the Great</u></p> <ul style="list-style-type: none"> begin transition to playing from full B&W notation and learn the new terminology involved such as bar, bar line, stave, repeat, rest; learn note value names (crotchet, quaver, minim etc.); play more complex rhythms; introduce further musical concepts and terminology such as dynamics and incorporate this into playing further development of bow control skills including string crossing accuracy and improvement in general sound production; development of greater aural awareness; understand how pressing on a string affects the pitch of the sound produced and learn correct technique for playing with "1st finger"; to write down their own music accurately; encouragement of children to perform in front of the class, perhaps to share their favourite piece. 	<p><u>Why do volcanoes and Earthquakes happen?</u></p> <ul style="list-style-type: none"> to ensure all pupils can play confidently plucked and bowed; DMS First to ensure all pupils can play with "1st finger" and understand the relationship between this is pitch; to ensure all pupils can follow musical notation to ensure pupils understand the musical vocabulary surrounding notation (including note values) and the inter-related dimensions of music covered. call and response: to listen to, then play back, a short musical phrase; to compose their own short musical phrase for the class to repeat back; to write down more detailed music and symbols accurately; to work on playing music with a range of note values using semibreves/ minims/crotchets/quavers and their equivalent rests; learn to play a greater selection of tunes, some original and specific teaching



	<ul style="list-style-type: none"> introduction to the concept of composing; learn a selection of tunes, original and specific teaching compositions, played either in unison or in 2 parts; 		<p>compositions, as well as new, standard repertoire played in 2 parts;</p> <ul style="list-style-type: none"> to plan a varied repertoire ready for the end of term concert, taking into consideration all the songs and pieces of music from throughout the year; work on performance skills in preparation for the concert;
Y5	<p><u>What influence did Bentley colliery have on the community?</u> <u>Rock n Roll</u> Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before then performing a piece as a class</p> <ul style="list-style-type: none"> Hand jive Appraising music Walking bass line Glockenspiels and keyboards Group performance <p><u>Instruments</u> Electric bass Drum Electric guitar Double bass <u>Music</u> Rock Around the Clock by Bill Haley and his Comets Oh Boy by Buddy Holly Blue Suede Shoes by Elvis Presley</p>	<p><u>Who were the real leaders of the space race?</u> <u>Blues</u> Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music</p> <ul style="list-style-type: none"> Performing the blues scale on a tuned percussion. Hearing when songs play the 12 bar blues. Improvising a blues performance. Understanding how this genre of music came to be. <p>Compare to rock and roll music from last term to enable similarities and differences from different genres of music to be explored</p> <p><u>Instruments</u> Glockenspiel keyboard <u>Music</u> Moanin Lisa Blues from The Simpsons</p>	<p><u>What is the impact of deforestation on the Amazon?</u> <u>Samba, carnival sounds and instruments</u> Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.</p> <ul style="list-style-type: none"> Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. <p>Composing a rhythmic break. Learning about the origin of samba music.</p> <p><u>Instruments</u> Traditional Samba instruments are: Agogo Caixa Chocohlo Ganza Repique Surdo Tamborin Children will use tuned and untuned percussion <u>Music</u> Traditional Samba Batucarda</p>
Y6	<p><u>Were all children in Europe impacted the same in WW2?</u> <u>Songs of WW2</u></p>	<p><u>Was Henry VIII a good leader?</u> <u>South and West Africa</u></p>	<p><u>What are the threats to the Great Barrier Reef?</u> <u>Film music</u> Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips.</p>



	<p>Developing pitch and control when singing. Learning how to identify pitches and notate a melody using pitches.</p> <ul style="list-style-type: none"> • Singing a war-time favourite with expression and dynamics. • Improving accuracy in pitch using the Solfa Scale. • Singing different parts to create a harmony. • Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. • Identifying pitch changes in music. • Understanding what war-time music sounded like in WW1 and WW2. <p><u>Instruments</u> Glockenspiel Keyboard</p> <p><u>Music</u> Pack Up Your Troubles, We'll Meet Again and The White Cliffs of Dover.</p>	<p>Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).</p> <ul style="list-style-type: none"> • Singing a traditional African song unaccompanied. • Playing a chord progression on tuned percussion. • Recognising the stylistic features of south and west African music. • Composing an eight beat rhythmic break. • Learning how music evolved in different traditions. <p><u>Instruments</u> Djembe (African drum)</p> <p><u>Music</u> Schoscholoza</p>	<ul style="list-style-type: none"> • Performing a soundtrack to a film scene as a group. • Discussing the features of film music. • Identifying different instruments and composing techniques. • Interpreting emotions in film music using graphic scores. • Creating and notating a composition which uses sounds to represent a given theme <p><u>Instruments</u> Applying knowledge of all instruments covered throughout the music curriculum</p> <p><u>Music</u> Jaws by John Barry James Bond theme tune</p>
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PE

PE	Autumn Identity, diversity and social justice	Spring Inspirational leadership	Summer Environment and sustainability
EYFS	<p>Revising and refining fundamental movement skills that they have already acquired – running, jumping, rolling, crawling, walking, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of movement – coordination, balance and agility</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors. Develop body strength, balance and co-ordination.</p>	<p>Children knowing and understanding health and wellbeing – physical exercise and eating healthy</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Combine different movements with ease and fluency. Creating their own dragon dance.</p> <p>Use their core muscle strength to achieve a good posture.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors. Develop body strength, balance and co-ordination.</p> <p>Further develop and refine a range of ball skills – including throwing, catching, kicking, passing, batting and aiming. Developing confidence and competence when engaging in a range of activities with the use of a ball.</p>	<p>Negotiate space and obstacles safely with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u></p> <p>Dance</p> <ul style="list-style-type: none"> Suggesting basic ways to improve dance motifs 	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u></p> <p>Yoga</p> <ul style="list-style-type: none"> Balancing using different body parts Start to apply different yoga poses into flows and active stories 	<p><u>Why are the polar bears in Danger?</u></p> <p>Strike/Field</p> <ul style="list-style-type: none"> Demonstrate basic throwing and striking techniques – how to hold a racket and swinging using hand eye coordination Catch a moving ball with some consistency – nest to chest, underarm throw



	<ul style="list-style-type: none"> Understanding timing in dance – counting our actions to create a short dance sequence using 4 counts Copying and repeating simple actions Using different levels and heights Using different tempos and speeds Using balance and stillness to create freeze frames and show emotions in our dances Changing and varying direction Linking movements to form simple dance phrases and sequences – linking balance, jumping and travelling to create a sequence of movement Responding to different stimuli for dance Understanding the importance of being physically active Working cooperatively with others <p>Gymnastics</p> <ul style="list-style-type: none"> Starting to link different actions together to create basic sequences Coordinate body to complete different balances and actions – balances supporting weight, exploring points and pathces and linking balances together Travelling using different body parts – feet (running, galloping, side stepping, jumping and leaping) hands (frog, bunny, cat) and actions (pencil, egg, forward and teddy bear roll) Use of apparatus to adapt actions Jumping and leaping actions – pencil, star and tuck – ensuing landing safely Use basic compositional ideas such as direction, level and tempo. 	<ul style="list-style-type: none"> Poses learnt – tree, down dog, cobra, warrior 1, warrior 2 and boat. Developing understanding of self and emotional development linked to yoga – building confidence, focus and concentration, developing reflective tools. <p>Invasion Games</p> <ul style="list-style-type: none"> Develop basic throwing and striking/kicking technique – rolling a ball, underarm throw, kicking a ball, catching skills, striking/batting a static ball Apply throwing and striking/kicking skills into games Dribble using hands and feet Receive a pass using hands and feet Practice accurate throwing and kicking Develop a basic understanding of attacking and defending 	<ul style="list-style-type: none"> Demonstrate throwing and bowling skills with some accuracy Follow simple games fairly Describe simple skills and techniques Understand key principles of attacking and defending <p>Net/Wall</p> <ul style="list-style-type: none"> Use a range of basic fundamental movements such as running, jumping, throwing with some control and consistency – rolling a ball, underarm throw, catching skills Demonstrate accuracy with throwing and striking Combine throwing, striking and catching skills in games Receive with some consistency Begin to link actions together – running, throwing and catching Working collaboratively with others and displaying patience and resilience Understanding serving, returning and rallying Understanding key principles of attacking and defending
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u></p> <p>Dance</p>	<p><u>What did Nelson Mandela achieve?</u></p> <p>Yoga</p>	<p><u>What caused the Bentley Floods and what was the impact?</u></p> <p>Strike/Field</p>



	<ul style="list-style-type: none"> Suggesting ways to improve dance motifs Understanding timing in dance – counting our actions to create a short dance sequence using 8 counts Counting for 8 whilst performing an action, to know when to progress to the next action Copying and repeating simple actions – including turning and rotating Using different levels and heights – incorporating low, medium and high Using different tempos and speeds Changing and varying direction Linking movements to form simple dance phrases and sequences – linking balance, jumping and travelling to create a sequence of movement Responding to different stimuli for dance – considering how to show expression through body actions, facial expressions and freeze frames Understanding the importance of being physically active Working cooperatively with others <p>Gymnastics</p> <ul style="list-style-type: none"> Link simple balance and travelling actions to create short sequences – adapting these to incorporate using apparatus safely Developing understanding of basic gymnastics terminology Create a range of gymnastic shapes and start to link shapes together – exploring balances individually and with a partner. Understanding relationships and how we work together – counter balance, counter tension, matching, mirroring and contrast 	<ul style="list-style-type: none"> Continue to develop a range of accuracy in poses and holding poses with increasing control – tree, down dog, cobra, warrior 1, warrior 2 and boat Link actions together to create flows and active stories Understanding of use of breathing in yoga and display different breathing exercises Understanding how yoga can play a part in a healthy, active lifestyle <p>Invasion Games</p> <ul style="list-style-type: none"> Understand and describe different skills and techniques Demonstrate effective throwing and striking/kicking techniques with some accuracy Dribble in different directions using hand and feet – to be able to attack and defend Demonstrate agility, balance and coordination in actions consistently Willingness to practice and improve Understanding the principles of attacking and defending 	<ul style="list-style-type: none"> Follow simple rules to play games fairly Understand and describe different skills and techniques Demonstrate different throwing and catching/striking techniques with some accuracy Understanding scoring of runs after batting the balls Understanding the role of the fielder Understanding the role of attackers is scoring runs, batting into space and avoiding getting out Understanding the role of defenders is to limit points, limit space and get opponents out <p>Net/Wall</p> <ul style="list-style-type: none"> Link actions together for example running, throwing and catching – starting to apply the correct action into games/tasks Using the range of fundamental skills including throwing, running and jumping with control and consistency Receiving the ball with consistency Understanding how to serve a ball as a technique to start a game Understanding retuning a ball is a technique used to strike a moving ball back to opponent
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	<ul style="list-style-type: none"> • Jump and land safely using a range of jumps • Starting to show confidence and consistency when completing balances and actions 		
Y3	<p>How did the Stone Age lead the way to civilization?</p> <p>Dance</p> <ul style="list-style-type: none"> • Translate ideas from a stimulus into movements, showing fluency and control in movements • Repeat, remember and perform phrases in dance • Share and create dances with a partner • Link actions to make dance phrases with flow • Understanding the importance of warm up and why its important • Using dynamic, rhythmic and expressive qualities with increasing control • Understanding unison and performing actions at the same time • Exploring how culture links dance by exploring the Haka dance. <p>Gymnastics</p> <ul style="list-style-type: none"> • Demonstrate basic jumps with a safe landing – perform with fluency and control • Support weight on different body parts individually and with a partner • Refine a performance with control over a range of basic compositional ideas – including direction, levels, tempo mirroring and unison. • Continue to develop floor movements and partner balances • Understanding how tempo, direction and timing can impact a performance 	<p>Was Julius Caesar's invasion of Britain a success?</p> <p>Football</p> <ul style="list-style-type: none"> • Dribbling a ball in a range of directions • Displaying a range of passes and apply these into activities • Identify useful space and travel to it to support teammates • Understand how to keep and win back possession • Understand basic principles of attacking and show some decision making skills against opposition • Understand inside foot pass • Understand key rules of hand ball and foul <p>Yoga</p> <ul style="list-style-type: none"> • Understanding what good practice looks like and how to refine and practice poses • Understanding how yoga can help us calm mentally and physically • Creating a range of yoga poses with control and balance including partner poses – tree, forward fold, chair, warrior 1, warrior 2 and boat • Transition between different yoga poses with fluency and control • Working collaboratively with others – partner tree, partner chair, partner warrior 	<p>How is the water cycle sustainable?</p> <p>Cricket</p> <ul style="list-style-type: none"> • Striking a static ball, striking a moving ball, developing hand eye coordination • Understanding the importance of targeting space when batting • Serving a ball with control and consistency • Strike and return a moving ball with control and consistency • Underarm bowling • Understanding the role of the wicket and positioning of players • Understanding the long barrier as a fielding technique <p>Tag Rugby</p> <ul style="list-style-type: none"> • Display basic evasion skills and start to apply them into small sided games • Display a range of passes and start to apply into activities under pressure • Identify useful space and travel to it to support teammates • Start to display basic decision-making skills against opposition • Understanding basic rules of passing, tackling and scoring in the game • Understand principles of attacking and defending



Y4	<p>What were the social classes of the Shang Dynasty?</p> <p>Dance</p> <ul style="list-style-type: none"> • Apply different pathways, levels, shape and speed • Understanding unison, balance and freeze to create different expressions • Creating increasingly longer dances with a partner or small group • Showing a sense of rhythm and style when performing • Using gestures and actions to explore different emotions and feelings • Understanding transitions between movements <p>Outdoor Adventurous Activity</p> <ul style="list-style-type: none"> • Navigating basic trails using a map and a key • Working individually and with partners/ groups to complete physical challenges • Display agility, coordination, balance and fluency with movements • Orienteering a map and navigating courses safely • Creating an orienteering map, plotting points • Understanding how OAA links to essential life skills – problem solving, communication, teamwork, leadership • Understanding a key 	<p>What were the achievements and failures of Alfred the Great</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Combining actions in more physically challenging ways • Performing with greater fluency, linking sequences of movement • Performing more complex gymnastic actions • Demonstrating mirror, contrast and match to show difference in a sequence • Exploring relationship techniques such as canon and unison • Collaborate and adapt sequences using a partner <p>Tag Rugby</p> <ul style="list-style-type: none"> • Identify attacking and defending strategies and why these might help us in a game – defending space, attacking play, maintaining possession • Develop decision making skills against opposition with whether to pass or run • Pass and receive with control and accuracy • Start to target and attack space when in possession • Understanding the 6 o clock pass and when it would be used. 	<p>Why do volcanoes and Earthquakes happen?</p> <p>Rounders</p> <ul style="list-style-type: none"> • Striking a moving ball with consistency and accuracy • Throwing and catching with accuracy, control and consistency – catching a high and low ball • Develop an understanding of basic strategies e.g. aiming for space when batting, positioning when fielding • Understanding basic rules of the game – how to score a rounder and a half rounder, how to get people out and the key positions of bowler, batter, fielder and backstop • Understanding bowler's ball and batting line <p>Basketball</p> <ul style="list-style-type: none"> • Identify simple attacking and defending strategies – choosing when to pass, run or shoot • Dribble with increasing control and fluency • Pass with increased control and consistency • Start to target and attack space when in possession • Follow fair play and sportsmanship in competitive games – including verbal and non-verbal communication • Understanding the double dribble rule • Understanding delay and pivot and when they would be used in game play
Y5	<p>What influence did Bentley colliery have on the community?</p> <p>Dance</p> <ul style="list-style-type: none"> • Improvise imaginatively to a range of stimuli 	<p>Who were the real leaders of the space race?</p> <p>Swimming</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres 	<p>What is the impact of deforestation on the Amazon?</p> <p>Cricket</p> <ul style="list-style-type: none"> • bat a ball with greater consistency and direction/accuracy



	<ul style="list-style-type: none"> Perform specific motifs for different dance styles Compose, develop and adapt motifs Create and perform increasingly longer dances with control and fluency Adapting and refining the way they use their weight, space and rhythm Understanding the relationships of dance – unison and canon timing Different travelling actions – crawling, jumping, chasse, galloping, sidestep <p>Gymnastics</p> <ul style="list-style-type: none"> Show a wider range of actions, shapes and balances – forward roll, barrel roll, cartwheel, round off Explore symmetrical and asymmetrical balances Explore inversion balances Transfer smoothly between movements (link and flow) Create more complex performances with a partner or group Show good body tension in actions Lead a small group in warm ups and cool downs Explore different relationships in groupings including mirror, match, canon and unison 	<ul style="list-style-type: none"> use a range of strokes effectively [front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations <p>Football</p> <ul style="list-style-type: none"> master passes in isolation and select and apply the correct pass in game situations Identify, explain and sometimes apply attacking and defending strategies to retain and win back possession Exploring different defensive tactics such as marking Understand attacking and defending space Contribute towards self-officiated games Understanding rules for throw ins and kick ins Understanding and applying delay and direction 	<ul style="list-style-type: none"> Mastering sending and receiving skills in isolation and applying these with greater consistency into games Basic understanding of positioning and formations in games and why we may change them Development of decision-making skills such as batting and fielding strategies (long barrier) Understanding of the flick shot and the drive shot Understanding how we can counter tactics with our batting placement and direction <p>Tag Rugby</p> <ul style="list-style-type: none"> Develop dribbling to link with other skills e.g. evasion and passing Select the correct pass to fit the game situation Identify, explain and apply attacking and defending strategies to retain and win back possession Develop understanding of attacking and defending space Contribute to self-officiated games, following rules fairly Explore different defensive tactics (marking) Understanding the position of the hooker, onside/offside, turnover and defensive line
Y6	<p>Were all children in Europe impacted the same in WW2?</p> <p>Dance</p> <ul style="list-style-type: none"> Show creativity and imagination in movements Show greater skill and competence in dance Compose motifs and structure simple dances 	<p>Was Henry VIII a good leader?</p> <p>Gymnastics</p> <ul style="list-style-type: none"> Create longer, more complex partner and group sequences with an accompaniment Develop clear, fluent and accurate movements – forward roll, barrel roll, cartwheel, round off 	<p>What are the threats to the Great Barrier Reef?</p> <p>Rounders</p> <ul style="list-style-type: none"> Have a good understanding of positioning and formations in games and why we may change them Display decision making skills in shot and throw selection and direction Understand batting and fielding strategies



	<ul style="list-style-type: none"> Develop and apply use of formation within dances – understanding the positioning and relationship to other group members and how this may change throughout the routine for effects Perform to accompaniment and work effectively on their own, in pairs and in groups <p>Outdoor Adventurous Activity</p> <ul style="list-style-type: none"> Navigate using more complex coordinates maps Create longer, more complex trails and challenges for others to follow Show an understanding of coordinates and compass points Work with others to complete more complex physical tasks Develop leadership skills through talking and listening to others – communicating with clarity and precision Understanding the key and how this can help us orientate our map Understand focal points on maps 	<ul style="list-style-type: none"> Perform a practised group sequence and use apparatus to further develop and enhance performances Show awareness of factors that may influence the quality of a performance when evaluating – body tension, timing Explore group dynamics and use formation to enhance routines <p>Tag Rugby</p> <ul style="list-style-type: none"> Choose the best pass to use in a game situation and link a range of skills together with fluency – passing and receiving the ball on the move Developing decision making against opponents – choosing when to pass or when to run Applying defending and attacking strategies – attacking play and defending space to win back possession Develop dodging and evasion skills and explain the importance of movement off the ball Understand the 6 tackles rule and draw and pass in attacking 	<ul style="list-style-type: none"> Batting with accuracy into intended space with greater consistency and under pressure Communicate effectively with team and officiate own games showing good sportsmanship Understand the obstruction rule of fielding Understand the different tactics and strategy between a base fielder and a deep fielder <p>Basketball</p> <ul style="list-style-type: none"> Identify simple attacking and defending strategies and how they may help us in a game – making decisions against opposition such as when to run and when to pass Choosing the best pass in a game situation and linking a range of skills together with fluency – passing and receiving the ball on the move Confidence and consistency in dribbling and negotiating space and change of direction Contribute towards player marking Develop dodging and evasion skills Consider positioning and transition between attack to defence
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Computing

Computing	Autumn Identity, diversity and social justice	Spring Inspirational leadership	Summer Environment and sustainability
EYFS	Using Ipads- photograph items of interest within the woodland environment Children recording signs of seasons through picture. Children record ideas using voice recorders	Understanding health and wellbeing – amounts of screen time Understanding how technology has changed over time (when our parents went to school topic)	Using Ipads- photograph and document the life cycle changes and the plant growing. Children record songs to play back.
Y1	<u>Why were Mary Seacole and Florence Nightingale treated differently?</u> Computing systems and networks: technology around us <ul style="list-style-type: none"> Identify technology and how it helps us in the classroom Identify a computer and its main parts – able to switch on and log on Use a mouse in different ways – clicking and dragging and opening programs Use a keyboard to type on a computer – type your name on a computer Save work to a file and open work from a file Use the keyboard to edit text – delete letters and arrow keys to move the cursor Understand rules for using technology responsibly to keep us safe and healthy Creating media: digital painting (paint) <ul style="list-style-type: none"> Understand freehand tools and draw lines on a screen 	<u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u> Programming: moving a robot (Beebots) <ul style="list-style-type: none"> Explain what a given command will do – match a command to an outcome and predict the outcome on a command device Run a command on a device Follow an instruction and understand that an algorithm is an instruction Combine forwards and backwards commands to make a sequence Combine 4 direction commands to make sequences Experiment and tinker with turn and move commands to move a beebot – predicting the outcome Plan a simple program by choosing the order of commands in a sequence Debug your program Find more than one solution to a problem – plan two algorithms that will get to the same place. 	<u>Why are the polar bears in Danger?</u> Creating media: digital writing (Microsoft Word) <ul style="list-style-type: none"> Use a computer to write – find and identify the keys, open word processor, recognise keys on a keyboard Add and remove text on a computer – enter text, use backspace to remove text, use letter, number and space keys Understand how to change the look of a text – identify the toolbar and use bold, italic and underline. Type capital letters Make choices when changing text – change the font, select the text by clicking and dragging, select a word by double clicking Use undo to remove changes Explain the tools learnt and how they change the text Programming: Introduction to animation (Scratch JNR) <ul style="list-style-type: none"> Choose a command for a given purpose – find and use commands to move a sprite



	<ul style="list-style-type: none"> Use paint tools and explain which tools used Use shape tools and line tools – make marks with the square and line tools Choose appropriate shapes and colours by making choices when creating a digital picture Know that different paint tools do different jobs Change colour and brush sizes Make dots of colour on a page Using a computer to paint own picture 		<ul style="list-style-type: none"> Understand that a series of commands can be joined together – use a start block in a program and use more than one block by joining them together Identify the effect of changing a value – change the value, find blocks that have numbers Understand that each sprite has its own instructions – add blocks to each sprite, delete a sprite Design parts of a project – choose appropriate artwork and create an algorithm for each sprite Add programming blocks based on algorithms and test the programs created
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u></p> <p>Computing systems and networks: IT around us</p> <ul style="list-style-type: none"> Recognise uses and features of IT and examples of computers Understanding that computers are a part of IT and can be used in more than one way. Understand the uses and purposes within school Identify IT beyond school – traffic lights, barcodes, tills and ATMS Explain how IT helps us – how devices work together, common types of technology and why we use it Explain how to use IT safely – recognise choices made and rules 	<p><u>What did Nelson Mandela achieve?</u></p> <p>Creating media: digital photography</p> <ul style="list-style-type: none"> Use a digital device to take a photograph Make choices when taking a photograph using a digital device – portrait and landscape Describe what makes a good photograph – improve a photo by retaking it Decide how photographs can be improved – experiment with light sources, understand why it may be unclear Use tools to change an image to create a desired effect Apply a range of photography skills to capture a photo, identify which photos are real and which have been changed <p>Programming: robot algorithms (Beebots)</p> <ul style="list-style-type: none"> Describe a series of instructions as a sequence – give clear and unambiguous instruction and choose a series of words that can be enacted as a sequence Explain what happens when we change the order of instructions – show the different in 	<p><u>What caused the Bentley Floods and what was the impact?</u></p> <p>Data and information: Pictograms</p> <ul style="list-style-type: none"> Recognise that we can count and compare totals in a tally chart, record and represent data in a tally chart Recognise that objects can be represented as pictures – enter data onto a computer, use a computer to view data in a different format Create a pictogram by arranging objects by an attribute Understand attributes and how people can be described by attributes Explain how to present information using a computer – why information should not be shared, use a computer program to present information in different ways



		<p>outcomes between two sequences that consist of the same commands. Using an algorithm to program a sequence on a floor robot.</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the outcome of a program (series of commands) • Explain that programming projects can have code and artwork – identify different routes around a map • Design an algorithm to meet a goal and use it to create a program. • Create and debug a program that they have written – plan algorithms for different parts of a task, put it together, test and debug. 	
Y3	<p>How did the Stone Age lead the way to civilization? Computing systems and networks: connecting computers</p> <ul style="list-style-type: none"> • Understand how digital devices function – know that they accept inputs and outputs • Identify and classify input and output devices, describe a simple process • Recognise how digital devices can change the way we work • Explain how a computer network can be used to share information – network switches and how messages are passed through multiple connections • Explore how digital devices can be connected and information passed between. Know the role of switch, server and wireless access point in a network • Recognise the physical components of a network <p>Creating media: animation</p> <ul style="list-style-type: none"> • Understand that an animation is a sequence of drawings or photographs – 	<p>Was Julius Caesar's invasion of Britain a success? Programming: sequence in music (Scratch)</p> <ul style="list-style-type: none"> • Explore a new programming environment – identify that objects in scratch have attributes and objects (sprite and backdrop) recognise that commands are represented as blocks • Identify that commands have an outcome • Create a sequence of connected commands, explain that the objects in my project will respond exactly to the code and start the program in different ways • Recognise that a sequence of commands has an order • Change appearances of projects • Implement an algorithm as a code 	<p>How is the water cycle sustainable? Programming: events and actions (Scratch)</p> <ul style="list-style-type: none"> • Explain how a sprite moves in an existing project – the relationship between an event and an action • Create a program to move a sprite in four directions (size and program movement) • Adapt a program to a new context – choosing blocks and use a programming extension • Develop a program by adding features • Identify and fix bugs in a program – match a code to an outcome, modify a program using a design and test it against a given design • Design and create a maze-based challenge



	<p>create an effective flip book-style animation and explain how it works</p> <ul style="list-style-type: none"> • Relate animated movement with a sequence of images • Create an effective stop-frame animation and predict what it will look like • Plan an animation and use onion skinning to make small changes between frames • Review and improve an animation and evaluate the impact of adding other media to an animation 		
Y4	<p><u>What were the social classes of the Shang Dynasty?</u></p> <p>Computing systems and networks: the internet</p> <ul style="list-style-type: none"> • Understand how networks physically connect to each other and how information is shared across the internet. Understand why a network needs protecting • Networked devices make up the internet – world wide web contains website and web pages • Websites can be shared via the World Wide Web (www) • How content can be added and accessed on the world wide web and is created by people • Evaluate the consequences of unreliable content including sharing online and why some information found online might not be honest, accurate or legal <p>Creating media: audio editing (Audacity)</p> <ul style="list-style-type: none"> • identify digital devices that can record sound and the inputs and outputs required to play audio sound • use a digital device to record sound and play sound back • understand that a digital recording is stored as a file – save a digital recording as a file • plan and write the content for a podcast 	<p><u>What were the achievements and failures of Alfred the Great</u></p> <p>Programming: repetition (FMS logo)</p> <ul style="list-style-type: none"> • Identify that accuracy in programming is important – code snippet for a given purpose • Tinker with the effect of changing a value of a command • Create a program in text-based language – test algorithms and use a template • Understand repetition and patterns in a sequence – use a count-controlled loop to produce a given outcome • Modify a count-controlled loop to produce a given outcome – choosing which values to change and the effect of changing the number of times a task is repeated • Predict the outcome of a program containing a count-controlled loop • Decompose tasks into small steps and create a program that uses count-controlled loops 	<p><u>Why do volcanoes and Earthquakes happen?</u> Data and information: data logging</p> <ul style="list-style-type: none"> • Use a digital device to collect data automatically – identify that data from sensors can be recorded and that data loggers collect 'data points' from sensors over time. • Understanding locations and intervals to collect data • Import a data set that has been collected and use a computer program to sort data and view data in different ways • Proposing own question that can be planning and collected using a data logger, drawing conclusions from the data collected • Understanding the benefits of using a data logger <p>Creating media: photo editing (PAINT.net)</p> <ul style="list-style-type: none"> • Understand that digital images can be changed in real life and identify those changes • Change the composition of an image by selecting parts of it and consider why someone might not want to change the composition of an image



	<ul style="list-style-type: none"> change audio through editing – edit sections and open a digital recording from a file combine audio files to play together and use editing tools to arrange sections of audio evaluate editing choices made 		<ul style="list-style-type: none"> Understand how images will be changed for different uses and how changes fit different scenarios Make good choices when selecting tools to retouch an image Understand positive and negative effects that retouching will have on an image Recognise that not all images are real and identify fake images
Y5	<p>What influence did Bentley colliery have on the community?</p> <p>Computing systems and networks: sharing information</p> <ul style="list-style-type: none"> Understand that computers can be connected together to form systems and are built using a number of parts Recognise the role of computer systems in our lives and the tasks that are managed by computer systems Recognise how information is transferred over the internet – data is transferred in packets and the unique addresses of networked digital devices Understand that connected digital devices can access shared files stored online Contribute to a shared project online and evaluate ways of working together online <p>Creating media: video editing</p> <ul style="list-style-type: none"> Understand what makes a video effective – comparing features of visual media format Identify digital devices that can record audio, experimenting with different camera angles and making use of a microphone Capture video using a range of techniques – reviewing how effective it was and suggesting filming techniques for a given purpose. Planning a video by outlining scenes 	<p>Who were the real leaders of the space race?</p> <p>Programming: selection in physical computing</p> <ul style="list-style-type: none"> Control a simple circuit connected to a computer using a microcontroller Explain what an infinite loop does Program a microcontroller to make an LED switch on Write a program with includes count-controlled loops used the control outputs Understand that a loop can stop when a condition is met – design a conditional loop and program a microcontroller to respond to an input Understand that a loop can be used to repeatedly check whether a condition has been met Design a physical project that includes selection – test and debug the project 	<p>What is the impact of deforestation on the Amazon?</p> <p>Creating media: web page creation</p> <ul style="list-style-type: none"> Review existing websites and consider their structure – know that websites are written in HTML Plan the features of a webpage suggesting media to include on the page Consider the ownership and use of images and media. Understand the meaning of 'fair-use' and copyright Recognise the need to preview pages – evaluating what their web page looks like on different devices and suggesting and making edits Understanding the needs for a navigation path and make multiple web pages and link them using hyperlinks



	<ul style="list-style-type: none"> Considering how a video can be improved through reshooting and editing – store, retrieve and export recordings to a computer Evaluate videos and share opinions of the final outcome 		
Y6	<p>Were all children in Europe impacted the same in WW2?</p> <p>Computing systems and networks: communication</p> <ul style="list-style-type: none"> Identify how to use a search engine – refining searches and completing efficient web searches Describe how search engines select results – recognise the role of web crawlers in creating an index Explain how search results are ranked and ordered – suggest some of the criteria that a search engine checks to decide on the order of results Recognise why the order of results is important and the limitations of search engines Recognise how we communicate using technology – choosing methods to suit particular purposes and evaluate different methods 	<p>Was Henry VIII a good leader?</p> <p>Programming: variables in games</p> <ul style="list-style-type: none"> Define a variable as something that is changeable – identify that variable can hold numbers or letters Explain why variables are used in programs – they have a name and a value Identify a program variable as a placeholder in memory for a single value – recognise that this value can be changed Choose how to improve a game by using variables Design a project that builds on a given example – art work and algorithms Test the code written and evaluate their game 	<p>What are the threats to the Great Barrier Reef?</p> <p>Data and information: spreadsheets</p> <ul style="list-style-type: none"> Understand the relevance of data headings Explain that objects can be described using data – apply an appropriate number format to a cell, build a data set in a spreadsheet application Explain that formulas can be used to produce calculated data – construct a simple formula and explain a cell's data type Apply formulas to data, including duplicating to multiple cells Create a spreadsheet to plan an event and choose suitable ways to present the data



French

French	Autumn Identity, diversity and social justice	Spring Inspirational leadership	Summer Environment and sustainability
EYFS	Children learn where France is and some foods associated with France (national day of language celebrations)		
Y1	<u>Why was Mary Seacole and Florence Nightingale treated differently?</u> Children learn where France is and learn about famous landmarks (national day of language celebrations)	<u>Who saved the day? King Charles and the Mayor of London</u>	<u>Why are polar bears in danger?</u> Children learn French greetings for the register- Bonjour, Salut
Y2	Children learn French greetings for the register- Bonjour, Salut Children progress to Ca Va? Behaviour expectations count in French	Children learn French greetings for the register- Bonjour, Salut Behaviour expectations count in French	Children learn French greetings for the register- Bonjour, Salut Behaviour expectations count in French
Y3	<u>How did the Stone Age lead the way to civilization?</u> <u>Puppets</u> <ul style="list-style-type: none"> • Introductions and greetings • Appreciate songs in the language Sing Along: French Greetings - KS2 French - BBC Bitesize - BBC Bitesize • Asking how someone is feeling and responding by expressing how you feel • Finger puppets and performing a traditional French rhyme - Deux petits chatons visitant Paris... • Count and recognise numbers to 12 (from playground games unit) 	<u>Was Julius Caesar's invasion of Britain a success?</u> <u>Playground Games</u> <ul style="list-style-type: none"> • Count and recognise numbers to 12 – recap from autumn • Ask how old someone is • State your age • Compare sentence structures in French and English • Playing traditional French playground games - La Marelle BBC Two - Adventures Abroad, Playground counting game from France <u>In the classroom</u> <ul style="list-style-type: none"> • Learning commands • Following simple instructions 	<u>How is the water cycle sustainable?</u> <u>Adjectives of colour, size and shape</u> <ul style="list-style-type: none"> • Names of colours • Recognise and use adjectives of size and colour • To understand and recognise what a cognate and near cognate is <u>Circle of Life</u> <ul style="list-style-type: none"> • Using a dictionary to find animal nouns • To determine the gender of a noun • Deepen their understanding of sentence structures by adapting phrases to create their own



	<p>After this point, children could respond to the register in French by using a greeting or stating how they are.</p>	<p>After this point, most classroom instructions in French lessons should be given in French</p>	
Y4	<p><u>What were the social classes of the Shang Dynasty? Portraits</u></p> <ul style="list-style-type: none"> How adjectives change – adjectival agreement and sentence structure using adjectives Building descriptive vocabulary – using a bilingual dictionary Describing people's looks and personality Writing a descriptive paragraph 	<p><u>What were the achievements and failures of Alfred the Great</u></p> <p><u>French numbers, calendars and birthdays</u></p> <ul style="list-style-type: none"> Understanding and using numbers 1 – 31 Days of the week and months of the year Saying when your birthday is Reading a party invite Traditional French song – happy birthday in French <p>After this point, children should be able to articulate the date on a daily basis</p>	<p><u>Why do volcanoes and Earthquakes happen? Weather</u></p> <ul style="list-style-type: none"> Know and recognise weather phrases their meanings Pronounce the French weather phrases correctly Prepare and present a weather report <p>After this point, children should be able to articulate the weather on a daily basis</p>



Y5	<p>What influence did Bentley colliery have on the community?</p> <p><u>Monster Pets</u></p> <ul style="list-style-type: none"> • Investigate text to identify key facts about animals • Learn the names of human body parts, including number, colour and size • Practise using the correct article, to help create a unique animal • Use adjectives correctly to describe animals • Use a bilingual dictionary to find adjectives of their own • Write a descriptive paragraph about the monster pet they created <p>Appreciate stories and authentic texts – Va-t'en, Grand Monstre Vert!</p>	<p>Who were the real leaders of the space race?<u>Shopping</u></p> <ul style="list-style-type: none"> • Learn how prices are written and said • Say large numbers in French - starting with multiples of 10 (water cycle unit of Kapow) • Name different food in French • Explore, understand and retell the traditional story of Monseieur Mangetout 	<p>What is the impact of deforestation on the Amazon?</p> <p><u>Miam, miam!</u></p> <ul style="list-style-type: none"> • Learn new vocabulary for food in a café • Reading a traditional french text - menu • Express an opinion (like/dislike) • To say amounts of money in French • To read amounts and use the correct notes and coins to pay • To learn the shop names and the items they would sell inside • To work out the meaning of unfamiliar words. • Creating their own menu and roleplaying a conversation
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Y6	<p>Were all children in Europe impacted the same in WW2?</p> <p><u>Meet my French family</u></p> <ul style="list-style-type: none"> • Recognise and use phrases to say if I have a brother or sister • Recall the names of different family members • Possessive pronouns • Build descriptive sentences into a short paragraph – using some bilingual dictionary work • Saying what I, and others in my family, like or don't like • Prepare a short presentation about my family. <p>Postcard to a link school in France describing self and family – link established</p>	<p>Was Henry VIII a good leader?</p> <p><u>Visiting a town in France</u></p> <ul style="list-style-type: none"> • Pupils describe their route to school • Learning directional vocabulary and prepositional phrases • Use transport vocabulary to talk about a trip to France and use negatives accurately • Agree/disagree and justify their opinions about different places to visit • Analyse a text and identify key grammatical features. 	<p>What are the threats to the Great Barrier Reef?</p> <p><u>Verbs in a week</u></p> <ul style="list-style-type: none"> • Recognise that verbs take different forms and to find infinitive verbs in a dictionary • Recognise some regular verbs in the present tense • Choose and use appropriate verb endings • Conjugating high frequency verbs 'to have' and 'to be' <p>Traditional french story <i>La semaine de Boucles d'Or</i> to apply high frequency verbs</p>
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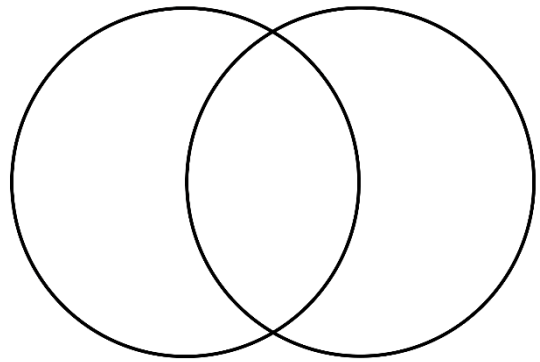
RE

RE Nativity and Easter focused in assembly provision	<p>Autumn Identity, diversity and social justice Believing- Why do people believe? Key knowledge and beliefs.</p>	<p>Spring Inspirational leadership Expressing- artefacts, places and festivals Understanding the importance.</p>	<p>Summer Environment and sustainability Belonging- how does this look in our community? What is it like to live in society amongst this community? Rituals and festivals</p>
EYFS	<p>Expressing feelings and considering the feelings of others. Harvest festival and its meaning. Recognising that people have different beliefs and celebrate special times in different ways (links to</p>	<p>Continue to develop positive attitudes about the differences between people.</p> <p>All about us and others – which places are special and why in Bentley. Children look at their own house, the park and visit the local church to know</p>	<p>Where do we belong? Ideas of belonging to a community.</p>

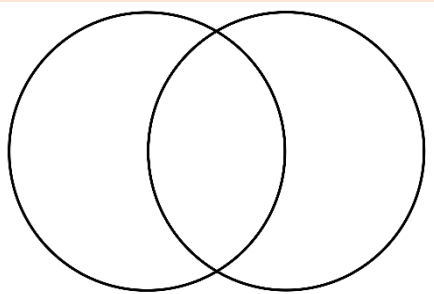


	<p>future learning around Christians and the community) Talking about members of their immediate family and recognising that people have different beliefs and celebrate special times in different ways.</p>	<p>what a church is. Includes a visit to church to learn about its basic features.</p>	
Y1	<p><u>Why were Mary Seacole and Florence Nightingale treated differently?</u> Doncaster syllabus – Who is a Christian and what do they believe? Religion: Christianity</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means • The Lost Son- forgiveness • The miracle of the loaves and the fishes- compassion • The Christmas Story • Talk about issues of good and bad, right and wrong arising from the stories • Ask some questions about believing in God and offer some ideas of their own 	<p><u>The Great Fire of London – who saved the day? King Charles and the Mayor of London</u> Doncaster syllabus - What makes a Christian Church sacred? Religion: Christianity Visit local church- St Peters</p> <p>Identify special objects and symbols found in a church where people worship and be able to say something about what they mean and how they are used.</p> <p>Identify special objects and symbols found in a church where people worship and be able to say something</p> <ul style="list-style-type: none"> • Alter • Cross • Crucifix • Font • Lecturn • Candles <p>Talk about ways in which stories, objects, symbols and actions used in churches, show what people believe- holy communion, marking the sign of the cross</p> <ul style="list-style-type: none"> • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel • Ask good questions about what happens in a church 	<p><u>Why are the polar bears in Danger?</u> Doncaster syllabus - What does it mean to belong to a Christian community? Religions: Christianity Visit another Doncaster Church. Find a member of the local Christian community to explain what it is like.</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and suggesting what these might mean and why they matter to believers</p> <ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. <p>Role-play a Christian baptism</p> <ul style="list-style-type: none"> • Respond to examples of co-operation between different people
Y2	<p><u>What impact did Christopher Columbus have on Native American people?</u> Who is Jewish and what do they believe?</p>	<p><u>What did Nelson Mandela achieve?</u> What makes a synagogue sacred? Religion: Judaism</p>	<p><u>What caused the Bentley Floods and what was the impact?</u></p>



	<p>Religion: Judaism</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God</p> <ul style="list-style-type: none"> •Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat •Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means •Ask some questions about believing in God and offer some ideas of their own 	<p>Visit local synagogue</p> <p>Learn about artefacts in a synagogue- ARK, Ner TAMID, TORAH SCROLL, HANNUKIAH, BIMAH</p> <ul style="list-style-type: none"> •Children will know how actions show beliefs by learning about wearing a tallit and tefillin. They will know about covering heads. •Ask questions and suggest answers about stories to do with Jewish festivals- PESACH •Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Such as a Jewish welcoming and naming ceremony 	<p>What does it mean to belong to a Jewish community?</p> <p>Religion: Judaism</p> <p>Arrange a visit from a practising Jew</p> <ul style="list-style-type: none"> •Symbols of belonging such as skull cap, star of David. <p>Compare with non-religious items of belonging. What do you have to show belonging in their community? (School uniform)</p> <ul style="list-style-type: none"> •Role-play Jewish welcoming and naming ceremony and a Jewish wedding <p>Children compare and contrast naming ceremony and christening? Comparing Christianity and Judaism.</p> 
Y3	<p>How did the Stone Age lead the way to civilization?</p> <p>Who is a Muslim and what do they believe?</p> <p>Religion: Islam</p> <p>Children learn about Allah and the Qur-an. Children also learn stories</p> <p><i>The story of the night of power</i></p> <p><i>Mohammad's Night Journey and ascension</i></p> <ul style="list-style-type: none"> •Ask questions and suggest some of their own responses to ideas about God 	<p>Was Julius Caesar's invasion of Britain a success?</p> <p>Doncaster syllabus- What makes a Mosque sacred?</p> <p>Religion: Christianity and Islam</p> <p>Visit to local Mosque</p> <p>Pupils will learn about the features of a mosque-</p> <ul style="list-style-type: none"> • Decoration • Dome to symbolise heaven • Tower where they are called to pray 	<p>How is the water cycle sustainable?</p> <p>What does it mean to be a Muslim in our community?</p> <p>Religion: Christianity</p> <p>Talk to a Muslim in the local community</p> <ul style="list-style-type: none"> • Symbols of belonging such as star and crescent, 5 pillars of Islam. • Clothing and the importance of this related to women- HIJAB, NIQAB and BURKHA • Ramadam and the festival of EID

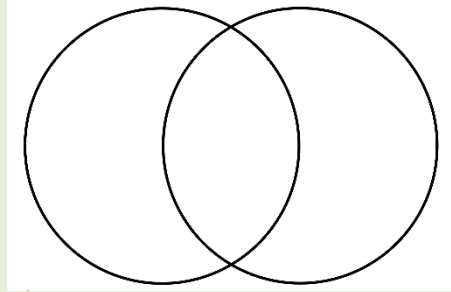


	<ul style="list-style-type: none">•Suggest why having a faith or belief in something can be hard•Identify how and say why it makes a difference in people’s lives to believe in God	<ul style="list-style-type: none">• Gender based prayer halls• Area to wash• Wall to show the direction of Mecca and space to pray. <p>Children will learn how and why Muslims pray and what process they follow</p> <ul style="list-style-type: none">• Direction• Bow, kneeling and prayer mat• Cleanliness• Pure• 5 daily prayers	<ul style="list-style-type: none">• HADITH and SUNNAH- give Muslims advice about how to live as a Muslim today.• Compare society as a Christian and living as a muslim <div></div>																		
Y4	<p><u>What were the social classes of the Shang Dynasty?</u></p> <p>Who is Hindu and what do they believe?</p> <p>Religion: Hindu</p> <p>Hindus believe in one God, Brahman, but the millions of qualities that Brahman has are represented by millions of different gods and goddesses.</p> <p>They believe in Samsara which is the continuous cycle of life, death and reincarnation.</p> <p>They believe in KARMA and the law of common effect.</p>	<p><u>What were the achievements and failures of Alfred the Great</u></p> <p>What makes a Hindu temple sacred?</p> <p>Strand: expressing Religion: Hindu Visit to Hindu Temple</p> <p>Mandir and Prayer principles</p> <p>When they enter a mandir, a Hindu worshipper typically removes their shoes as a sign of respect and cleanliness in the house of the deities.</p> <p>The worshipper then enters the shrine room and rings a bell at the shrine of one of the gods or goddesses. This is a symbol of awakening the deity but it also acts to focus the worshipper’s mind. They may then walk around the shrine while singing, chanting or praying. They may also present an offering, such as fruit, milk or money.</p> <p>The purpose of worship in the mandir is to ‘have darshan’ of (or see) the gods and goddesses. The daily services of the mandir usually include morning and evening arati ceremonies led by a Brahmin priest.</p>	<p><u>Why do volcanoes and Earthquakes happen? What does it mean to be a Hindu in our community?</u></p> <p>Strand: living Religion: Hindu Talk to a Hindu in the local community</p> <p>Children learn about a Hindu wedding</p> <p>The annual Hindu festival of Raksha Bandan, which celebrates the love between brothers and sisters.</p> <p>Home Shrines-</p> <table><tr><th>Objects</th><th>Use in worship</th><th>Sensations</th></tr><tr><td>Bell</td><td>To awaken the god or goddess and symbolise the beginning of the worship.</td><td>Hearing</td></tr><tr><td>Food</td><td>To make a gift, fruit or other food is placed in the shrine as an offering to the deity.</td><td>Tasting</td></tr><tr><td>Murti</td><td>Viewing an image of the god or goddess being worshipped.</td><td>Seeing</td></tr><tr><td>Incense and flowers</td><td>Burning incense sticks fill the room with scent, symbolising the presence of the deity. Flowers are often placed in the shrine to honour the deity.</td><td>Smelling</td></tr><tr><td>Kum-kum powder</td><td>Making a coloured mark on the worshipper’s forehead shows honour to the deity and reminds the worshipper of their devotion throughout the day.</td><td>Touching</td></tr></table>	Objects	Use in worship	Sensations	Bell	To awaken the god or goddess and symbolise the beginning of the worship.	Hearing	Food	To make a gift, fruit or other food is placed in the shrine as an offering to the deity.	Tasting	Murti	Viewing an image of the god or goddess being worshipped.	Seeing	Incense and flowers	Burning incense sticks fill the room with scent, symbolising the presence of the deity. Flowers are often placed in the shrine to honour the deity.	Smelling	Kum-kum powder	Making a coloured mark on the worshipper’s forehead shows honour to the deity and reminds the worshipper of their devotion throughout the day.	Touching
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		The priest also feeds the gods by placing blessed food, called prashad at their feet.	
Y5	<p>What influence did Bentley colliery have on the community? What are humanists and what do they believe?</p> <p>Religion: Christianity and Humanism</p> <p>.Children learn what an atheist is. .Children learn about the key features of being a humanist</p> <ul style="list-style-type: none"> •Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging •Express thoughtful ideas about the impact of believing or not believing in God on someone's life •Present different views on why people believe in God or not, including their own ideas 	<p>Who were the real leaders of the space race? What does the Easter story teach Christians about sacrifice and forgiveness? How do Christians celebrate this around the world?</p> <p>Religion: Christianity Experience a Christian Easter Service</p> <p>Children learn about the story of Easter- the events of Holy week. Focus on unpicking the concept of sacrifice and resurrection (links to Hindu Samsara) Exploration about Christian customs and practices in different parts of the world. https://wittersham.kent.sch.uk/wp-content/uploads/2020/03/Easter-ideas-from-RE-today.pdf</p>	<p>What is the impact of deforestation on the Amazon? What can we learn about temptation and forgiveness? How does this impact on how people act in society?</p> <p>Religion: Muslim, non-faith and Christianity Discussion with a member of society PCSO</p> <ul style="list-style-type: none"> • Children learn the concept of temptation and forgiveness and this is re-occurring in religious teaching • Genesis- The fall • Matthew- Jesus resists temptation • In Muslim faith the Shayan whispers to people asking them to choose what is wrong. <p>Are religious and non-religious people tempted by the same things? How do we make the right decision?</p>
Y6	<p>Were all children in Europe impacted the same in WW2? How do religions support their believers when times get difficult? How are they similar in their support?</p> <p>Strand: believing Religion: Christianity, Hinduism and Humanism</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples</p> <ul style="list-style-type: none"> •Outline Christian, Hindu and non-religious beliefs about life after death •Explain some similarities and differences between beliefs about life after death •Explain some reasons why Christians and Humanists have different ideas about an afterlife 	<p>Was Henry VIII a good leader? Is it better it express yourself in arts and architecture or in charity and generosity?</p> <p>Strand: expressing Religion: Christianity, Islam and Humanism Compare Christian and Muslim places of worship (Church and Mosque) Compare Christian and Muslim ideas about art Know the features of art and architecture for Christian, Muslim and humanists. Islamic art- focused on geometric designs, calligraphy, floral motifs. No depictions of the human form or animals. Christian Art-Paintings of people and events. Children compare- St Peter's Basilica and Taj Mahal</p>	<p>What are the threats to the Great Barrier Reef? How is the concept of 'living a good life' permanent in religious communities?</p> <p>Christianity- 10 commandments Humanism- Golden Rule Judaism- The Talmud Islam- 5 pillars Hindus- belief in Karma and treating everybody well. PURUSHARTHAS</p>



		<p>Children learn how the religions support charity- British Red Cross. Zakah, 3rd of the five pillars. Debate- which has greater impact art of Charity? Consider a world without either.</p>	
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