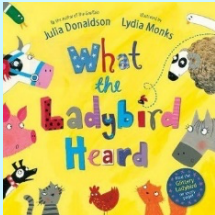
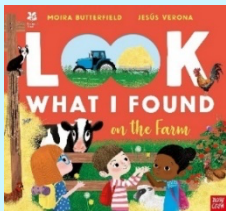
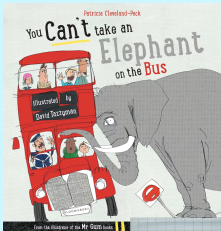

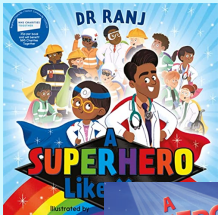



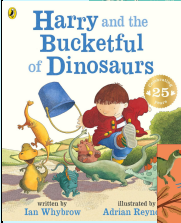
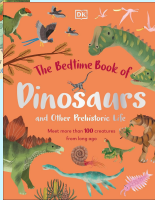

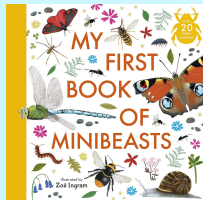
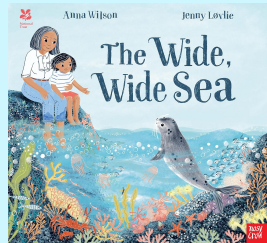





Curriculum Knowledge Plan for Years 1

	Autumn		Spring		Summer	
Themes	Identity and Diversity	Peace and Conflict	Social Justice	Our Heritage	Saving our Environment	Our World and Beyond
Cycle 1	Our Farming Community  	Terrific Transport  	Super Heroes   	Fossils & Dinosaurs   	Amazing Minibeasts  	The Wide, Wide Sea  
Enrichment	Ploughing Match Trip & National Forest Adventure Farm Trip	Pilot Visit Theatre Trip	Community Worker Visits Grandparents in to talk about their toys	Dinosaur Visit / Fossils	Beekeeper visit Visit to Statfold Country Park for Wildlife Explorers workshop	Visit to the seaside
Key Question			Do all superheroes wear capes?	Did we have dinosaurs in Great Britain?		

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English	Fiction: Entertain: Descriptions & Rhyming words	Non-Fiction: Recount: A recount of our trip to the Brailsford Ploughing Match.	Fiction: Entertain: Innovate story with alternate characters and places	Non-Fiction: Recount: Postcard	Fiction: Entertain: Describing characters	Non-Fiction: Inform: Heroes in our community Recount: Our trip to Sudbury toy museum	Fiction: Entertain: Narrative setting description	Non-Fiction: Instruct: Dinosaur Fact-file	Fiction: Entertain: Descriptive Poetry - bee	Non-Fiction: Inform: Instructions – create a bee friendly garden	Fiction: Entertain: Setting description - Seaside	Non-Fiction: Persuade: Visit the seaside leaflet
Maths	Y1 – Place Value (to 10); Addition & Subtraction (to 10)		Y1 – Addition & Subtraction (to 10); Shape		Y1 – Place Value (to 20); Addition & Subtraction (to 20)		Y1 – Place Value (to 50); Length & Height; Mass & Volume		Y1 – Multiplication & Division; Fractions; Position & Direction		Y1 - Place Value (to 100); Money; Time	
Science	Key Question: How do trees grow? <u>Plants (Y1)</u> Identify and name a variety of common deciduous and evergreen trees. Identify and describe the basic structure of a variety of trees Key Question: What are the changes that take place in Autumn? <u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies (Autumn to Winter)		Key Question: Which material would be best to build a boat with? <u>Exploring Everyday materials (Y1)</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Key Question: What are the changes that take place in Winter? <u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies (Winter) Key Question: How can my body do amazing things? <u>Animals inc humans - All about me (Y1)</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Key Question: What are the changes that take place in Spring? <u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies (Spring)		Key Question: How do flowers and plants grow? <u>Plants (Y1)</u> Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants.		Key Question: Are all animals the same? <u>Animals including humans – All about animals (Y1)</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Key Question: What are the changes that take place in Summer? <u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies	

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Outdoor Learning	Pine cone farm animals - wrapping wool around a pine cone and then adding clay faces/body parts!	Palm drill and conker clamp to drill a hole through a conker.		Find the big dinosaur bones. Dig up the dinosaur bones from the bone pit. Which part of the body do the bones come from? Make a life-size dinosaur. Use branches and hay to make a full-size dinosaur shape. Heap hay onto the timber skeleton to create a dinosaur shape. Use a ball for an eye and suitable leaves for teeth.	Pine cone bees – wrapping yellow wool around a pinecone and then adding tissue paper wings	Create a seaside habitat and identify animals/plants found there (fabric beach, sea, rock pool) – share rock pool guide leaflet. Create clay creatures for habitat– collect natural bits to create animals. Make a sea turtle with a woven body wrapped around lollipop sticks, name body parts – what are the features of a reptile?
History	Key Question: Why do we have a Ploughing match? Significant historical events and people in locality – Ploughing Match	Key Question: Why do we wear poppies to remember? Significant historical events, people and places in their own locality – Remembrance Parade	Key Question: What sorts of toys did our grandparents play with and how do we know? Changes within living memory – toys then and now	Key Question: Who was Mary Anning and why is she an important what did she discover? Events beyond living memory that are significant nationally or globally – her contribution to changes in scientific thinking about prehistoric life and the history of the Earth. The lives of significant individuals in the past – Mary Anning		
Geog	Key Question: What patterns can I see in autumn? Human and physical geography (linked to the Autumn Equinox) Identify seasonal and daily weather patterns in the United Kingdom (autumn) Use basic geographical vocabulary to refer to seasons and weather (autumn)		Key Question: What patterns can I see in winter? Human and physical geography (linked to the Winter Solstice) Identify seasonal and daily weather patterns in the United Kingdom (winter) Use basic geographical vocabulary to refer to seasons and weather (winter)	Key Question: What patterns can I see in spring? Human and physical geography (linked to the Spring Equinox) Identify seasonal and daily weather patterns in the United Kingdom (spring) Use basic geographical vocabulary to refer to seasons and weather (spring).	Key Question: Why is Longford a good place to beeeeeee? Geographical skills and fieldwork (mapping the school and Longford) Use simple fieldwork and observational skills to study the geography of Longford Use simple locational and directional language (e.g., near and far; left and right) to describe the location of features and routes	Key Question: What are the world's continents and oceans? Locational knowledge (The World) Name and locate the world's seven continents and five oceans Place knowledge (The World) Understand geographical similarities and differences through studying the human and physical geography of a small

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					<p>Use aerial photographs and plan perspectives to recognise basic human and physical features</p> <p>Human and physical geography (linked to Longford) Use basic geographical vocabulary to refer to key physical and human features, relevant to Longford.</p>	<p>area of the UK and a of a small area in a contrasting non-European country.</p> <p>Key Question: What patterns can I see in summer?</p> <p>Human and physical geography (linked to the Summer Solstice) Identify seasonal and daily weather patterns in the United Kingdom (summer) Use basic geographical vocabulary to refer to seasons and weather (summer)</p>
Art	<p>Drawing, Painting & Photography <u>Leaves</u> Observational work on leaves, exploring them using a range of media</p>		<p>Painting and Printing <u>Exploring colour – Artist study - Alma Thomas</u> Investigate how to mix secondary colour and apply knowledge of colour mixing when painting. Explore colour when printing.</p>	<p>Observational drawings and Clay/sculpture <u>Fossils</u> Go on a nature walk hunting for spirals. Explore and experiment with different artistic mediums and produce a spiral pattern and fossil drawing. Create a fossil using clay & Plaster of Paris</p>	<p>Collaborative art work – in the garden wall frieze</p>	
DT		<p>Construction – Moving Vehicle <u>Design a bus & use a range of materials to create a model with wheels and axles</u></p>			<p>Cooking and Nutrition – Honey Crunch Biscuits <u>Use the basic principles of a healthy and varied diet to prepare dishes</u> Understand where food comes from.</p>	<p>Textiles – Sea Creature Sewing <u>Design appealing products.</u> Generate, develop, model and communicate their ideas. Select from and use a range of tools, equipment and materials Evaluate their ideas and products</p>
Comp	<p>Year 1 – Computing systems and networks – Technology around us</p>		<p>Year 1 – Creating media – Digital painting (paint a superhero?)</p>		<p>Year 1 – Programming A – Moving a robot</p>	
Music		<p>Introducing Beat</p>		<p>Combining Pulse, Rhythm & Pitch – Korsakov – Flight of the Bumble Bee (Outcome)</p>		<p>Explore Sound and Create a Story</p>

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PE	Primary Stars - Tag Rugby Get Set 4 PE – Fundamentals	Primary Stars - Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Basketball Get Set 4 PE – Sending & Receiving	Primary Stars - Athletics Get Set 4 PE – Net & Wall Games	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Kapow - Family & Relationships (Cycle A)	Kapow - Health and wellbeing (Cycle A)	Kapow – Citizenship (Cycle A)	Kapow - Safety & the Changing Body (Cycle A)	Kapow - Economic Wellbeing (Cycle A)	Kapow – Transition (Cycle A) NB: Cover sun safety
RE	DAS 1.7 What does it mean to belong to a faith community? (Christian & Jewish)	GOD UC 1.1 What do Christians believe God is like?	DAS 1.3 Who is Jewish and what do they believe?	DAS 1.5 What makes some places sacred? (Christian & Jewish)	CREATION UC 1.2 Who do Christians say made the world?	DAS 1.8 How should we care for the world and others, and why does it matter (Focus on Christianity)?

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Themes	Identity and Diversity		Peace and Conflict		Social Justice		Our Heritage		Saving our Environment		Our World and Beyond	
Cycle 2	We All Belong   		The Gingerbread Man & Looking after our Birds   		Food For All   		London Landmarks   		Growing Green   		Animals Around the World  	
Enrichment	Family/Grandparent's lunch Trip to Bluebell Farm Pumpkin Patch		Making Gingerbread Men Theatre Trip		Festivals/Coop food visit		A Picnic with Paddington		Visit to Cascades Gardens, Matlock		Wild Animals Workshop /African Drumming Workshop	
English	Fiction: Entertain: Descriptions – Autumn Short Story retelling – Owl Babies	Non-Fiction: Inform: My Family and school	Fiction: Entertain: Short story – the Gingerbread man	Non-Fiction: Instruct: Instructions – how to make a bird feeder	Fiction: Entertain: Poetry – colours of food	Non-Fiction: Instruct: Recipe – vegetarian sushi	Fiction: Entertain: Describing settings	Non-Fiction: Recount: Letters/postcards	Fiction: Entertain: Short story – The Extraordinary Gardener	Non-Fiction: Persuade: Leaflet encouraging people to grow plants	Fiction: Entertain: Character description – animal.	Non-Fiction: Inform: Fact-file about an animal
Maths	Y1 – Place Value (to 10); Addition & Subtraction (to 10)		Y1 – Addition & Subtraction (to 10); Shape		Y1 – Place Value (to 20); Addition & Subtraction (to 20)		Y1 – Place Value (to 50); Length & Height; Mass & Volume		Y1 – Multiplication & Division; Fractions; Position & Direction		Y1 - Place Value (to 100); Money; Time	

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Science	<p>Key Question: What are our 5 senses?</p> <p><u>Animals inc humans - All about me (Y1)</u> 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>Key Question: What are the changes that take place in Autumn?</p> <p><u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Autumn – last few weeks of half-term)</p>		<p>Key Question: What are the changes that take place in Winter?</p> <p><u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Winter – last week of term)</p>	<p>Key Question: Which material would be best to build a palace with?</p> <p><u>Everyday materials - Building (Y1)</u> 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>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Key Question: How do trees and plants grow?</p> <p><u>Plants (Y1)</u> Identify and name a variety of common wild and garden plants. Identify and name a variety of common deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants. Identify and describe the basic structure of a variety of trees.</p> <p>Key Question: What are the changes that take place in Spring?</p> <p><u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies (Spring – last week of term)</p>	<p>Key Question: Are all animals the same?</p> <p><u>Animals including humans – All about animals (Y1)</u> 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>Key Question: What are the changes that take place in Summer?</p> <p><u>Seasonal Changes (Y1)</u> Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length variety (Summer & overall comparison of the four seasons)</p>
Outdoor Learning	<p>Mud Faces</p>	<p>Making bird feeders</p>		<p>Jewellery for a queen - Poky stick to make some elder beads and string them to make a necklace.</p> <p>Den building</p>	<p>Colour match walk (matching plants to colour chart) Giant diagram of a plant using natural resources. Make a stick flower. Hapa Zoma prints</p>	

History		<p>Key Question: Why do we wear poppies to remember?</p> <p>Significant historical events, people and places in their own locality – Remembrance Parade</p>	<p>Key Question: Why is Shrovetide celebrated in Ashbourne?</p> <p>Significant historical events, people and places in their own locality – Shrovetide</p>	<p>Key Question: Which 3 queens of England are most remembered in history and why? Who is our monarch now?</p> <p>Week 1 – George and the Dragon for St George's Day</p> <p>The lives of significant individuals in the past who have contributed to national achievements (Kings and Queens)</p> <p>Changes within living memory – aspects of change in national life (recent changes in the monarchy)</p>		
Geog	<p>Key Question: Where is my school?</p> <p>Geographical skills and fieldwork (mapping the school and its grounds) Use simple fieldwork and observational skills to study the geography of their school and its grounds Use simple locational and directional language (e.g., near and far; left and right) to describe the location of features and routes Use aerial photographs and plan perspectives to recognise basic human and physical features</p> <p>Human and physical geography (linked to the school grounds) Use basic geographical vocabulary to refer to key physical and human features, relevant to the school grounds</p> <p>Key Question: What patterns can I see in autumn?</p>		<p>Key Question: What patterns can I see in winter?</p> <p>Human and physical geography (linked to the Winter Solstice) Identify seasonal and daily weather patterns in the United Kingdom (winter) Use basic geographical vocabulary to refer to seasons and weather (winter)</p>	<p>Key Question: What countries make up the United Kingdom?</p> <p>Locational knowledge (The United Kingdom) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical skills and fieldwork (The United Kingdom) Use world maps, atlases and globes to identify the United Kingdom and its countries. Use aerial photographs and plan perspectives to:</p> <ul style="list-style-type: none"> - Recognise UK landmarks - Recognise basic human and physical features - Devise a simple map and use and construct basic symbols in a key <p>Place knowledge Understand geographical similarities and differences through studying the human and</p>	<p>Key Question: What patterns can I see in spring?</p> <p>Human and physical geography (linked to the Spring Equinox) Identify seasonal and daily weather patterns in the United Kingdom (spring) Use basic geographical vocabulary to refer to seasons and weather (spring)</p>	<p>Key Question: Why do different animals live in different places around the world?</p> <p>Locational knowledge (The World) Name and locate the world's seven continents and five oceans</p> <p>Place knowledge (The World) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a of a small area in a contrasting non-European country.</p> <p>Key Question: What patterns can I see in summer?</p> <p>Human and physical geography (linked to the Summer Solstice) Identify seasonal and daily weather patterns in the United Kingdom (summer)</p>







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	<p>Human and physical geography (linked to the Autumn Equinox) Identify seasonal and daily weather patterns in the United Kingdom (autumn) Use basic geographical vocabulary to refer to seasons and weather (autumn)</p>			<p>physical geography of a small area of the United Kingdom (compare and contrast Longford to London, and the four capital cities of UK)</p> <p>Geographical Skills & Fieldwork Use simple fieldwork and observational skills to study the geography of key human and physical features of the capital cities</p> <p>Human & Physical Geography of the location studied. Use basic geographical vocabulary to refer to key physical and human features, relevant to the UK & a small area of the UK (Longford / London)</p>		<p>Use basic geographical vocabulary to refer to seasons and weather (summer)</p>
Art	<p>Collage and Clay - Faces - Artist study (Pablo Picasso) Looking at families & diversity – artist study, sketching, collage face, clay tile</p>			<p>Collage and cardboard printing <u>London landmarks - Artist study – Paul Catherall</u> Pen drawing, collage & cardboard printing</p>	<p>Cynaotype Photography & Observational drawing & painting <u>Flora – Artist Study of Anna Atkins</u> Cynaotype paper study of flora Observational drawing and painting of flora in the garden</p>	
DT		<p>Stable Structures – Bridges Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Cooking and Nutrition – Vegetable Soup / Sushi Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>			<p>Textiles – Animal Puppets Design appealing products for themselves and other users Generate, develop, model and communicate their ideas Select from and use a range of tools, equipment and materials Evaluate their ideas and products</p>
Comp	<p>Year 1 – Computing systems and networks – Technology around us</p>		<p>Year 1 – Creating media – Digital painting (paint a superhero?)</p>		<p>Year 1 – Programming A – Moving a robot</p>	

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Music	My Musical Heartbeat		Exploring Feelings Through Music		Having Fun with Improvisation	
PE	Primary Stars - Tag Rugby Get Set 4 PE – Fundamentals	Primary Stars - Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Basketball Get Set 4 PE – Sending & Receiving	Primary Stars - Athletics Get Set 4 PE – Net & Wall Games	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Kapow – Setting ground rules for PSHE & Family & Relationships (Cycle B)	Kapow - Safety & the Changing Body (Cycle B)	Kapow - Health and wellbeing (Cycle B)	Kapow – Citizenship (Cycle B)	Kapow - Economic Wellbeing (Cycle B)	Kapow – Transition (Cycle B) NB: Cover sun safety
RE	DAS 1.7 What does it mean to belong to a faith community? (Christian & Jewish)	GOD UC 1.1 What do Christians believe God is like?	DAS 1.3 Who is Jewish and what do they believe?	DAS 1.5 What makes some places sacred? (Christian & Jewish)	CREATION UC 1.2 Who do Christians say made the world?	DAS 1.8 How should we care for the world and others, and why does it matter (Focus on Christianity)?

Curriculum Knowledge Plan for Years 2 and 3



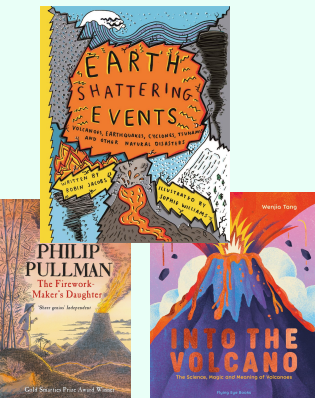

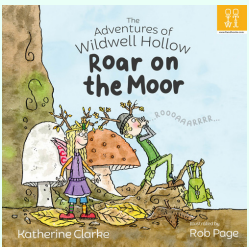


	Curriculum Knowledge Plan for Years 2 and 3											
	Autumn				Spring				Summer			
Themes	Identity and Diversity		Peace and Conflict		Social Justice		Our Heritage		Saving our Environment		Our World and Beyond	
Cycle 1	Europe		Arthur & The Golden Rope		The Great Foodbank Heist		Plague		We Will Miss Them? Red Alert!		The Great Kapok Tree	
												
English	Fiction: Entertain: Setting description	Non-Fiction: Recount Diary entry	Fiction: Entertain: Dialogue/Sh ort Story	Non-Fiction: Recount: Recount of Jorvik Viking Museum trip	Fiction: Entertain: Character description	Non-Fiction: Instruct: Recipe	Fiction: Entertain Describing characters	Non-Fiction: Recount: Inform Non- chronological report Plague	Fiction: Entertain Poetry	Non-Fiction: Persuade One-sided (persuasive) argument & Advert	Fiction: Entertain Short story with dilemma	Non-Fiction: Persuade: Letter & Leaflet
Maths	Place Value Addition & Subtraction		Measurement – length & perimeter Multiplication & division		Multiplication & division Measurement – area		Fractions Decimals		Decimals Measurement – money & time		Statistics Geometry – properties of shape and position & direction	
Science	Living things and their habitats (Y2)		Uses of everyday materials (Y2)		Animals including humans – (Y2)		Animals including humans (Y3)		Living things and their habitats (Y2)		Plants (Y3)	

	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants, and how they depend on one another</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of sold objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><u>Animals including humans (Y3)</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Key Question: What do animals need to survive?</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Key Question: Why do animals have skeletons?</p>	<p>Explore and compare the differences between things that are living, dead and things that have never been alive</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food</p>	<p>Identify and describe the different functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal</p> <p>Key Question: What does a plant need to survive?</p>
History		<p>Vikings</p> <p>Key Question: Were the Vikings always victorious and vicious?</p>	<p>Changes within living memory: Food</p>	<p>Local history study – Eyam</p>		
Geog	<p><u>Locational Knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>				<p><u>Human and Physical Geography</u></p> <p>Physical geography: climate zones, biomes and vegetation belts</p>	<p><u>Locational Knowledge</u></p> <p>Identify the position and significance of the equator, Northern and Southern Hemisphere and The Tropics of Cancer and Capricorn</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts and rivers (Amazon)</p>

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						Key Question: Why is the rainforest important to us all?
Art	Collaborative Collage (Immersive task) – Linked to PSHE topic of Proudest Blue			Artist studies (Anna Atkins, Maria Sibylla Merian & Georgia 'Keeffe), Observational Drawing & Watercolour Painting, cyanotype photography, Printing		
DT		Structures and Mechanisms – Pneumatic monsters			Textiles – Batik backgrounds & embroidered shapes/animals – cool tones (ocean) and warm tones (land)	Food Technology - Summer Fruit Salad or Summer rolls (rice papers and vegetables) with dipping sauce
Comp	Year 3 – Computing systems and networks – Connecting computers		Year 3 – Programming A - Sequencing sounds		Year 2 – Programming B - programming quizzes	
Music		Combining Elements to Make Music		Recognising Different Sounds		Purpose, Identity & Expression in Music
PE	Primary Stars - Invasion GamesGet Set 4 PE – Fundamentals	Primary Stars – Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Athletics Get Set 4 PE – Net & Wall Games	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Family & Relationships	Health & Wellbeing	Safety & the Changing Body	Citizenship	Economic Wellbeing	Transition
MFL	Greetings	XXX	Adjectives	Numbers and Age	In the classroom	
RE	DAS L2.4 Why do people pray?	DAS L2.8 What are the similarities and differences between Christians and Hindus?	UC L 2.1 What do Christians learn from the Creation story?	UC L2.5 Why do Christians call the day that Jesus died 'Good Friday'? Good Friday: 7th April 2023 Holi: 8th March 2023 (Hindu festival)	UC L2.6 For Christians, when Jesus left what was the impact of the Pentecost?	DAS L2.6 Why do some people think that life is a journey and what significant experiences mark this?

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Themes	Identity and Diversity		Peace and Conflict		Social Justice		Our Heritage		Saving Our Environment		Our World and Beyond	
Cycle 2	The Stone Age Boy				Grandad Mandela		Roar on the Moor		A River		Egyptian Cinderella	
												
English	Fiction: Entertain: Narrative/short story	Non-Fiction: Instruct: Instructions	Fiction: Entertain: Setting description	Non-Fiction: Instruct/Explain Explanation (Volcano) & Inform Fact file/Non-chronological report (Pompeii)	Fiction: Entertain: Character Description	Non-Fiction: Persuade: Speech	Fiction: To Entertain: Setting Description	Non-Fiction: Recount To recount: Recount of trip	Fiction: Entertain: Poetry	Non-Fiction: Explain: Explanation on the Water Cycle	Fiction: Entertain Short story (short story plot structures)	Non-Fiction: Inform Newspaper report
Maths	Place Value Addition & Subtraction		Measurement – length & perimeter Multiplication & division		Multiplication & division Measurement – area		Fractions Decimals		Decimals Measurement – money & time Statistics		Statistics Geometry – properties of shape and position & direction	
Science	<u>Forces and magnets (Y3)</u> All objectives Key Question: Which surface has the most friction? Are all metals magnetic?		<u>Rocks (Y3)</u> Compare and group together different kinds of rocks based on their appearance and simple physical properties		<u>Light (Y3)</u> All objectives Key Question: How is a shadow formed?		<u>Light (Y3)</u> All objectives		<u>Plants (Y2)</u> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and		<u>Rocks (Y3)</u> Describe in simple terms how fossils are formed when things have lived trapped within rock	

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		Key Question: Are all rocks the same?	Does a shadow's size and shape change over a period of time?		a suitable temperature to grow and stay healthy <u>Plants (Y3)</u> Explore the requirement of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant	Recognise that soils are made from rocks and organic matter
History	Stone age, Iron age and Bronze Age Key Question: Who first lived in Britain?		The lives of significant individuals: Nelson Mandela			Achievements of the earlier civilisations - Ancient Egypt Key Question: How can we rediscover the wonders of Ancient Egypt?
Geog		<u>Physical Geography</u> Physical Geography: volcanoes and earthquakes Key Question: What makes the earth angry?	<u>Locational Knowledge</u> Locate the world's countries – countries in Africa	<u>Locational Knowledge</u> Key topographical features of the UK – hills, mountains, coasts and rivers, land use patterns and how these have changed over time <u>Geographical Skills and Fieldwork</u> Use fieldwork to observe, measure, record and present the human and physical features outside of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Peak District) Key question: What methods can we use to explore the human and physical features of the Peak District?	<u>Human and Physical Geography</u> Physical Geography: Rivers, Mountains and The Water Cycle Key Question: Why are rivers so important to the water cycle?	


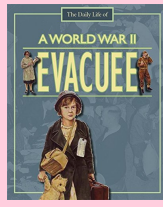
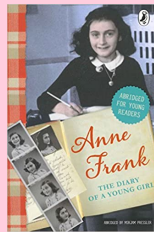


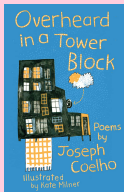


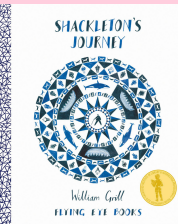

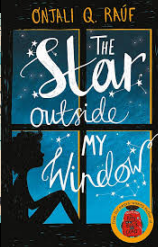

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Art	Art based on The First Drawing (book): Sketching and Pastels - <i>Observational sketches of fossils</i> - <i>Know how to use different grades of pencil to shade and to show different tones and textures</i> - <i>Know how to use sketches to produce a final piece of art</i> - <i>Children will be taught sketching and shading techniques for basic animal shapes which will be brought together to create cave pictures in stone age style</i>	Painting – artist studies (Margaret Godfrey & Andy Goldsworthy), painting of volcano with mixed media, colour theory, volcano using different colours (pop art)	Mixed Media – Collage and oil pastels. Artist study (Jean Michel Basquiat)			
DT	Food Technology – balanced, healthy soup (Seasonal minestrone soup – Jamie Oliver?)				Textiles – Artist study - Friedensreich Hundertwasser River textile (tie-die and embroidery)	Structures and Mechanisms – Egyptian Shaduf
Comp	Year 3 – Creating media - Stop-frame animation		Year 2 - Creating media - Digital music (link to topic – South African Music?)		Year 2 – Data and information – Pictograms	
Music		What Stories Does Music Tell us About the Past?		Developing Pulse & Groove Through Improvisation		Purpose, Identity & Expression in Music
PE	Primary Stars - Invasion Games Set 4 PE – Fundamentals	Primary Stars – Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Athletics Get Set 4 PE – Net & Wall Games	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Family & Relationships	Health & Wellbeing	Citizenship	Economic Wellbeing	Identity	Safety & the Changing Body Transition
MFL	TBC	XXX	TBC	TBC	TBC	TBC
RE	DAS L2.8 What does it mean to be a Hindu in Britain today?	DAS 2.9 What can we learn from religions about deciding what is right and wrong?	UC L2.3 What is the Holy Trinity and why is it important to Christians?	UC 2.2 What kind of world did Jesus want?	DAS L 2.5 Why are festivals important to religious communities? (J/M	UC L2.2 What is it like for someone to follow God?

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Curriculum Knowledge Plan for Years 4, 5 and 6



	Autumn				Spring				Summer			
Themes	Identity and Diversity		Peace and Conflict		Social Justice		Our Heritage		Saving our Environment		Our World and Beyond	
Cycle 1	Letters from the Lighthouse		Anne Frank		Overheard in the Tower Block		Darwin's Dragons		Shackleton's Journey		The Star Outside my Window	
	 		 		 		 		 		 	
English	Fiction: Entertain: Setting Description of bombed street	Non-Fiction: Discuss: Balanced argument – Chamberlain's Policy of Appeasement Inform: Non-chronological report – Evacuation & Homefront Recount: Informal letter from evacuee	Fiction: Entertain: Film Narrative (The Piano from the Literacy Shed) Poetry: War Poems	Non-Fiction: Recount: Diary entry - Anne Frank	Fiction: Entertain: Setting description & Story Opening	Non-Fiction: Discuss: Balanced Argument - Advantages and Disadvantage s of living in a block of flats.	Fiction: Entertain: Character description & Continuation of a story	Non-Fiction: Inform: Biography (Darwin)	Fiction: Entertain: Dialogue to advance an action story	Non-Fiction: Persuade: Formal letter of application – member of Shackleton's crew	Fiction: Entertain: Science-fiction & Stories with Flashbacks & Description to show fear	Non-Fiction: Explain: Explanation on how a telescope works & Newspaper Report (First Moon Landing)
Maths	Place value Addition & subtraction Statistics		Multiplication & division Measurement – perimeter & area		Multiplication & division Fractions		Decimals & percentages Algebra Ratio		Decimals Geometry – properties of shape and position & direction		Measurement – converting units and volume	

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Science	<u>Light (Y6)</u> All objectives Key Question: How does light travel?	<u>Light (Y6)</u> All objectives Key Question: How does light travel?	<u>Animals, including humans (Y4)</u> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	<u>Evolution & Inheritance (Y6)</u> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution Key Question: What is evolution, how does it happen and how do scientists know?	<u>Animals, including humans (Y5)</u> Describe the changes as humans develop to old age Key Question: Why and how does the human body change over time?	<u>Earth and Space (Y5)</u> Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Key Question: Sun, Earth & Moon: What is moving and how do we know?
History	The impact of a significant turning point in British History – WW2 Key Question: How did life change for people during WW2?					History of the moon landing Key Question: What did we learn from the first moon landing?
Geog	<u>Locational Knowledge</u> Locate the world's countries, using maps to focus on Europe (including Russia) Key question: Who was involved in WW2? (One lesson)		<u>Locational Knowledge</u> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics	<u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region within South America (Ecuador – Galapagos) Key question: How do studies of the Galapagos islands compare to other studies of the world?	<u>Locational Knowledge</u> Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle <u>Geographical Skills and fieldwork</u> Use the eight points of a compass, six-figure grid references, symbols and key	<u>Locational Knowledge</u> Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) Key question: Why do we have different time zones around the world?

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					(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Key question: How can we interpret maps into the physical world? Key question: What is the significance of the Arctic and Antarctic for our world?	
Art	Drawing & Watercolour Painting: Paul Nash artist study, drawing dead trees and final compositions using perspective	Drawing: Artist study (Fougasse) Figures from 2D shapes & Propaganda posters		Printing: Visual Artist studies (Lori Tomita & Brandon Ballenger), Monoprints (sharpies & acetates/pastels & transfer) & Painting (with toothpicks)	3D sculpture: Artist study (Alberto Giacometti) & study of people in action (Shackleton's crew etc). Sculpture using wire and mod roc. Painting – Drawing ice mountains in 3D	
DT		Textiles, Sculpture – Make Do and Mend (looking at) designer/artist Alinah Azadeh – medals for everyday courage	Food Technology - Design & make a healthy shortcrust pastry turnover – savoury			Mechanisms (wheels and axles), mechanical systems (pulleys), Electrical Systems (circuits with switches, motors) - Motorised moon buggy
Comp	Year 4 – Computing systems and networks – The Internet		Year 5 – Data and information – Flat-file databases		Year 6 – Computing systems and networks – Communication and collaboration	
Music	Instrument Tuition x 30 weeks					
PE	Primary Stars - Invasion Games Get Set 4 PE – Fundamentals	Primary Stars – Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Athletics Get Set 4 PE – Net & Wall Games	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Family & Relationships	Health & Wellbeing	Citizenship	Economic Wellbeing	Identity	Safety & the Changing Body Transition

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MFL	Descriptions - Subject SES		Family	Clothes	French Weather	Planning a French holiday
RE	UC U2.6 For Christians, what kind of king is Jesus? The Kingdom of God Worship and service in the community	DAS U2.3 What do religions say to people when life gets hard? Hindu – reincarnation Muslim/Christian - judgement	UC What do Christians believe Jesus did to save people? Resurrection Sacrifice	DAS U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Barnardo's NHS	AS U 2.1 Why do some people believe God exists? Agnostic Atheist Theism	UC: U 2.2 Creation and science: conflicting or complementary? The evolution of man Creation stories

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Themes	Identity and Diversity		Peace and Conflict		Social Justice		Our Heritage		Saving our Environment		Our World and Beyond	
Cycle 2	The Boy at the Back of the Class  		Who Let the Gods Out?  		Malala  		Tudors  		David Attenborough   		Jamie  	
English	Fiction: Entertain Character description	Non-Fiction: Recount Letter	Fiction: Entertain: Settings to create atmosphere & Third person Narrative (Short story)	Non-Fiction: Instruct: Instructions on 'How to Kill a Minotaur' & Inform: Non-chronological Report on Ancient Greece/ Minotaur	Fiction: Entertain: Characterisation (based on living in fear)	Non-Fiction: Inform: Biography on Malala Yousafzai	Fiction: Entertain Story Opening with action & Weaving Dialogue	Non-Fiction: Inform: Non-chronological report on Life at the Tudor Court	Fiction: Entertain: Short Story - An Environmental Picture Book	Non-Fiction: Discuss: Balanced Argument	Fiction: Entertain: Character description	Non-Fiction: Inform: Non-chronological report Persuade: Letter about the refugee crisis
Maths	Place value Addition & subtraction Statistics		Multiplication & division Measurement – perimeter & area		Multiplication & division Fractions		Decimals & percentages Algebra Ratio		Decimals Geometry – properties of shape and position & direction		Measurement and volume	
Science	<u>Sound (Y4)</u> All objectives Key Question: How are sounds made?		<u>Sounds (Y4)</u> All objectives		<u>Living things and their habitats (Y4)</u> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a		<u>Changes of materials (Y5)</u> Know that some materials will dissolve in liquid to form a solution and describe how to cover a substance from a solution Use knowledge of solids, liquids and gases to decide		<u>Living things and their habitats (Y6)</u> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including		<u>Animals, including humans (Y6)</u> Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood	

			<p>variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that thus can sometimes pose dangers to living things</p> <p><u>Living things and their habitats (Y5)</u></p> <p>Describe the differences in the life cycles of mammals, an amphibian, an insect and a bird</p> <p>Describe the life processes of reproduction in some plants and animals</p> <p>Key Question: Do all plants and animals reproduce in the same way?</p>	<p>how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Key Question: Are all changes permanent?</p>	<p>microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Key Question: In what ways can we sort living things?</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Key Question: How do our choices affect how our bodies work? Why does my heart beat?</p>
History	<p>Study of Syria & Early Islamic civilization: Baghdad</p> <p>Key Question: What is the significance of Early Islamic civilisation in our lives today?</p>	<p>Greeks</p> <p>Key Question: Who are the Greeks and what have we learnt from them?</p>	<p>1 lesson: Emmeline Pankhurst</p> <p>Key Question: Who was Emmeline Pankhurst and why is she a significant individual in British history?</p>	<p>Tudors</p> <p>Key question: How has the role of the monarch changed from Tudor times to today?</p>		<p>LGBTQ+ history</p> <p>Key question: How can a rainbow flag represent us all?</p>
Geog			<p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North America</p> <p>(Booklets for each place, created in groups. Cross</p>		<p><u>Human Geography</u></p> <p>Human geography: types of settlement and land use, economic activity, including trade links the distribution of natural resources including energy, food, minerals and water</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>

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			curricular link with computing – population graphs etc) Key question: How do regions compare across the world?			
Art		Textile design – artist study (Mary Katrantzou); Crayon & toothpick pattern making; Printing practice carousel; Printmaking (relief) - Greek vase			Collage/Mixed Media – environmental activism (printing using recycled materials, warm & cool colours, & activist focus)	
DT	Food technology – middle Eastern food e.g. tabbouleh, hummus, falafel, pitta bread, tahini filled dates		Textiles – Headscarf (Designer study Ambreen Butt)	Mechanical Systems – cams: Cam toy of Macbeth scene		Food Technology – Middle Eastern Food e.g. Tabbouleh, hummus, Falafel, spiced fritters, pitta bread
Comp	Year 4 – Programming A – Repetition in shapes		Year 5 – Creating Media – Video Production – link to news report on Suffragettes (full day immersion)	Year 4 - Creating media - Audio production (sound scape to match core text?)		
Music	Instrument Tuition x 30 weeks					
PE	Primary Stars - Invasion Games Get Set 4 PE – Fundamentals	Primary Stars – Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Family & Relationships	Health & Wellbeing	Citizenship	Economic Wellbeing	Identity	Safety & the Changing Body Transition
MFL	TBC		TBC	TBC	TBC	TBC
RE	DAS U2.7 What matters most to humanists and Christians?		UC 2.4 Christians and how to live: What would Jesus do?	UC 2.1 What does it mean if Christians believe God is holy and loving	UC 2.3 Why do Christians believe Jesus is the Messiah?	DAS,U2.6 What does it mean to be Muslim in Britain today?

Themes	Identity and Diversity		Peace and Conflict		Social Justice		Our Heritage		Saving our Environment		Our World and Beyond	
Cycle 3												
English	<i>Fiction:</i>	<i>Non-Fiction:</i>	<i>Fiction:</i> Entertain: setting description	<i>Non-Fiction:</i> Persuade: one-sided argument	<i>Fiction:</i> Entertain: Character description	<i>Non-Fiction:</i> Recount: Letter	<i>Fiction:</i> Entertain: Character Description	<i>Non-Fiction:</i> Recount: Recount of trip & Inform: Newspaper Report	<i>Fiction:</i>	<i>Non-Fiction:</i>	<i>Fiction:</i>	<i>Non-Fiction:</i>
Maths	Place value Addition & subtraction Statistics		Multiplication & division Measurement – perimeter & area		Multiplication & division Fractions		Decimals & percentages Algebra Ratio		Decimals Geometry – properties of shape and position & direction		Measurement and volume	
Science	<u>States of Matter (Y4)</u> 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		<u>Forces (Y5)</u> 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		<u>Properties of materials (Y5)</u> Compare and group together everyday materials on the basis of their properties, including hardness, solubility transparency, conductivity (electrical and thermal) and response to magnets		<u>Looking after the environment (Y6)</u> Key Question: What is sustainability? How can we help the environment?		<u>Electricity (Y4)</u> All objectives		<u>Electricity (Y6)</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in their circuit Compare and give reasons for variations in how components function,	

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	<p>at which this happens in degrees Celsius</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation and temperature</p>	<p>and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>Key Question: How and why do objects move?</p>	<p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, woods and plastics</p>			<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Key Question: Can we vary the effects of electricity?</p>
History	<p>Romans</p> <p>Key Question: Who were the Romans and what have they done for us?</p>		<p>Windrush Generation</p> <p>Key Question: Why was the Windrush generation a significant turning point in British History?</p>	<p>Anglo-Saxons & Scots</p> <p>Key Question: Who are the Anglo-Saxons and Scots and what did they do for Britain?</p>		
Geog		<p><u>Locational Knowledge</u></p> <p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>			<p><u>Place Knowledge</u></p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Use fieldwork to observe, measure, record and present the human and physical features outside of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Peak District)</p>	<p><u>Locational Knowledge</u></p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>

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Art			3D Sculpture – Artist study (Augusta Savage); People and symbolism in form – 3D face/figure	Print, Painting & Sculptures – Dragon eye sculptures		
DT	Food Technology – Dinner bread rolls with different toppings, shapes & ingredients (Roman Bread)					
Comp	Year 5 – Programming B – Selection in quizzes		Year 6 – Creating media. Web page creation lined to topic.		Year 6 – Programming – Variables in games	
Music	Instrument Tuition x 30 weeks					
PE	Primary Stars - Invasion Games Get Set 4 PE – Fundamentals	Primary Stars – Hockey Get Set 4 PE – Team Building	Primary Stars - Gymnastics Get Set 4 PE – Yoga	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Netball Get Set 4 PE – Sending & Receiving	Primary Stars - Striking & Fielding Get Set 4 PE – Fitness
PSHE & RSE	Family & Relationships	Health & Wellbeing	Citizenship	Economic Wellbeing	Identity	Safety & the Changing Body Transition
MFL						
RE						