

Year Group	Subject NC Coverage	Cycle A			Cycle B		
		Terms 1 & 2 – Where We Live	Terms 3 & 4 - Inventions	Terms 5 & 6 – Planet Earth	Terms 1 & 2 - Invasion	Terms 3 & 4 – Pioneers	Terms 5 & 6 – Evolution
Year 1&2	Geography	<p><i>Where is the UK? Locate continents and name them, find the UK on a globe/world map. Where is our school? Look at aerial maps and Google Earth. Create own maps of the school grounds. Use compasses to find N, E, S, W. Locate objects in the classroom at these compass points.</i></p> <p>Use world maps and atlases and globes to identify the UK and it's countries, as well the countries, continents and oceans studied at this key stage</p> <p>Name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding seas</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and add the key human and physical features of its surround environment</p> <p>Use simple compass directions (North, East, South, West) and location directional language (eg. far, near, left, right) to describe the location</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features; devise a simple map and construct basic symbols in a key</p>	<p><i>Revisit continents and use of atlases. Revisit compass points and link to Amelia Earhart's Journeys</i></p> <p>Use world maps and atlases and globes to identify the UK and it's countries, as well the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, East, South, West) and location directional language (eg. far, near, left, right) to describe the location</p>	<p><i>How do the seasons support the growing seasons for farmers? How do seasons affect the life cycles of plants and animals?</i></p> <p><i>Where does our food come from? - look at local farmers (milk production, chickens, cows)</i></p> <p><i>The effect of humans on our planet - Planet Earth S.O.S</i></p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p><i>Why do we have castles? How has their purpose changed over the years? Why do we have so many castles in our area?</i></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>(link to Castles and positions for invasion and living)</p>	<p><i>Pioneering Explorers - comparing hot and cold places. How do the physical and human features differ?</i></p> <p><i>Impact of explorers now and then</i></p> <p>Name and locate the world's seven continents and five oceans (revisit prior learning from 'Where we live' and 'Planet Earth')</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p>	<p><i>Comparison of Zambia with our own locality - linking to church charity CLInC Animals of Zambia</i></p> <p><i>Human body and keeping healthy - link to cooking and nutrition and cooking a Zambian meal (refer back to prior learning 'Where does our food come from?')</i></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country</p> <p>Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop</p>
	History	<p><i>The Victorians - Comparing children's lives now and then, comparing Queen Victoria with Queen Elizabeth, learning about key Victorian inventors (Brunel)</i></p> <p>Significant historical events in our own locality – Opening of Cromhall school, Great Fire of Bristol, Clifton Suspension bridge</p>	<p><i>History of flight</i></p> <p>Events beyond the living memory that are significant nationally or globally - Bristol the home to Concorde, first flight, (Wright Brothers, first woman to fly solo across the Atlantic (Amelia Earhart)</p>		<p><i>Why do we no longer have castles? The castles that still exist – how has the purpose of them changed over the years?</i></p> <p>Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (Christopher Columbus and other explorers including modern day versions??)</p>	
	Historical People	Significant historical people – Queen Victoria/Queen Victoria Brunel	Significant historical people - Amelia Earhart, The Wright Brothers	Significant historical people - David Attenborough		Significant historical people – Robert Falcon Scott/Felicity Ashton, Christopher Coloumbus/Levison Wood	
	Science	<p><i>Plant Identification - local trees, plants and flowers in our locality, identifying woodland animals in our locality</i></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Observe changes across the four seasons</p>	<p><i>States of matter - materials . Look at properties of materials and link to DT, making a mving</i></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>(link to English and traditional tales)</p>	<p><i>Plants - life cycle of plants and what plants and animals need to grow and survive</i></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Observe and describe weather associated with the seasons and how the day length varies</p> <p>Animals and Humans Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>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><i>Can you make a structure that will get you across a moat to invade?</i></p> <p>Non-statutory Floating and Sinking , linking to materials and waterproof (link to ships and invasion)</p>	<p><i>Everyday materials -What materials will be good for clothing for exploring in Antarctica and exploring in warm countries?</i></p> <p>Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and stretching</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>i.e Clothing for explorers</p>	<p><i>Humans and Living Things - Animal Classification, life cycles of animals and humans</i></p> <p>Animals and Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Yr 1)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Yr 2</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>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>
DT	<p><i>Structures - Designing a 'Cup and ball ' Victorian game</i></p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Progression of skills Evaluating a toy according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't • Suggest points for improvements</p>	<p><i>Mechanisms - making an aeroplane with a moving propeller and landing wheels (wheels and axles)</i></p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Progression of skills</p>	<p><i>Cooking and Nutrition (where does milk come from? Food pyramid, smoothies)</i></p> <p>Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Textiles (pouch to keep money in at the flower show) - running stitch</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p>	<p><i>Structures - Designing and making a castle</i></p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><i>Mechanisms - Ice Fishing Pulley System</i></p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><i>Textiles - Animal Puppets</i></p> <p><i>Cooking and Nutrition - Making a Zambian meal</i></p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Cooking & Nutrition Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>	

	<p>Art</p>	<p>Making Skills Explore mark making, experiment with drawing lines and use 2D shapes to draw. Use, express and experiment with line for purpose, then use appropriate language to describe lines. Identify, describe and use shape for purpose. Generating Ideas To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials Explore and create ideas for purposes and intentions</p> <p>Formal Elements - Line, Shape, Tone</p> <p>Knowledge of artists Study the work of the artists: Lowry</p> <p>Evaluating Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.</p>	<p>Making Skills Develop skill and control when painting. Paint with expression. Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose Generating Ideas Explore and create ideas for purposes and intentions To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.</p> <p>Formal Elements Colour, Tone</p> <p>Knowledge of artists Study the work of the artists: Georgia O'Keeffe, Constable, (Clouds) Van Gogh</p> <p>Evaluating Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.</p>	<p>Making Skills Learn a range of materials and techniques such as clay sketching, printing and collage. Learn about form and space through making sculptures and developing language Understand patterns in nature, design and make patterns in a range of materials. Use materials to create textures Generating Ideas To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Explore and create ideas for purposes and intentions</p> <p>Formal Elements Form, Pattern, Texture</p> <p>Knowledge of artists Study the work of the artists: Mark Quinn, Andy Goldsworthy</p> <p>Evaluating Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.</p>	<p>Making Skills Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Draw lines with increased skill and confidence. Use line for expression when drawing portraits.</p> <p>Generating Ideas Compose geometric designs by adapting the work of other artists to suit their own ideas. To use sketchbooks more effectively through further teacher modelling.</p> <p>Formal Elements Shape, Line,</p> <p>Knowledge of artists Paul Klee, Royal Portraits</p> <p>Evaluating Describe choices and preferences using the language of art.</p>	<p>Making Skills Further improve skill and control when painting. Paint with creativity and expression Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.</p> <p>Generating Ideas To use sketchbooks more effectively through further teacher modelling.</p> <p>Formal Elements Colour</p> <p>Knowledge of artists Monet (warm paintings) Van Gogh (cool) Mondrian (cool)</p> <p>Evaluating Use artist sources to develop their own original artwork.</p>	<p>Making Skills Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man-made patterns. Create patterns of their own.</p> <p>Generating Ideas To use sketchbooks more effectively through further teacher modelling.</p> <p>Formal Elements Pattern</p> <p>Knowledge of artists Zentangle artists, William Morris repeated patterns</p> <p>Evaluating Describe choices and preferences using the language of art.</p>				
<p>RE</p>	<p>1.2 CREATION: Who Made the World? Harvest Glos 1.3 & 14 CHRISTIAN FOCUS</p>	<p>Who is Muslim & what do they believe? [South Glos 1.2]</p> <p>MUSLIM FOCUS</p>	<p>Who is Jewish and what do they believe? [South Glos 1.3]</p> <p>JEWISH FOCUS</p>	<p>What do Christians believe God is Like? [Glos 1.3 & 14] (also links to South Glos Who is Christian and what do they believe?) CHRISTIAN FOCUS</p>	<p>What makes some places sacred? (thematic – Jews, Muslims & Christians [South Glos 1.5] [Glos 1.8]) CHRISTIAN JEWISH & MUSLIM FOCUS</p>	<p>Believing 1.4 GOSPEL: What is the good news Jesus brings?</p>	<p>Expressing 1.3 INCARNATION: Why does Christmas matter to Christians?</p>	<p>What does it mean to belong to a faith community?</p>	<p>Expressing 1.5 SALVATION: Why does Easter matter to Christians?</p>	<p>Believing What can we learn from sacred books? (Muslim & Jews & Christian)</p>	<p>Living How should we care for others and the world? (Jews & Christians)</p>
<p>Computing</p> <p>We follow the scheme of work from Integra</p>	<p>Programming Use logical reasoning to predict the behaviour of simple programs. Understand programs execute by following precise and unambiguous instructions. Create and debug simple programs. Key Skills 1. Follow and give instructions using forward, backward and whole, half, quarter and three quarter turns. 2. Control programmable toys using direction and turn and plan and test a sequence of instructions. 3. Predict the effect of a given instruction on a programmable toy and debug a sequence of instructions given to a programmable toy by testing. 4. Write a program to control a character to move on screen and plan and test an algorithm. 5. Write an Algorithm 6. Debug a given algorithm.</p>	<p>Online Safety Internet safety day Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Key Skills: 1. Know some ways to stay safe online and who to tell if they have a problem 2. Know that personal information should not be shared online and what to do if they are asked for it. 3. Know some ways that people can communicate online and how to be a good friend online. 4. Know what to do if someone is mean to them online. 5. Know that you do not always know who you are talking to online. 6. Know that some websites are safe to visit and what to do if they find an unsafe site.</p> <p>Impact of Technology Recognise common uses of technology beyond the school Key Skills 1. Recognise where technology is used at home and at school. 2. Know that there is a range of technology used at home and at school. 3. Describe some of the benefits with using technology at home and school. 4. Identify parts of a computer and what they are for. 5. Describe some of the dangers of using technology. 6. Know how the use of technology at home and at school have changed over time. 7. Know about the types of technology that can be used to communicate.</p>	<p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content Key Skills 1. Take observational photographs to find out about something 2. Use video and sound recording devices to record data to answer questions. 3. Sort and group pictures and objects by given and own criteria in a number of different ways 4. Match pictures and grouped objects to name labels 5. Ask questions to show what they want to find out 6. Record information using tallying and tables 7. Contribute to creating a pictogram 8. Create their own pictogram 9. Answer questions about a pictogram by counting.</p> <p>Media Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Key Skills 1. Use different brushes and tools (including fill and shapes) in a paint program to create pictures. 2. Take a range of digital images and choose the best focused to share with an audience. 3. Record sounds and their voice on digital devices for a specific purpose. 4. Write sentences using a word processing program, using index fingers on a keyboard, spaces between words, return / enter to start a new line and backspace to delete as they go. 5. Add content to a page by selecting from an image and word bank and save their work. 6. Be supported to film something and watch it back. 7. Contribute ideas to an online discussion.</p>	<p>Programming Use logical reasoning to predict the behaviour of simple programs. Understand programs execute by following precise and unambiguous instructions. Create and debug simple programs. Key Skills 1. Plan and enter a sequence of instructions on a floor robot specifying distance and turn to achieve a given outcome. 2. Debug a sequence of instructions. 3. Understand the term sequence. 4. Plan and test a sequence using distance and turn instructions to achieve a given algorithm. 5. Find an alternative algorithm to one already given. 6. Debug a program explaining why it needs to be changed. 7. Edit a given algorithm to achieve a different outcome. 8. Replicate an algorithm using programming software and debug. 9. Write an algorithm to produce a shape. 10. Use repeat in a real life context. 11. Predict what a given algorithm will do and test their predictions by creating a program using it.</p>	<p>Online Safety Internet safety day Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Key Skills 1. Know what to look for in a website that will help to keep them safe 2. Know that the information they put online leaves a 'digital footprint' 3. Know what information is safe to share and what is personal and should not be shared online 4. Know that not all websites are safe for them to visit and know some ways they can identify safe and unsafe websites 5. Know how to avoid inappropriate websites by using safer searching 6. Know how to communicate online appropriately and identify when online communication is inappropriate and what to do if this happens 7. Identify the features and advantages that help you to keep safe in different types of online communication - link to media unit</p> <p>Impact of Technology Recognise common uses of technology beyond the school Key Skills 1. Be able to describe what a device needs in order to work 2. Know about the different types of device that can access the internet and the different ways they are used 3. Know how technology supports people in their daily lives 4. Know how technology is used in some jobs 5. Know what sort of information can be found on web sites and how this is a benefit to people 6. Know how people can be contacted to get help online and that this has changed over time</p>	<p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content Key Skills 1. Think about what information they will need to collect to answer questions 2. Ask questions that they want to find the answers to 3. Collect data and use it to create charts and graphs 4. Answer questions from charts and graphs 5. Create decision trees using objects or photographs 6. Explore a branching database 7. Save their data and retrieve it 8. Use digital microscopes to capture images 9. Find information from different sources such as web sites</p> <p>Media Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Key Skills 1. Use a range of tools in a paint program to mix colour and create pictures and repeating patterns. 2. Plan and take digital images considering framing of the image. 3. Create sounds, narration and music, re-recording to improve them where necessary. 4. Write sentences with a word processing program using shift and caps lock for capitals and changing the font style, size and colour. 5. Retrieve their documents and edit and add to them using arrow keys to move around text and backspace and delete to correct text. 6. Be supported to work in a group to create an animation of a familiar story. 7. Know that there are different methods of online communication and publish something online that parents can comment on.</p>					

	Music												
	P.E Indoor	Dance <p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings</p>	Gymnastics - Shapes <p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	Dance <p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures</p> <p>Express and communicate ideas and feelings</p>	Gymnastics - Pathways <p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	Dance <p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures</p> <p>Express and communicate ideas and feelings</p>	Gymnastics – Apparatus <p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	Dance <p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings</p>	Gymnastics - Shapes <p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	Dance <p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures</p> <p>Express and communicate ideas and feelings</p>	Gymnastics - Pathways <p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>	Dance <p>Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements.</p> <p>Create and perform dances using simple movement patterns, including those from different times and cultures</p> <p>Express and communicate ideas and feelings</p>	Gymnastics – Apparatus <p>Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p>
	P.E Outdoor	Fundamental Multi-skills <p>Pupils should applying running, jumping, throwing and catching in isolation and in combination.</p>	Fundamental Tag Rugby <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Invasion Games <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Football <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Athletics <p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	Striking and Fielding <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Fundamental Multi-skills <p>Pupils should applying running, jumping, throwing and catching in isolation and in combination.</p>	Fundamental Tag Rugby <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Invasion Games <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Football <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>	Athletics <p>Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	Striking and Fielding <p>Pupils should participate in team games, developing simple tactics for attacking and defending.</p>

Year 3&4

	<p>Geography</p> <p>Human Settlement and Local rivers</p> <p>Location Knowledge:</p> <p>Difference between village, town and cities</p> <p>Understand Geographical similarities and differences through the study of Human and Physical Geography of a region of the UK Comparison Study of a region</p> <p>Why settle in Cromhall.</p> <p>Large map of local area – using birds eye perspective</p> <p>Human Features:</p> <p>Types of settlement and land use by humans</p> <p>The distribution of natural resources including energy, food, minerals and water farming and fishing</p> <p>Physical Features:</p> <p>Topographical Features – Rivers, hills, Local Rivers – Frome or Avon</p> <p>Fieldwork:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Human Settlements and World river</p> <p>Location Knowledge:</p> <p>Identify the position and significance of latitude, longitude and equator- Northern Hemisphere Southern hemisphere – the Tropics of Cancer and Tropics of Capricorn.</p> <p>use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human Features:</p> <p>types of settlement and land use, the distribution of natural resources including energy, food, minerals and water farming and fishing</p> <p>Physical Features:</p> <p>Rivers - rivers from source to mouth - oceans and continents</p> <p>World River – River Nile</p>	<p>Plate Tectonics</p> <p>Location Knowledge:</p> <p>Identify the position and significance of latitude, longitude and equator- Northern Hemisphere Southern hemisphere – the Tropics of Cancer and Tropics of Capricorn.</p> <p>Human Features:</p> <p>types of settlement and land use, the distribution of natural resources including energy, food, minerals and water farming and fishing</p> <p>Physical Features:</p> <p>Plate Tectonics – Volcanoes, Earthquakes and Tsunamis</p>	<p>Human Settlement and Trade</p> <p>Location Knowledge:</p> <p>Name and locate counties and Cites of the UK, -How counties have developed from tribal areas to now</p> <p>Human Features:</p> <p>Describe and understand key aspects of Human Geography – including types of settlement and land use, Economic activity including trade links and the distribution of natural resources including energy food, minerals and water</p> <p>Physical Features:</p> <p>European focus country/region - Islands and coastlines</p> <p>Fieldwork:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Compare the UK with another European Country (Greece)</p> <p>Location Knowledge:</p> <p>Understand Geographical similarities and differences through the study of Human and Physical Geography of a region of the UK Comparison Study of a European Country. (Greece)</p> <p>Human Features:</p> <p>Describe and understand key aspects of Human Geography – including types of settlement and land use, Economic activity including trade links and the distribution of natural resources including energy food, minerals and water</p> <p>Physical Features:</p> <p>European focus country/region - Islands and coastlines</p> <p>Fieldwork:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Map Skills and Fieldwork</p> <p>Fieldwork:</p> <p>use the 8 points of a compass, 4 and 6-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</p>
	<p>History</p> <p>Stone Age to the Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Types of settlement and land use by humans</p>	<p>Study of Ancient Egypt</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth of study of Ancient Egypt</p>		<p>Roman Invasion of Britain and the fall of the Empire</p> <p>The Roman Empire and its impact on Britain and the fall of empire</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world</p>	
	<p>Historical People</p> <p>Significant historical people – Mary Anning – David Attenborough</p>	<p>Significant historical people – Howard Carter</p>	<p>Significant historical people -</p>	<p>Significant historical people-</p>	<p>Significant historical people – John Wesley Gilbert -</p>	
	<p>Science</p> <p>Rocks</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Mary Anning.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p>Animals including Humans</p> <p>Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Forces and Magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>States of matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p>	<p>Animals, including humans</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, predators and prey</p> <p>Living things and their habitats</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>
	<p>DT</p> <p>Mechanisms - Pneumatic toys</p> <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</p> <p>Apply their understanding of computing to program, monitor and control their products</p>	<p>Structures - Pyramids</p> <p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Technical Knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Cooking & Nutrition - bread making (grinding flour)</p> <p>become competent in a range of cooking techniques</p> <p>understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Textiles - Flower Show (community links) Running stitch, fastenings, Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Progression of skills</p>	<p>Mechanisms-Roman Catapults (see slingshot cars Kapow)</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products (Gears, Pulleys, Levers, Linkages)</p>	<p>Electrical System - Torches (see Kapow planning)</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in their products (Gears, Pulleys, Levers, Linkages)</p> <p>Apply their understanding of computing to program, monitor and control their products</p>	<p>Textiles - Flower Show</p> <p>Design</p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Progression of skills</p> <p>Designing and making a template from an existing object and applying individual design criteria</p> <p>Cooking & Nutrition</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>become competent in a range of cooking techniques</p> <p>understand the source, seasonality and characteristics of a broad range of ingredients</p>

<p>Art</p>	<p>Making Skills Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Express and describe organic and geometric forms through different types of line. Generating Ideas To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Formal Elements Form, Colour, Line Knowledge of artists Prehistoric Art Evaluating Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>		<p>Making Skills Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Generating Ideas To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Formal Elements Pattern, shape Knowledge of artists Egyptian Art Evaluating Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>		<p>Making Skills Increase skill and control when painting. Apply greater expression and creativity to own paintings. Analyse and describe texture within artists' work. Develop skill and control when using tone. Learn and use simple shading rules. Generating Ideas To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork the artwork of others to stimulate them. Formal Elements Texture, Tone Knowledge of artists Study the work of the artist Pollock Evaluating Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>		<p>Making Skills Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Generating Ideas To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork the artwork of others to stimulate them. Formal Elements shape, line Knowledge of artists Analyse and describe how artists use line in their work. Donatello, Leonardo Da Vinci Evaluating Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p>		<p>Making Skills Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Generating Ideas To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Create personal artwork the artwork of others to stimulate them. Formal Elements Form Knowledge of artists Kleitias the vase painter, Phidias and Parthenos sculptures Evaluating Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.</p>		<p>Making Skills Develop skill and control when painting. Paint with expression. Analyse painting by artists. Generating Ideas Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Formal Elements Colour Knowledge of artists Banksy/Street art-link to evolution Analyse painting by artists. Analyse and describe colour and painting techniques in artists work. Evaluating Use their own and other's opinion of work to identify areas of improvement.</p>	
<p>RE</p>	<p>What does it mean to be a Hindu in Britain today? South Glos L2.8 HINDU FOCUS</p>	<p>What is the Trinity? Christmas South Glos L2.9 (links to South Glos 'why are festivals important?') CHRISTIAN FOCUS</p>	<p>Why do People pray? South Glos L2.4 (only use Islamic section) MUSLIM FOCUS</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? Easter South Glos L2.5, 6, 7, 8 (links to South Glos 'why are festivals important?') CHRISTIAN FOCUS</p>	<p>What kind of world did Jesus live in? South Glos L2.1 & 2 CHRISTIAN FOCUS</p>	<p>What do different people believe about God? (thematic - Hindu, Muslim & Christian) South Glos L2.1 HINDU, MUSLIM & CHRISTIAN FOCUS</p>	<p>Living 2a.1. CREATION/ FALL: What do Christians learn from the creation story?</p>	<p>Expressing Why are festivals important to religious communities? (thematic - all 4 faiths)</p>	<p>Living 2a.2. PEOPLE OF GOD: What is it like to follow God?</p>	<p>Living What can we learn from religions about deciding what is right and wrong? (thematic - faiths & Humanists)</p>	<p>Believing 2a.6. KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?</p>	<p>Expressing Why do some people think life is like a journey and what significant experiences mark this? (thematic - Hindu, Jewish & Christian)</p>
<p>Computing</p> <p>We follow the scheme of work from Integra</p>	<p>Impact of technology Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Key Skills 1. Know what a simulation is and why they are used. 2. Know that physical systems can be simulated. 3. Know that simulations can be different to a real life situation. 4. Know that simulations can be used to test a prediction. 5. Know that simulations allow people to explore a variety of options 6. Know that changing options in a simulation may have different outcomes. 7. Describe some ways in which simulations have an impact on our lives. 8. Know that simulations produce information that needs to be analysed.</p>		<p>Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Key Skills 1. Know the benefits of using passwords and strategies for creating strong and secure passwords 2. Know that people can connect through the internet and that this can create an online community 3. Know that some websites are designed to encourage people to buy something and what features are used on sites to do this 4. Know the differences between communicating in person and online and how to write clear and respectful messages 5. Communicate effectively by email considering the purpose and audience and adapting the tone accordingly 6. Know that you can pay for things online including in-app purchases and how to avoid incurring costs 7. Identify some dangers of using mobile technology and how to keep safe Programming Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs. Key Skills 1. Use logo type commands to control a floor robot. 2. Understand how instructions given in a logo program relate to instructions given to a programmable robot. / Toy 3. Solve problems with a floor robot and replicate their solutions on screen. 4. Use logo commands to write an algorithm and program e.g. to draw regular shapes. 5. Explain what a given program does in a logo program and using a visual programming language. 6. Debug a program written in logo commands and using a visual programming language. 7. Use repeat in logo to write a program. 8. Test and debug given programs. 9. Write an algorithm using logo and using a visual programming language to achieve an outcome. 10. Explain how an algorithm solves a problem. 11. Write a program in which an object is used to trigger an action.</p>		<p>Media Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Key Skills 1. Create pictures using a range of tools and effects such as blur, diffuse, darken, reflect and repeats. 2. Take digital images using zoom and use effects to edit them. 3. Record sounds and voices and compose music and use tools to add effects to recordings and compositions. 4. Use all fingers to create text based documents incorporating images selecting appropriate fonts, size and colour for a purpose and emphasis. Use bold, underline and italics for emphasis. 5. Edit text by highlighting, to change fonts, size, and colour and save their changes. 6. Contribute their own ideas to a wiki and use resources from a wiki to support planning for a project 7. Use a spell checker. Handling Data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills 1. Use a digital microscope to find detailed information. 2. Find information from a database to answer straight forward questions. 3. Add to a database. 4. Answer questions using information in a branching database. 5. Ask their own questions and recognise those which have yes/no answers. 6. Create their own branching database to answer questions. 7. Record and present data in drawings, pictograms, bar charts and tables. 8. Answer one-step and two-step questions from collected data. 9. Use a data logger to monitor changes and describe the findings.</p>		<p>Programming Use logical reasoning to predict the behaviour of simple programs Understand programs execute by following precise and unambiguous instructions Create and debug simple programs Key Skills 1. Test and improve given programs. 2. Improve efficiency in programs by comparing different solutions and by using repeat. 3. Write and edit programs using logo commands. 4. Write procedures using logo e.g. to draw letters, polygons and other shapes. 5. Use procedures as part of a program. 6. Define variables e.g. to draw shapes on screen with logo and to create a score in a game. 7. Plan and write a program using a flow chart structure. 8. Use sensors to 'trigger' an action e.g. touching a wall. 9. Write an algorithm and then create a program that will use a simple selection command for a game.</p>		<p>Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Key Skills 1. Know how to be responsible and respectful digital citizens in offline and online communities 2. Know how to protect themselves from identity theft by considering the information they share online 3. Know that websites use the information you post online to target advertising and how to manage this (relative to what you post/search online). 4. Know about the impact that hurtful online messages can have and how to deal with cyberbullying and support each other. 5. Know how to compare and refine keyword searches and explain their results 6. Know that the type of content you post on line can influence how people see you and the implications for generating positive content and selecting appropriate fonts. 7. Know about the dangers of online gaming and how to keep safe Impact of Technology use search technologies effectively, appreciate and be discerning in evaluating digital content Key Skills 1 Describe the features of a search engine that help you to search. 2. Know how to select an appropriate search tool. 3. Describe how to use a search engine effectively (to get best results). 4. Know why search results are ranked differently. 5. Know how to check the reliability of a web site. 6. Know about file structure, naming and organisation and the implications for finding resources. 7. Know about the different places data can be stored and the benefits and issues of this.</p>		<p>Media Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills 1. Create pictures by choosing from a range of tools and effects and by copying and pasting sections of a picture. * 2. 2. Take digital images, edit using camera effects and crop them 3. Edit sound and music files using copy and paste and adding effects. 4. Create text based documents using appropriate layout for a purpose including use of bullet points, numbering, indenting and columns and selecting appropriate fonts. 5. Use right click to correct spellings, look up words and find synonyms 6. Script and plan a film considering shot types and then film it. 7. Contribute to a blog and know how information in a blog is organised. Handling Data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills 1. Ask questions about a population and identify data to be collected to answer them 2. Plan and create a database 3. Distinguish between different types of data in a database field such as numerical, text, list 4. Search and sort data in a database to answer questions 5. Know how to identify inaccurate data 6. Present data appropriately for a purpose and audience 7. Use a data logger and analyse the findings.</p>	
<p>French</p>	<p>Term 1: French greetings Term 2: Colours and shapes</p>		<p>Term 3: Numbers and age Term 4: Classroom items</p>		<p>Term 5: Transport Term 6: Animals</p>		<p>Term 1: Describing people Term 2: Clothes</p>		<p>Term 3: Numbers and calendars: Term 4: Weather and the water cycle</p>		<p>Term 5: Food Term 6: Music & singing</p>	
<p>Music</p>												
<p>P.E</p> <p>Indoor</p>	<p>Dance Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Dance Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Swimming Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>	<p>Swimming Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>	<p>Dance Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Dance Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Swimming Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>	<p>Swimming Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>

	P.E	Tag Rugby	Netball	Invasion Games	Football	Athletics	Striking and Fielding - Tennis	Tag Rugby	Netball	Invasion Games	Football	Athletics	Striking and Fielding - Hockey
	Outdoor	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Children should be taught Movements including running, throwing and catching. Children will Participate in team games, developing simple tactics.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Children should be taught Movements including running, throwing and catching. Children will Participate in team games, developing simple tactics.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

Year 5&6	Geography	<p>Location Knowledge: Counties and Countries</p> <p>Human Features: How the settlement has changed Land use change – Future of it.</p> <p>Physical Features: Topography</p> <p>Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Buildings Study: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Location Knowledge: Counties and cities in the UK</p> <p>Identify the position and significance of latitude, longitude and equator-Northern Hemisphere Southern Hemisphere – the Tropics of Cancer and Tropics of Capricorn. – Arctic and Antarctic – the prime/ Greenwich Meridian and time Zone – Day and Night</p> <p>Human Features:</p> <p>Physical Features:</p> <p>Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Location Knowledge: Identify the position and significance of latitude, longitude and equator-Northern Hemisphere Southern Hemisphere – the Tropics of Cancer and Tropics of Capricorn. – Arctic and Antarctic – the prime/ Greenwich Meridian and time Zone – Day and Night</p> <p>Understand Geographical similarities and differences through the study of Human and Physical Geography of a region of the UK Comparison Study of South America.</p> <p>Human Features Food Trade links – Resources</p> <p>Physical Features: Climate zones, Biomes, vegetation belts, The water cycle</p> <p>Drought</p>	<p>Location Knowledge: Name and locate counties and Cites of the UK, How counties have developed from tribal areas to now</p> <p>Human Features: Describe and understand key aspects of Human Geography – including types of settlement and land use, Economic activity including trade links and the distribution of natural resources including energy food, minerals and water</p> <p>Physical Features: European focus country/region - Islands and coastlines</p>	<p>Location Knowledge:</p> <p>Human Features:</p> <p>Physical Features:</p> <p>Fieldwork:</p>	<p>Physical Features: Describe and understand key aspects of physical geography including Climate, zones, biomes and vegetation belts.</p> <p>Fieldwork: use the 8 points of a compass, 4 and 6-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</p>
	History	<p>A Local History Study over time An instigation of the features of Buildings <i>3D Perspective drawing and models</i></p>	<p>Changes in Travel A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the first railways and air travel)</p>	<p>Mayan civilization A non-European society that provides contrasts with British history; Mayan civilization c.AD 900</p>	<p>Vikings and Anglo Saxons and WW2 A local history study – Struggle for England The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Pioneers of the Future - Significant people: - Greta Thunberg - Elon Musk - James Dyson - Bill Gates - Steve Jobs - Sir David Attenborough</p>	<p>Theory of Evolution A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
	Historical People	Significant historical people – Brunel -	Significant historical people – Wiston Samuel Jackson – Dame Jocelyn Barrow	Significant historical people –	Significant historical people – Jessie Owens	Significant historical people – See above	Significant historical people – Darwin - Sir David Attenborough - John Edmonstone – Mary Seacole
	Science	<p>Properties and changes of materials - 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> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</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>Forces Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance 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>Earth and Space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>Living things and their habitats (Plants and Biomes) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>		<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Light Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain the objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Animals, including humans Describe the changes as humans develop to old age</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</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>Evolution and inheritance Recognise that living things have changed over time and that fossils proved information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
	DT	<p>Structures - Building model houses Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Progression of skills • Knowing that structures can be strengthened by manipulating materials and shapes • Identifying the shell structure in everyday life (cars, aeroplanes, tins, cans) • Understanding man made and natural structures</p>	<p>Mechanisms - Prototype of Invention to include gears, pulleys, leavers and linkages (could use the Kapow planning for Automata toys) Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products (Gears, Pulleys, Leavers, Linkages)</p> <p>Apply their understanding of computing to program, monitor and control their products</p>	<p>Textiles - ? Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular event (Cromhall Flower Show)</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches pattern pieces and computer-aided design.</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Progression of skills Learning to sew blanket stitch to join fabric • Applying blanket stitch so the space between the stitches are even and regular • Threading needles independently</p> <p>Cooking & Nutrition - A menu from things only sourced locally understand and apply the principles of a healthy and varied diet</p> <p>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>become competent in a range of cooking techniques</p> <p>understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Cooking & Nutrition understand and apply the principles of a healthy and varied diet</p> <p>cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>become competent in a range of cooking techniques</p> <p>understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Progression of skills • Learning how to research a recipe by ingredient • Recording the relevant ingredients and equipment needed for a recipe • Understanding the combinations of food that will complement one another • Understanding where food comes from, describing the process of 'Farm to Fork' for</p>	<p>Electronics Systems - Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular event (Cromhall Flower Show)</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Flower Show Progression of skills Learning different decorative stitches • Application and outcome of the individual technique • Sewing accurately with even regularity of stitches</p>

Art	<p>Making Skills Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Extend and develop a greater understanding of applying expression when using line. Construct patterns through various methods to develop their understanding. Generating Ideas Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Formal Elements Line, Pattern, Shape</p> <p>Knowledge of artists Hundertwasser Houses Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.</p> <p>Evaluating Regularly analysing and reflecting on their intentions and choices.</p>	<p>Making Skills Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Generating Ideas Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Formal Elements Form</p> <p>Knowledge of artists Sean Kenney (Lego artist)</p> <p>Evaluating Regularly analysing and reflecting on their intentions and choices.</p>	<p>Making Skills Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Select and mix more complex colours to depict thoughts and feelings. Develop understanding of texture through practical making activities. Generating Ideas Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Formal Elements Colour, Texture</p> <p>Knowledge of artists Hokusai –The Wave Develop a greater understanding of vocabulary when discussing their own and others' work. Evaluating Regularly analysing and reflecting on their intentions and choices.</p>	<p>Making Skills Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Deepen knowledge and understanding of using line when drawing objects. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Generating Ideas Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Formal Elements Line</p> <p>Knowledge of artists Carravaggio</p> <p>Evaluating Use the language of art with greater sophistication when discussing own and others art.</p>	<p>Making Skills Create mixed media art using found and reclaimed materials. Select materials for a purpose. Further extend their ability to describe and model form in 3D using a range of materials.</p> <p>Generating Ideas</p> <p>Formal Elements Form</p> <p>Knowledge of artists Darrel Wakeman, Khalil Chishtee Develop a greater understanding of vocabulary when discussing their own and others' work</p> <p>Evaluating Use the language of art with greater sophistication when discussing own and others art.</p>	<p>Making Skills Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Express feelings and emotions through colour. Study colours used by Impressionist painters. Understand how artists manipulate materials to create texture. Generating Ideas</p> <p>Formal Elements colour, texture</p> <p>Knowledge of artists Impressionists, Van Gogh-Texture</p> <p>Evaluating Use the language of art with greater sophistication when discussing own and others art.</p>	
RE	<p>What does it mean if God is Holy and Loving? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100 CHRISTIAN FOCUS</p>	<p>Was Jesus the Messiah? Christmas 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100 CHRISTIAN FOCUS</p>	<p>Is it better to express your beliefs in art and architecture or in charity and generosity? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100 CHRISTIAN, MUSLIM & HUMANIST FOCUS</p>	<p>What do Christians believe Jesus did to 'save' people? Easter 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100 CHRISTIAN FOCUS</p>	<p>What does it mean to be a Muslim in Britain today? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100 MUSLIM FOCUS</p>	<p>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100 CHRISTIAN, MUSLIM & HINDU FOCUS</p>	<p>Believing What do religions say to us when life gets hard? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100</p> <p>Living 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100</p> <p>Believing 2b.5 CREATION/FALL: Creation & Science – Conflict or Complimentary? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100</p> <p>Living What matters most to Christians and Humanists? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100</p> <p>Believing 2b.5 GOSPEL: What would Jesus do? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100</p> <p>Believing Why do some people believe God exists? 2b.1, 2b.2, 2b.3, 2b.4, 2b.5, 2b.6, 2b.7, 2b.8, 2b.9, 2b.10, 2b.11, 2b.12, 2b.13, 2b.14, 2b.15, 2b.16, 2b.17, 2b.18, 2b.19, 2b.20, 2b.21, 2b.22, 2b.23, 2b.24, 2b.25, 2b.26, 2b.27, 2b.28, 2b.29, 2b.30, 2b.31, 2b.32, 2b.33, 2b.34, 2b.35, 2b.36, 2b.37, 2b.38, 2b.39, 2b.40, 2b.41, 2b.42, 2b.43, 2b.44, 2b.45, 2b.46, 2b.47, 2b.48, 2b.49, 2b.50, 2b.51, 2b.52, 2b.53, 2b.54, 2b.55, 2b.56, 2b.57, 2b.58, 2b.59, 2b.60, 2b.61, 2b.62, 2b.63, 2b.64, 2b.65, 2b.66, 2b.67, 2b.68, 2b.69, 2b.70, 2b.71, 2b.72, 2b.73, 2b.74, 2b.75, 2b.76, 2b.77, 2b.78, 2b.79, 2b.80, 2b.81, 2b.82, 2b.83, 2b.84, 2b.85, 2b.86, 2b.87, 2b.88, 2b.89, 2b.90, 2b.91, 2b.92, 2b.93, 2b.94, 2b.95, 2b.96, 2b.97, 2b.98, 2b.99, 2b.100</p>
Computing	<p>Impact of Technology Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills: 1. Know about computer networks and how they work 2. Know how they can provide multiple services 3. Know that data is used to target services and information 4. Know about the benefits of different types of online communication and collaboration tools 5. Know how to select the most appropriate tool for a purpose 6. Know how online communication and collaboration impacts on people in their life and work</p> <p>Handling Data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills: 1. Identify data required to answer specific questions. 2. Present data using different graphs and charts in a spreadsheet. 3. Collect and record information using databases and spreadsheets. 4. Complete complex searches (e.g. using and/or; < / >) of data in databases and online data sources. 5. Answer questions by identifying data that can be collected using a data logger and interpreting the findings. 6. Plan investigations which make use of a data logger to collect data; analyse findings and present outcomes.</p>	<p>Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Key Skills: 1. Know about the consequences online behaviour can have 2. Know what spam is, the forms it takes and strategies for dealing with it 3. Know that websites try to influence our views and recognise how to distinguish between fact and opinion 4. Identify how social networking sites share information and the risks of this 5. Know what plagiarism is and how and when they can use the work of others 6. Know how to protect devices from harm</p> <p>Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Key Skills: 1. Plan, debug and test algorithms and programs. 2. Use looping and repeat until a condition is met in programs. 3. Group commands to create procedures or sub-routines. 4. Plan, write, debug and test programs using selection structures. 5. Write programs in which an input controls an output and edit to give a different output. 6. Create a program to simulate and control a real life system. Control on screen mimics and physical devices. 7. Use 4 quadrants to identify position in a visual programming language. 8. Use understanding of internal angles to program more complex shapes on screen. 9. Write a program which uses more than one variable. 10. Use a varying sensor as an input to trigger action in a program e.g. temperature or light.</p>	<p>Media Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills: 1. Create pictures using a wide range of effects and tools in a paint program to create images designed for a specific purpose and audience. 2. Use a variety of tools and effects to edit sounds and music for a specific purpose and audience. 3. Create text based multimedia documents selecting an appropriate layout, fonts and tools for a purpose and audience. 4. Script and plan an animation for a specific purpose using green screen where appropriate. 5. Compare different online communications methods and explain how they are similar and different. 6. Use word processing software to design and format for specific purposes.</p>	<p>Programming Use logical reasoning to predict the behaviour of simple programs Understand programs execute by following precise and unambiguous instructions Create and debug simple programs Key Skills: 1. Plan an algorithm using flowchart notation and then use it to write a program. 2. Write a program from a given algorithm to achieve a specified outcome. Use the program to test and improve the original algorithm. 3. Control on screen mimics and physical devices using more than one input and predict the outputs. 4. Use selection structures in a program. 5. Create variables in a program. 6. Use sensors to measure an input in order to trigger a sequence and procedure. 7. Edit programs using procedures / subroutines to improve efficiency.</p> <p>Handling Data Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills: 1. Complete data collection and analysis. 2. Select, collect, check accuracy and analyse the data through selecting appropriate data manipulation tools, and present results. 3. Solve problems by manipulating and interrogating data and present their findings. 4. Question the integrity of data and identify where data may be compromised.</p>	<p>Online Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Key Skills: 1. Pupils learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online. 2. Communicate and exchange information (including digital communication) effectively, safely and responsibly. 3. Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content. 4. Pupils explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises.</p> <p>Impact of Technology Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills: 1. Know how to find out who information on a web page belongs to 2. Know how web sites are designed to have an impact on the audience 3. Be able to evaluate web sites and the impact they are designed to have on an audience 4. Know some ways to evaluate the reliability of web content 5. Know about intellectual property and copyright 6. Know how web pages are created and published</p>	<p>Media Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Key Skills: 1. Take and edit digital images in different ways for different purposes and audiences. 2. Use a variety of tools and effects to change sounds and music in order to have a different impact on an audience. * Create and amend text based documents selecting an appropriate layout, fonts and tools for contrasting purposes and audience. 3. Incorporate hyperlinks and transitions in documents and presentations. 4. Plan film or animation for a specific purpose using green screen where appropriate and aiming to have a specific impact on a specified audience. 5. Choose an online communication mechanism for a specific purpose and explain their reasons for choosing it.</p>	
French	<p>Term 1: Body parts Term 2: Space</p>	<p>Term 3: Shopping & money Term 4: French around the world</p>	<p>Term 5: Verbs Term 6: Family</p>	<p>Term 1: Sport Term 2: Football</p>	<p>Term 3& 4: Houses</p>	<p>Term 5: Holidays Term 6: Visiting France</p>	
Music							

	P.E Indoor	<p>Dance</p> <p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment</p> <p>Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Dance</p> <p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment</p> <p>Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Swimming</p> <p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.</p> <p>To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>	<p>Orienteering (Year 6)</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p>	<p>Dance</p> <p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment</p> <p>Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Dance</p> <p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment</p> <p>Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns</p>	<p>Gymnastics</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>	<p>Swimming</p> <p>Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.</p> <p>To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations.</p>	<p>Orienteering (Year 6)</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p>
	P.E Outdoor	<p>Tag Rugby</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Netball</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Invasion Games</p> <p>Children should be taught Movements including running, throwing and catching. Children will Participate in team games, developing simple tactics.</p>	<p>Football</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Athletics</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Striking and Fielding – Tennis</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Tag Rugby</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Netball</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Invasion Games</p> <p>Children should be taught Movements including running, throwing and catching. Children will Participate in team games, developing simple tactics.</p>	<p>Football</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>	<p>Athletics</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Striking and Fielding – Hockey</p> <p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>