Year Group	Subject NC Coverage	Cycle B		
		Terms 1 & 2 - Invasion	Terms 3 & 4 – Pioneers	Terms 5 & 6 – Evolution
Year 1&2	Geography	*Why do we have castles? How has their purpose changed over the years? Why do we have so many castles in our area?* Use basic geographical vocabulary to refer to: Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop (link to Castles and positions for invasion and living)	*Pioneering Explorers - comparing hot and cold places. How do the physical and human features differ?* *Impact of explorers now and then* Name and locate the world's seven continents and five oceans (revisit prior learning from 'Where we live' and 'Planet Earth') Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole	*Comparison of Zambia with our own locality - linking to church charity CLinC* *Animals of Zambia* *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?')* 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 Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour, shop
	History	*Why do we no longer have castles? The castles that still exist – how has the purpose of them changed over the years?* Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	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??)	
	Historical People		Significant historical people – Robert Falcon Scott/Felicity Ashton, Chirstopher Coloumbus/Levison Wood	
	Science	*Can you make a structure that will get you across a moat to invade?* Non-statutory Floating and Sinking , linking to materials and waterproof (link to ships and invasion)	*Everyday materials -What materials will be good for clothing for exploring in Antarctica and exploring in warm countries?* Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting and stretching Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties i.e Clothing for explorers	*Humans and Living Things - Animal Classification, life cycles of animals and humans* **Animals and Humans** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Yr 1) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Yr 2 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals that are carnivores, herbivores and omnivores

	DT	**Structures - Designing and making a castle** **Design** Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology **Make** <mark>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</mark> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** Explore and evaluate a range of existing products <mark>Evaluate their ideas and products against design criteria</mark> **Technical Knowledge** <mark>Build structures, exploring how they can be made stronger, stiffer and more stable</mark> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**Mechanisms - Ice Fishing Pulley System** **Design** Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology **Make** Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** <mark>Explore and evaluate a range of existing products</mark> Evaluate their ideas and products against design criteria **Technical Knowledge** Build structures, exploring how they can be made stronger, stiffer and more stable <mark>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</mark>	**Textiles - Animal Puppets** **Cooking and Nutrition - Making a Zambian meal** **Design** Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** <mark>Select from and use a range of tools and equipment to perform practical tasks</mark> <mark>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</mark> **Evaluate** Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria **Cooking & Nutrition** <mark>Use basic principles of a healthy and varied diet to prepare dishes</mark> <mark>Understand where food comes from</mark>
	Art	**Making Skills** **Explore <mark>drawing</mark> 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.** **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.** **Formal Elements Shape, Line,** **Knowledge of artists Paul Klee, Royal Portraits** **Evaluating** **Describe choices and preferences using the language of art.**	**Making Skills** **Further improve skill and control when painting. <mark>Paint</mark> with creativity and expression** **Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their** **colour selections.** **Generating Ideas** **To use sketchbooks more effectively through further teacher modelling.** **Formal Elements Colour** **Knowledge of artists Monet (warm paintings) Van Gogh (cool) Mondrian (cool)** **Evaluating** **Use artist sources to develop their own original artwork.**	**Making Skills** **Use a range of materials to design and make products including craft, weaving, <mark>printmaking,</mark> 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.** **Generating Ideas** **To use sketchbooks more effectively through further teacher modelling.** **Formal Elements Pattern** **Knowledge of artists Zentangle artists, William Morris repeated patterns** **Evaluating** **Describe choices and preferences using the language of art.**

	RE	Believing 1.4 GOSPEL: What is the good news Jesus brings?	Expressing 1.3 INCARNATION: Why does **Christmas** matter to Christians?	What does it mean to belong to a faith community?	Expressing 1.5 SALVATION: Why does **Easter** matter to Christians?	Believing What can we learn from sacred books? (Muslim & Jews & Christian)	Living How should we care for others and the world? (Jews & Christians)

	Computing We follow the scheme of work from Integra	**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.	**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 **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	**Data Handling** Use technology purposefully to create, organise, store, manipulate and retrieve digital content Key Skills1 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 **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.

	Music			

P.E Indoor	Dance	Gymnastics - Shapes	Dance	Gymnastics - Pathways	Dance	Gymnastics – Apparatus
	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. Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings	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.	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. Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings	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.	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. Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings	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.E Outdoor	**Fundamental Multi-skills** Pupils should applying running, jumping, throwing and catching in isolation and in combination.	**Fundamental Tag Rugby** Pupils should participate in team games, developing simple tactics for attacking and defending.	**Invasion Games** Pupils should participate in team games, developing simple tactics for attacking and defending.	**Football** Pupils should participate in team games, developing simple tactics for attacking and defending.	**Athletics** 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. They should enjoy communicating, collaborating their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.	**Striking and Fielding** Pupils should participate in team games, developing simple tactics for attacking and defending.

Year Group	Subject NC Coverage	Cycle B		
		Terms 1 & 2 - Invasion	**Terms 3 & 4 – Pioneers**	**Terms 5 & 6 – Evolution**
Year 3&4	Geography	**Human Settlement and Trade** ==Location Knowledge:== Name and locate counties and Cites of the UK, -How counties have developed from tribal areas to now ==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 ==Physical Features== European focus country/region - Islands and coastlines ==Fieldwork:== use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	**Compare the UK with another European Country (Greece)** ==Location Knowledge:== 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) ==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 ==Physical Features:== European focus country/region - Islands and coastlines ==Fieldwork:== use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	**Map Skills and Fieldwork** ==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
	History	**Roman Invasion of Britain and the fall of the Empire** The Roman Empire and its impact on Britain and the fall of empire Britain's settlement by Anglo-Saxons and Scots	**Ancient Greece** A study of Greek life and achievements and their influence on the western world	
	Historical People	Significant historical people-	Significant historical people – John Wesley Gilbert -	
	Science	**Electricity** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	**Light** Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are way to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change	**Animals, including humans** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey **Living things and their habitats**

		Recognise some common conductors and insulators, and associate metals with being good conductors **Sound** Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases		Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things
	DT	**Mechanisms-Roman Catapults (see slingshot cars Kapow)** **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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks accurately 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 **Evaluate** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **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)	**Electrical System - Torches (see Kapow planning)** **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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks accurately 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 **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 understand how key events and individuals in design and technology have helped shape the world **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) Apply their understanding of computing to program, monitor and control their products	**Textiles - Flower Show** **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) generate, develop, model and communicate their ideas through discussion, annotated sketches pattern pieces and computer-aided design. **Make** select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Progression of skills** Designing and making a template from an existing object and applying individual design criteria **Cooking & Nutrition** understand and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques

						understand the source, seasonality and characteristics of a broad range of ingredients	

Art	**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).	**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.	**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.

RE	Living 2a.1: CREATION/ FALL: What do Christians learn from the creation story?	Expressing Why are festivals important to religious communities? (thematic – all 4 faiths)	Living 2a.2 PEOPLE OF GOD: What is it like to follow God?	Living What can we learn from religions about deciding what Is right and wrong? (thematic – faiths & Humanists)	Believing 2a.6 KINGDOM OF GOD: When Jesus left what was the impact of **Pentecost**?	Expressing Why do some people think life is like a journey and what significant experiences mark this? (thematic – Hindu, Jewish & Christian)

Computing We follow the scheme of work from Integra	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.	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 7. Know about the dangers of online gaming and how to keep safe	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.

				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.	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.
	French	Term 1: Describing people Term 2: Clothes		Term 3: Numbers and calendars: Term 4: Weather and the water cycle	Term 5: Food Term 6: Music & singing
	Music				
	P.E Indoor	**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	**Gymnastics** Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics	**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	**Gymnastics** Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics	**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.	**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.E	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

Year Group	Subject NC Coverage	Cycle B		
		Terms 1 & 2 - Invasion	**Terms 3 & 4 – Pioneers**	**Terms 5 & 6 – Evolution**
Year 5&6	Geography	<mark>Location Knowledge:</mark> <mark>Name and locate counties and Cites of the UK,</mark> <mark>-How counties have developed from tribal areas to now</mark> <mark>Human Features:</mark> 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 <mark>Physical Features:</mark> European focus country/region - Islands and coastlines	<mark>Location Knowledge:</mark> <mark>Human Features:</mark> <mark>Physical Features:</mark> <mark>Fieldwork:</mark>	<mark>Physical Features:</mark> Describe and understand key aspects of physical geography including Climate, zones, biomes and vegetation belts. <mark>Fieldwork:</mark> 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
	History	**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	**Pioneers of the Future -** Significant people: - Greta Thunberg - Elon Musk - James Dyson - Bill Gates - Steve Jobs - Sir David Attenborough	**Theory of Evolution** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Historical People	Significant historical people – Jessie Owens	Significant historical people – See above	Significant historical people – Darwin - Sir David Attenborough - John Edmonstone – Mary Seacole
	Science		**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram **Light** Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Animals, including humans** Describe the changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans **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 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

	DT	**Cooking & Nutrition** understand and apply the principles of a healthy and varied diet cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques understand the source, seasonality and characteristics of a broad range of ingredients **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	**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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks accurately 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 **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 **Technical Knowledge** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	**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) generate, develop, model and communicate their ideas through discussion, annotated sketches pattern pieces and computer-aided design. **Make** Select from and use a wider range of tools and equipment to perform practical tasks accurately Select from and use a wider range of materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **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 **Flower Show** **Progression of skills** Learning different decorative stitches • Application and outcome of the individual technique • Sewing accurately with even regularity of stitches
	Art	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 Knowledge of artists Carravaggio	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. Generating Ideas Formal Elements Form Knowledge of artists Darrel Wakeman, Khalil Chishtee Develop a greater understanding of vocabulary when discussing their own and others' work	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 Formal Elements colour, texture Knowledge of artists Impressionists, Van Gogh-Texture Evaluating Use the language of art with greater sophistication when discussing own and others art.

		Evaluating Use the language of art with greater sophistication when discussing own and others art.		Evaluating Use the language of art with greater sophistication when discussing own and others art.			
	RE	Believing What do religions say to us when life gets hard?	Living 2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	Believing 2b.2CREATION/FALL: Creation & Science – Conflict or Complimentary?	Living What matters most to Christians and Humanists?	Believing 2b.5 GOSPEL: What would Jesus do?	Believing Why do some people believe God exists?
	Computing We follow the scheme of work from Integra	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. 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.		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. 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		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.	
	French	Term 1: Sport Term 2: Football		Term 3& 4: Houses		Term 5: Holidays Term 6: Visiting France	
	Music						

	PSHE	**Jigsaw - Being Me (Term 1), Celebrating Difference (Term 2)** Year 1&2 - Year2 coverage Yer 3&4 - Year 4 coverage Year 5&6 - Year 6 coverage		**Jigsaw - Dreams and Goals (Term 3), Healthy Me (Term 4)** Year 1&2 - Year2 coverage Yer 3&4 - Year 4 coverage Year 5&6 - Year 6 coverage		**Jigsaw - Relationships (Term 5), Changing Me (Term 6)** Year 1&2 - Year2 coverage Yer 3&4 - Year 4 coverage Year 5&6 - Year 6 coverage
	P.E Indoor	**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	**Gymnastics** Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics	**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	**Gymnastics** Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics	**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.	**Orienteering (Year 6)** 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.
	P.E Outdoor	**Tag Rugby** 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	**Netball** 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	**Invasion Games** Children should be taught Movements including running, throwing and catching. Children will Participate in team games, developing simple tactics.	**Football** 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	**Athletics** 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.	**Striking and Fielding – Hockey** 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