**Federation of Penny Acres and Wigley Primary School**

**Curriculum Map Year Cycle C**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn 1  Autumn 2 | Spring 1  Spring 2 | Summer 1  Summer 2 |
| Termly topics | Walk like an Egyptian! | What did the Romans do for us? | Roaring Rainforests |
| Key Questions/  Focus of the topic | Who were the Ancient Egyptians?  What do we know about Egypt?  What legacies have the Egyptians left on society today? | Legacies of the Roman Empire today.  Where they came from and why?  What is Empire? | Where are the Rainforests in the world?  What plants and animals have their habitats in the rainforest?  What are the environmental concerns with the rainforest today? |
| Resources, visits and visitors | | | |
| Hook/wow/visits: | Egyptian workshop visit to school  Museum visit to see Egyptian artefacts | Theatre visit – Rotten Romans  Visit to Chester or York  Museum (Doncaster) | Yorkshire Wildlife Park  Flamingo Land  Butterfly House  Creatures in school |
| Class novel:  extracts | Secrets of a Sun God  Egyptian Cinderella | What the Romans did for us?  Roman News | Journey to the River Sea  Where the Forest meets the sea  My Country Brazil |
| Modern British Values, Respect and Community Links | | | |
| Modern British Values/PSHE | Slavery/Black lives matters  Individual liberty. Mutual respect and tolerance. | Roman traditions today – religion, roads, baths, writing. Rules of law. | Looking after our local environment. Conservation projects. Accept responsibility for their behaviour. |
| Core Subject Teaching – Cross Curricular | | | |
| English | Traditional Tales  Historical Fiction  Shakespeare – Anthony and Cleopatra | Journalistic writing  Brochures | Poetry  Non-chronological report  Environmental texts |
| Mathematics | **Number – Number and Place Value**  **Y3**  Counting on in multiples.  Recognise the place value in a 3-digit number.  Read and write numbers to 1000 and solve problems.  **Y4**  Count on and back in multiples, including negatives.  Recognise the place value in a 4-digit number.  Order, compare, identify, round and estimate numbers to 1000.  Solve number problems.  Read Roman Numerals to 100.  **Y5**  Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.  Solve number problems.  Read Roman Numerals to 1000.  **Y6**  Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.  **Number – Addition and Subtraction**  **Y3**  Add and subtract numbers mentally including a 3-digit number and ones, tens and hundreds.  Use formal methods of columnar addition and subtraction, estimating using inverse operations and solve problems including missing number problems.  **Y4**  Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, using estimates and inverse operations to check answers. Solve addition and subtraction two-step problems.  **Y5**  Add and subtract whole numbers with more than 4 digits, including using formal written methods.  Use rounding and mental calculations to solve and check answers.  Solve addition and subtraction multi-step problems, deciding which operations to use.  **Y6**  Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.  Use estimations to check answers to calculations.  **Multiplication and division**  **Y3**  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.  Write mathematical statements including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  Solve problems, including missing number problems.  **Y4**  Recall multiplication and division facts for multiplication tables up to 12 × 12.  Multiplying by 0 and 1; dividing by 1.  Recognise and use factor pairs.  Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems.  **Y5**  Identify multiples and factors.  Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.  Multiply numbers up to 4 digits by a one- or two-digit number.  Divide numbers up to 4 digits by a one-digit number.  Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.  Recognise and use square numbers and cube numbers  Use their knowledge of factors and multiples, squares and cubes.  Solve problems.  **Y6**  Multiply multi-digit numbers up to 4 digits by a two-digit whole number.  Divide numbers up to 4 digits by a two-digit whole number.  Perform mental calculations.  Identify common factors, common multiples and prime numbers.  Use their knowledge of the order of operations to carry out calculations.  **Statistics**  **Y3**  Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.  **Y4**  Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.  **Y5**  Solve comparison, sum and difference problems using information presented in a line graph.  Complete, read and interpret information in tables, including timetables.  **Y6**  Interpret and construct pie charts and line graphs and use these to solve problems.  Calculate and interpret the mean as an average. | **Fractions**  **Y3**  Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.  Recognise unit fractions and non-unit fractions with small denominators.  Recognise equivalent fractions with small denominators.  equivalent fractions with small denominators.  Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.  **Y4**  Recognise and show equivalent fractions.  Count up and down in hundredths and divide tenths by ten.  Solve problems to calculate quantities, and fractions to divide quantities.  Add and subtract fractions with the same denominator.  Solve simple measure and money problems.  **Y5**  Compare and order fractions whose denominators are all multiples of the same number.  Identify, name and write equivalent fractions.  Recognise mixed numbers and improper fractions and convert from one form to the other.  Add and subtract fractions with the same denominator and denominators that are multiples of the same number.  Multiply proper fractions and mixed numbers by whole numbers.  **Y6**  Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.  Compare and order fractions, including fractions > 1.  Add and subtract fractions with different denominators and mixed numbers.  Multiply simple pairs of proper fractions.  Divide proper fractions by whole numbers.  **Decimals and Percentages**  **Y4**  Recognise and write decimal equivalents.  Find the effect of dividing a one- or two-digit number by 10 and 100,  Round and compare decimals.  **Y5**  Read and write decimal numbers as fractions.  Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.  Round decimals with two decimal places to the nearest whole number and to one decimal place.  Read, write, order and compare numbers with up to three decimal places.  Solve problems involving number up to three decimal places.  Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal.  Solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.  **Y6**  Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.  Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places.  Solve problems which require answers to be rounded to specified degrees of accuracy.  Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.  **Measurement**  **Y3**  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Measure the perimeter of simple 2-D shapes.  Add and subtract amounts of money to give change.  Tell and write the time.  **Y4**  Convert between different units of measurement.  Measure and calculate the perimeter of a rectilinear figure.  Find the area of rectilinear shapes by counting squares.  Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time.  **Y5**  Convert between different units of metric measurements.  Understand and use approximate equivalences between metric units and common imperial units.  Calculate and compare the area of rectangles.  Estimate volume.  Solve problems involving converting between units of time.  **Y6**  Solve problems involving the calculation and conversion of units of measurement.  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.  Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa.  Recognise when it is possible to use formulae for area and volume of shapes.  Calculate the area of parallelograms and triangles.  Calculate, estimate and compare volume of cubes and cuboids. | **Geometry – Properties of Shape**  **Y3**  Draw 2D shapes and make 3D shapes.  Recognise angles as a property of shape or a description of a turn.  Identify right angles.  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  **Y4**  Compare and classify geometric shapes including quadrilaterals and triangles.  Identify acute and obtuse angles.  Identify lines of symmetry in 2-D shapes.  Complete a simple symmetric figure.  **Y5**  Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.  Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.  Draw given angles, and measure them in degrees.  **Y6**  Draw 2-D shapes.  Recognise, describe and build simple 3-D shapes, including making nets.  Compare and classify geometric shapes.  Illustrate and name parts of circles.  Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.  **Geometry – Position and Direction**  **Y4**  Describe positions on a 2-D grid as coordinates in the first quadrant.  Describe movements between positions as translations of a given unit to the left/right and up/down.  Plot specified points and draw sides to complete a given polygon.  **Y5**  Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.  **Y6**  Describe positions on the full coordinate grid (all four quadrants).  Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.  **Measurement**  **Y3**  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Measure the perimeter of simple 2-D shapes.  Add and subtract amounts of money to give change.  Tell and write the time.  **Y4**  Convert between different units of measurement.  Measure and calculate the perimeter of a rectilinear figure.  Find the area of rectilinear shapes by counting squares.  Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time.  **Y5**  Convert between different units of metric measurements.  Understand and use approximate equivalences between metric units and common imperial units.  Calculate and compare the area of rectangles.  Estimate volume.  Solve problems involving converting between units of time  **Y6**  Solve problems involving the calculation and conversion of units of measurement.  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.  Convert between miles and kilometres. Recognise that shapes with the same areas can have different perimeters and vice versa.  Recognise when it is possible to use formulae for area and volume of shapes.  Calculate the area of parallelograms and triangles.  Calculate, estimate and compare volume of cubes and cuboids.  **Ratio and Proportion**  **Y6**  Solve problems involving the relative sizes of two quantities.  Solve problems involving the calculation of percentages.  Solve problems involving similar shapes where the scale factor is known or can be found.  Solve problems involving unequal sharing and grouping.  **Algebra**  **Y6**  Use simple formulae.  Generate and describe linear number sequences.  Express missing number problems algebraically.  Find pairs of numbers that satisfy an equation with two unknowns.  Enumerate possibilities of combinations of two variables. |
| Science | **Wigley**  States of matter  Properties and changes of materials  **Penny Acres**  **LKS2 – Health, Movement, Eating and Digestion**  - Asking relevant questions and using different types of scientific enquiries to answer them  - Setting up simple practical enquiries, comparative and fair tests  - Recording findings using drawings, labels, charts and diagrams  - Reporting and presenting findings from enquiries  - Identifying differences and similarities  - Using evidence to answer questions and support findings  - Describing simple functions of the basic parts of the digestive systems in humans  - Identifying the different types of teeth in humans and their simple functions  - Constructing food chains and identifying producers, predators and prey  - Identifying that animals, including humans, need the right types and amount of nutrition from what they eat – Exploring human and other animals’ skeletons and muscles and their functions  **UKS2 – Changes from Birth to Old Age and Healthy Bodies**  - Planning different types of scientific enquiries to answer questions  - Controlling variables  - Taking measurements  - Recording data and results of increasing complexity using diagrams, scatter graphs and tables  - Using test results to make predictions  - Reporting and presenting findings  - Identifying scientific evidence that has been used to support or refute ideas or arguments  - Describing the changes as humans develop to old age  - Identifying and naming the main parts of the human circulatory system and the functions of the heart, blood vessels and blood  - Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions  - Describing the ways in which nutrients and water are transported within animals, including humans | **Wigley**  Animals, including humans  **Penny Acres**  **LKS2 – States of Matter**  - Asking relevant questions and using different types of scientific enquiries to answer them  - Setting up simple practical enquiries, comparative and fair tests  - Recording findings using drawings, labels, charts and diagrams  - Reporting and presenting findings from enquiries  - Identifying differences and similarities  - Making systematic and careful observations and taking measurements  - Using results to draw simple conclusions  - Comparing and grouping materials according to whether they are solids, liquids or gases  - Observing that some materials can change state when they are heated or cooled and measuring the temperature at which this happens  - Identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature  **UKS2 – Properties and Changes of Materials**  - Planning different types of scientific enquiries to answer questions  - Controlling variables  - Reporting and presenting findings from enquiries  - Comparing and grouping materials based on their properties  - Dissolving and recovering materials using filtering, sieving and evaporating  - Demonstrating that dissolving, mixing and changes of state are reversible changes  - Giving reasons, based on evidence, for the uses of everyday materials including metals, wood and plastic  - Explaining that some changes result in the formation of new materials | **Wigley**  Evolution and inheritance  Sound and light  **Penny Acres**  **LKS2 – Sound and Light**  - Setting up simple practical enquiries, comparative and fair tests  - Making systematic and careful observations and taking measurements  - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  - Recording findings using drawings, labels, charts and diagrams  - Reporting and presenting findings from enquiries  - Using evidence to answer questions and support findings  - Recognising that we need light in order to see things and dark is the absence of light  - Noticing that light is reflected from surfaces  - Recognising that light from the sun can be dangerous and how to protect our eyes  - Recognising that shadows are formed when the light from a light source is blocked by a solid object  - Finding patterns in the way that the size of shadows change  - Identifying how sounds are made  - Recognising that vibrations from sounds travel through a medium to the ear  - Finding patterns associated with pitch and volume  - Recognising that sound gets fainter as distance from the source increases  **UKS2 – Evolution and Inheritance**  - Recording data and results of increasing complexity  - Reporting and presenting findings from enquiries  - Identifying scientific evidence that has been used to support or refute ideas and arguments  - Recognising that living things have changes over time and that fossils provide information about living things that inhabited the Earth millions of years ago  - Recognising that living things product offspring of the same kind, but normally offspring vary and are not identical to their parents  - Identifying how animals and plants are adapted to suit their environment and this sometimes leads to evolution |
| Computing | **Digital Imagery**  - Using graphics and paint packages to create different features and effects when creating different images  - Drawing 2D shapes and 3D forms digitally  - Using technology safely, responsibly and respectfully | **Text and Graphics - Leaflets**  - Communicate ideas using text and graphics  - Using software to present information  - Record and present information using a range of media for a particular audience  - Considering good design features and specific layouts when creating media for printing  - Using technology safely, responsibly and respectfully | **Databases**  - Representing data on screen using pictograms, bar charts and graphs  - Develop knowledge about how data is used in the world and where it is collected  - Use databases to detect anomalies and inaccuracies  - Search databases to answer questions  - Using technology safely, responsibly and respectfully |
| Foundation Subjects | | | |
| RE | **Key Question L2.1: What do different people believe about God?**  Describe some of the ways in which Christians  Hindus and/or Muslims describe God.  • Ask questions and suggest some of their own responses to ideas about God.  • Suggest why having a faith or belief in  something can be hard.  • Identify how and say why it makes a difference in people’s lives to believe in God.  **Key Question L2.9 What can we learn from religions about deciding what is right and wrong?**  Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.  • Make connections between stories of  temptation and why people can find it difficult to be good.  • Give examples of ways in which some  inspirational people have been guided by their religion.  • Discuss their own and others’ ideas about how people decide right and wrong. | **Key Question L2.5: Why are festivals important to religious communities?**  Make connections between stories, symbols and beliefs with what happens in at least two festivals.  • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).  • Identify similarities and differences in the way festivals are celebrated within and between religions.  • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.  **Key Question L2.2: Why is the Bible important for Christians today?**  Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.  • Give examples of how and suggest  reasons why Christians use the Bible  today.  • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.  • Discuss their own and others’ ideas about why humans do bad things and how people try to put things right.  **Key Question U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)**  Outline Jesus’ teaching on how his followers should live.  • Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.  • Explain the impact Jesus’ example and  teachings might have on Christians today.  • Express their own understanding of what  Jesus would do in relation to a moral  dilemma from the world today. | **Key Question L2.8 What does it mean to be a Hindu in Britain today?**  Describe some examples of what Hindus do to show  their faith, and make connections with some Hindu  beliefs and teachings about aims and duties in life.  • Describe some ways in which Hindus express their faith through puja, aarti and bhajans.  • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.  • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils help others.  **Key Question U2.3 What do religions say to us when life gets hard?**  Express ideas about how and why religion  can help believers when times are hard,  giving examples.  • Outline Christian, Hindu and/or nonreligious  beliefs about life after death.  • Explain some similarities and differences  between beliefs about life after death.  • Explain some reasons why Christians and  Humanists have different ideas about an  Afterlife. |
| Music | Music partnership | Music partnership | Music partnership |
| History | **The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.**  Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives across the period.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  Address and devise historically valid questions against change, cause, similarity and difference, and significance.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is conducted from a range of sources.  Develop the appropriate use of historical terms.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | **Julius Caesar’s attempted invasion in 55-54BC.**  **The Roman Empire by AD42 and the power of its army.**  **Successful invasion by Claudius and conquest, including Hadrian’s Wall.**  **British resistance, for example Boudicca.**  **Romanisation of Britain: the impact of technology, culture and beliefs, including early Christianity.**  Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives across the period.  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  Address and devise historically valid questions against change, cause, similarity and difference, and significance.  How our knowledge of the past is conducted from a range of sources.  Develop the appropriate use of historical terms.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |  |
| Geography |  | **Extend their knowledge and understanding of the local area to include Europe.** | **Extend their knowledge and understanding beyond the local area to include South America. This will include the location and characteristics of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational place knowledge.**  Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).  Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Understand geographical similarities and differences through the study of human and physical geography of a region within North America. |
| Art and Design | **Drawing and Collage – Mixed Media Pharaohs**  - Generating ideas in sketchbooks  - Appraising own and others’ work  - Learn about great artists (Teesha Moore)  - Using different tools and surfaces  - Developing use of collage  - Exploring composition  - Colour relationships (complementary, harmonious) - Scale and proportion  - Controlling line, shape and pressure (value) with drawing tools  - Shading techniques | **3D Design – Roman Amphora**  - Generating ideas in sketchbooks  - Appraising own and others’ work  - Using different tools and surfaces  - Transferring 2D shape and texture to 3D form  - Moulding and joining techniques (coiling)  - Creating pattern | **Painting – Plants and Flowers**  - Generating ideas in sketchbooks  - Appraising own and others’ work  - Learn about great artists (Georgia O’Keefe, Henri Rousseau)  - Using different paints, painting tools and surfaces  - Controlling line, shape and pressure with painting tools  - Creating textures with painting techniques  - Scale, order, proportion and perspective  - Describing and exploring composition  - Colour mixing (tertiary colours, hues, value and intensity) |
| Design technology | **Electrical Systems – Simple Circuits (LKS2) and Complex Switches (UKS2)**  - Research and develop design criterion to create a functional, appealing product  - Communicating ideas through sketches, diagrams and prototypes  - Selecting tools and materials  - Measuring, marking, cutting and shaping, joining and finishing materials  - Creating a simple (LKS2) or complex (UKS2) circuit  - Computer programming to control a product (LKS2) or monitor changes in the environment to control a product (UKS2)  - Evaluating products  - Working safely | **Food and Nutrition – Roman Banquet**  - Research and develop design criterion to create a functional, appealing product  - Communicating ideas through sketches, discussion and diagrams  - Selecting ingredients  - Peeling, chopping, slicing, grating and mixing, kneading and baking  - Where food comes from  - Balanced diet  - Seasonality and sustainability (UKS2)  - Evaluating products  - Working safely and hygienically | **Textiles – 2D Shape to a 3D Product (LKS2) and Combining Different Fabric Shapes (UKS2)**  - Research and develop design criterion to create a functional, appealing product  - Communicating ideas through sketches, diagrams and templates  - Selecting tools and materials  - Measuring, marking, cutting and joining and finishing materials  - Properties of materials and how to strengthen a textiles product  - Using fabric shapes to create a 3D product  - Evaluating products  - Working safely |
| PSHE | **Exploring Emotions**  LKS2  R1 – Recognising a wide range of emotions in themselves and others.  R1 – Responding appropriately to a range of emotions in themselves and others.  R7 – Understand their actions affect themselves and others.  R12 – Developing strategies to resolve results.  R12 – Identify strategies to manage emotions.  H1, H6 – Deepening their understanding of good and not so good feelings.  H6 – Extending vocabulary to help explain the range and intensity of feelings.  H7 – Recognising conflicting emotions.  UKS2  R1 – Recognising a wide range of feelings in others and how to respond appropriately.  R7 – Recognising that their actions can affect themselves and others.  R12 – Developing strategies to resolve results.  H6 – Extending emotional vocabulary.  H6 – Exploring the intensity and range of feelings.  H7 – Recognising when they experience conflicting emotions and how to manage these.  **Bullying matters**  R7 – Understanding that their actions affect themselves and others.  R11 – Identifying the importance of working towards shared goals.  R12- Developing strategies for getting support for themselves and others at risk.  R13 – Identifying that differences and similarities arise from a number of factors.  R14, L6 – Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).  R18 – Knowing how to recognise bullying and abuse in all its forms.  UKS2  R7 – Understanding that their actions affect themselves and others.  R12 – Developing strategies for getting support for themselves or for others at risk.  R13 – Identifying that differences and similarities arise from a number of factors.  R14 – Understanding the nature of consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, ‘trolling’).  R18 – Knowing how to recognise bullying and abuse in all its forms. | **Being healthy**  LKS2  H1 – Exploring what affects their physical, mental and emotional health.  H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.  H2 – Identify how to make informed choices.  H3 – Understand what is included in a balanced diet.  H3 – Understanding what may influence our choices.  H5 – Setting goals.  UKS2  H1 – Exploring what affects their physical, mental and emotional health.  H2 – Understanding the concept and benefits of a balanced and healthy lifestyle.  H3 – Exploring how we make choices about the food we eat.  H3 – Identify how we make choices about the food we eat.  H3 – Developing skills to make their own choices.  H4 – Recognising how images in the media do not always reflect reality.  H5 – Setting simple but challenging goals.  H16 – Exploring what is meant by the term habit and why habits can be hard to change.  **Drug Education**  LKS2  H2 – Recognising how to make informed choices.  H9 – Understanding that people have different attitudes to risk.  H10, H11 – Recognising predictions and assessing risks in different situations.  H14 – Where to get help and how to ask for help.  H17- Distinguishing between safe and harmful and to know some substances can be harmful if misused.  H21, H23 – Learning rules about staying safe.  UKS2  H2 – Knowing how to make informed choices.  H10,H17 – Identifying a range of drugs/substances and assessing some of the risks/effects.  H13 – Identifying influences and when an influence becomes a pressure.  H14 – Developing skills of how to ask for help.  H15 – Identifying basic emergency procedures.  H16 – Understanding the term ‘habit’ and why habits can be hard to change. | **Growing up**  LKS2  H4 – That images in the media do not always reflect reality.  H5 – Celebrate our strengths/qualities.  H8 – About the kind of changes that happen in life and the associated feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H18 – About the changes that happen as they grow up.  H20 – The right to protect our bodies.  R4 – About differences and similarities between people, but understand everyone is equal.  R8 – About the difference between acceptable and unacceptable physical contact.  R13 – Knowing the names of the body parts.  R16 – Recognise and challenge stereotypes.  UKS2  H4 – Exploring how images in the media and online do not always reflect reality.  H6 – Identify the intensity of feelings.  H7 – Recognise conflicting feelings.  H12 – That simple hygiene routine can prevent the spread of bacteria.  H13 – Identify pressures and influences.  H18 – Understanding changes that happen at puberty.  H19 – Understanding what puberty and human reproduction is.  R2 – Identifying qualities of a healthy relationship.  R5 – About committed loving relationships.  R13 – About differences and similarities between people, but understand everyone is equal.  L1 – Debate topical issues.  **Changes**  LKS2  H6 – Understanding good and not so good feelings including their range and intensity.  H7 – Developing an understanding that change can cause conflicting emotions.  H7 – Acknowledging, exploring and identifying how to manage change positively.  H8 – Exploring changes.  H14 – Knowing where to go for help and how to ask for help.  UKS2  H6 – Explaining intensity of feelings.  H6 – Exploring and managing the difficult emotions.  H7 – Acknowledging and managing change positively.  H8 – Managing transition to secondary school.  H8 – Exploring and managing loss, separation, divorce and bereavement.  H14 – Practising asking for help and knowing where to go for help. |
| French / Languages | Greetings/the alphabet  The Green Monster   * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | What time is it?  My body   * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Where is French spoken around the world?  Le café   * describe people, places, things and actions orally and in writing * listen attentively to spoken language and show understanding by joining in and responding |
| Ongoing Skills:  Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | |
| PE  Swimming | Team games   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending   Netball   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate for example, netball, and apply basic principles suitable for attacking and defending | Dance/drama   * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * compare their performances with previous ones and demonstrate improvement to achieve their personal best.   Hockey   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Net and wall games   * play competitive games, modified where appropriate [for example, rounders and tennis], and apply basic principles suitable for attacking and defending   Athletics (track and field)   * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations. | | |
| Homework Opportunities | | | |
| Homework | Create your own tomb or coffin  Make your own game  Research into Ancient Egyptian houses  Fact file about Egypt | Create a comic strip about the day in the life of a Roman  Design a new shield for a Roman Legionary  Create your own word problems with a Roman theme | Grow some healthy plants  Collect and decorate some pebbles with rainforest patterns  Use chalks to draw rainforest animals  Do some outdoor animal yoga |