Curriculum Coverage Horse Chestnut

Year 5 objectives Year 6 objectives

Year A & B Autumn			Year A & B Spring			Year A & B Summer		
MATHS Now based on 2022 White Rose Long Term Plan								
Place value, addition, subtraction, multiplication and division, converting units and fractions			***Fractions, ratio, decimals and percentages, algebra, area and volume, statistics***			***Properties of shape, position and direction, investigations and consolidation***		
Place Value: • Roman numerals to 1000 • Numbers to 10,000 • Numbers to 100,000 • Numbers to a million • Numbers to ten million • Compare and order numbers to 100,000 • Compare and order numbers to one million • Compare and order any number • Round to the nearest 10, 100 and 1000 • Round numbers within 100,000 • Round numbers to one million • Round any number • Negative numbers • Counting in 10s, 100s, 1000s, 10,000s and 100,000s **Converting Units:** • kilograms and kilometres • milligrams and millilitres • metric units • metric measures • convert metric measures • calculate with metric measures • miles and kilometres • imperial units • imperial measures • converting units of time •	**Four Operations:** • add whole numbers with more than 4 digits • subtract whole numbers with more than 4 digits • inverse operations • multi-step addition and subtraction problems • add and subtract whole numbers • multiples • common multiples • multiply by 10,100 and 1000 • divide by 10, 100 and 1000 • multiples of 10, 100 and 1000 • multiply 4 digits by 1 digit • multiply 2 digits (area model) • multiply 2 digits by 2 digits • multiply 3 digits by 2 digits • multiply 4 digits by 2 digits • multiply 2 digits by 2 digits • common factors • factors • common factors • divide 4 digits by 1 digit • divide with remainders • short division • division using factors • long division • prime numbers • square numbers • cube numbers • primes • squares and cubes • order of operations • mental calculations and estimation • round to estimate and approximate • reason from known facts	**Fractions:** • equivalent fractions • simply fractions • fractions on a number line • improper fractions to mixed numbers • mixed numbers to improper fractions • number sequences • compare and order fractions less than 1 • compare and order fractions greater than 1 • compare and order (denominator) • compare and order (numerator) • add and subtract fractions • add fractions • add fractions within 1 • add 3 or more fractions • add fractions • add mixed numbers • subtract fractions • subtract mixed numbers • subtract breaking the whole • subtract 2 mixed numbers • add and subtract fractions • add fractions • subtract fractions • mixed addition and subtraction **Perimeter,** measure perimeter • calculate perimeter • perimeter	**Ratio: Y5 to do Multiplication and Division B** • using ratio language • ratio and fractions • introducing the ratio symbol • calculating ratio • using scale factors • calculating scale factors • ratio and proportion problems **Decimals and Percentages:** • decimals up to 2 d.p • decimals as fractions • understand thousandths • thousandths as decimals • three decimal places • decimals as fractions • rounding decimals • order and compare decimals • multiplying decimals by 10, 100 and 1000 • dividing decimals by 10, 100 and 1000 • multiply by 10, 100 and 1000 • divide by 10, 100 and 1000 • multiply decimals by integers • divide decimals by integers • division to solve problems • fractions to decimals • percentage of an amount • percentages – missing values • understand percentages • percentages as fractions and decimals • equivalent F.D.P • fractions to percentages • equivalent FDP • order FDP	**Decimals:** • adding decimals within 1 • subtracting decimals within 1 • complements to 1 • adding decimals – crossing the whole • adding decimals (same d.p) • subtracting decimals (same d.p) • adding decimals (different d.p.) • subtracting decimals (different d.p) • adding and subtracting wholes and decimals • decimal sequence **Algebra:** • find a rule – one step • find a rule – two steps • forming expressions • substitution • formulae • forming equations • simple one-step equations • solve two step equations • find pairs of values • enumerate possibilities **Statistics:** • read and interpret line graphs • draw line graphs • use line graphs to solve problems • read and interpret tables • two way tables • timetables • circles • read and interpret pie charts • pie charts with percentages • draw pie charts • the mean	**Area and Volume:** • area of rectangles • area of compound shapes • area of irregular shapes • shapes – same area • area and perimeter (focus area) • area of a triangle • area of a right angled triangle • area of a parallelogram • what is volume? • Compare volume • Estimate volume • Volume – counting cubes • Volume of a cuboid • Estimate capacity **Multiplication and Division B** Multiply up to a 4 digit by a one digit number Multiply a two digit number by a two digit number area model Multiply a 2 digit by a 2 digit number Multiply a 3 digit by a 2 digit number Multiply a 4 digit by a 2 digit number Solve problems with multiplication Short division Divide a 4 digit number by a 1 digit number Divide with remainders Efficient division	**Properties of Shape:** • Measuring angles in degrees • Measuring with a protractor • angles on a straight line • angles around a point • introduce angles • calculate angles • vertically opposite angles • lengths and angles in shapes • angles in a triangle • • angles in quadrilaterals • regular and irregular polygons • angles in polygons • draw lines and angles accurately • drawing shapes accurately • reasoning about 3D shapes • nets of 3D shapes	**Position and Direction:** • Position in the first quadrant • The first quadrant • Four quadrants • Reflection • Reflection with co-ordinates • Reflections • Translation • Translation with co-ordinates • translations	**Investigations and Consolidations**

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Outside Learning Opportunities To measure outside equipment in metric measurements.		To measure the perimeter and area of the playground				To estimate angles of equipment in the outside play areas.		

Year A & B - Autumn	Year A & B - Spring	Year A & B - Summer
ENGLISH -Reading Objectives		
Class Reading for Meaning Sessions ***Different Texts for Year A and B see below***	***Class Reading for Meaning Sessions*** ***Different Texts for Year A and B see below***	***Class Reading for Meaning Sessions*** ***Different Texts for Year A and B see below*** ***SATs for Year 6 in May***
Class Reading Texts **Year A** **Core Text Autumn 1: A Bugs Life (fiction)** **Additional Texts: Newspaper reports (non-fiction)/The Lost Words (poetry)** **Core Text Autumn 2: War Horse (fiction)** **Additional Texts: Recounts of life in WW1 trenches (non-fiction) / Winter poems** **Year B** **Core Text Autumn 2: When Hitler Stole Pink Rabbit** **Additional Text: Excerpts from The Diary of Ann Frank (non-fiction) / The Night of Death (Poetry)** **Core Text Autumn 2: Billy the Kid (fiction)** **Additional Texts: History of the Royal Chelsea Hospital (non-fiction) / Poem for Black Saturday** **All questions from the class text to be focussed on ensuring that the children understand how to fully answer questions from the different reading domains : To focus on the objectives below but ensure the children are able to answer all types of different questions from each domain.** . To discuss vocabulary as part of the domain work and extend it to capture the reader's interest and imagination. . To discuss word meaning. . To retrieve information and use quotes from the text. . To summarise the main ideas from the text. . To use inference and justify by finding examples in the text. . To predict future action. . To answer and ask questions linked to commentary to improve comprehension of the text. . To understand why the author uses certain techniques during the text. **Specific Objectives for the domains:** **Questions on vocabulary** To understand word meaning changes with context. **Questions on retrieval** To retrieve, record and present information from non-fiction and fiction. **Questions on summarising** To learn to summarise action and information contained within the text accurately. Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.	**Class Reading Texts** **Year A** **Core Text Spring 1: Operation Gadgetman (fiction)** **Additional Texts: Biography of an inventor (non-fiction) / Sparks (poetry)** **Core Text Spring 2: Oliver Twist – text and audio (fiction)** **Additional Texts: Life in a Victorian workhouse (non-fiction) / Christina Rosetti What is Pink? The Caterpillar.** **Year B** **Core Text Spring 1: Anglo Saxon Boy (Literacy Shed)** **Additional Texts: Not Done Your Homework / The History of Sutton Hoo (non-fiction).** **Core Text Spring 2: Time Travelling with a Hamster (fiction)** **Additional Texts: Midsummer's Night Dream / Beowulf (poetry)** **Reading Objectives to be repeated from Autumn Term to revisit all the different reading domains practising questions from each during class reading.** **Questions on vocabulary** **Questions on retrieval** **Questions on summarising** **Questions on Inference** **Questions on Prediction** **Questions on Commentary** **Questions on Author Intent** **See Autumn Term – children are expected to meet the same objectives at within or expected Band 5.** **See Autumn Term** **Children are expected to meet the same objectives at Within or Expected by the end of the Spring Term – working towards SATs exams in May**	**Class Reading Texts** **Year A** **Core Text Summer 1: Who Let the Gods Out** **Additional Texts: Travel Guide to Greece (non-fiction) / The Olympians (poetry)** **Core Text Summer 2: Playscript/End of year production – The Heroes of Troy (BBC) (fiction)** **Additional Texts: History of the London Palladium (non-fiction).** **Year B** **Core Text Summer 1: The Chocolate Tree (Mayan Folktale)** **Additional Texts: Bean to Bar – how is chocolate made? (non-fiction)** **Core Text Summer 2: Playscript** **Additional Texts:** **Reading Objectives to be repeated from Autumn Term to revisit all the different reading domains practising questions from each during class reading. This term can mix the domains to ensure the children can properly identify each type of question.** **Questions on vocabulary** **Questions on retrieval** **Questions on summarising** **Questions on Inference** **Questions on Prediction** **Questions on Commentary** **Questions on Author Intent** **See Autumn Term** **Children are expected to meet the same objectives at Expected or above.** **Reading Objectives Year 6 assessed in May Reading SATs to achieve expected or above expected**

Questions on inference To understand what they read by drawing inferences, such as thoughts and motives for actions. **Questions on prediction** To understand what they read in increasingly complex texts by predicting what might happen from details stated and implied. **Questions on Commentary** To identify themes and discuss them in their writing. To identify themes and conventions in and across a wide range of writing. **Questions on Author Intent -** To discuss how authors use language, including figurative langue and what impact this has on the reader. To understand what they read by identifying how language structure and presentation contribute to meaning. **Additional Reading for Meaning Objectives Year 5**: Children are expected to meet these objectives at working towards or within Band 5. Read aloud and understand new words that they meet linked to the expectations of spellings for Year 5. Maintain a positive attitude to reading and understand what they are reading by discussion and increasingly wide range of fiction, poetry, plays, non-fiction, and reference books. To increase their familiarity with a wider range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recommend books to their peers and give reasons for their choices. To compare books, they are reading with others they have read. To prepare poems and plays to read aloud and perform showing understanding through intonation, tone and volume so the meaning is clear to an audience. To ask questions about what is read. To distinguish between statements of fact and opinion. To participate in discussions about books that are read and learn to challenge others views courteously. **Additional Reading Objectives Year 6:** To read aloud and understand the meaning of new words linked to the expectations of Year 6 spelling. To maintain a positive attitude to reading and understanding by reading books that are structured in different ways and reading for a range of purposes. To increase their familiarity with a with wide range of books, including from our literary heritage and books from other cultures and traditions. To make comparisons within and across books. To maintain positive attitudes t reading and understand of what they read by learning a range of poetry by heart. To read age-appropriate books including whole novels with confidence and fluency. To discuss books and build on their ideas, challenging views courteously with clear reasoning. Understanding what they have read by including formal presentations and debates maintaining a focus on the topic and using notes if necessary. Provide justification for their views.		
Outside Learning Opportunities To read a range of texts outside to practise fluency and intonation.	To read a range of texts outside to practise fluency and intonation.	To read a range of texts outside to practise fluency and intonation.

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Year A & B - Autumn			Year A & B - Spring			Year A & B - Summer		
ENGLISH – Writing including Talk for Writing Toolkits (Autumn ONLY), Composition, Handwriting, Grammar and Spelling								
Composition – Handwriting – Spelling and Grammar			***Composition – Handwriting – Spelling and Grammar***			***Composition – Handwriting – Spelling and Grammar***		
Writing: Composition: Year A **Core Text Autumn 1: A Bugs Life** **Characterisation** **Discussion - debate** **Persuasion - Letter Writing (T4W 3 weeks)** **Diary entry** **Core Text Autumn 2: War Horse** **Recount** **Dialogue** **Character description** **Winter poetry** **Writing: Composition: Year B** **Core Text Autumn 2: When Hitler Stole Pink Rabbit** **Core Text Autumn 2: Billy the Kid** **Handwriting – meeting it to beginning or within levels** To write in continuously cursive writing with increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use and decide when to join and not to join.. **Composition meeting it to beginning or within levels** Plan their writing by identifying the audience for and purpose of the writing using other similar writing as models for their own (Talk for Writing) Plan writing by noting and developing ideas drawing on model texts so they can innovate and invent using the boxed-up versions of texts To start to use the grammar for Year 5 (see objectives). To draft and write narratives by describing characters and atmosphere and integrating dialogue to convey character. Draft and write by precising longer passages.	**Spelling based on Jane Considine** To use the suffix ant when there is a weak vowel sound in the final syllable Words that end in ent, ence or ency Words that end in tion, sion, ssion and cian To learn the /ow/ sound Suffix ible and able and when to delete the final e Suffix ance Revision of /s/ and sc Revision of long e and long I – e ea e-e ie y ee Revision of silent letters including silent b after letter m and before t. Silent k and g are found before n. Silent I follows vowels a o ou and silent w precedesr To check its and it's – if you can replace with his or hers then you do not use an apostrophe Homophones and near homophones for Year 5	**Grammar and Punctuation Appendix 2 NC:** To memorise contractions Modal verbs. Words ending in 'ment' To understand the term relative clause and use them beginning with who, which, where, when, whose, that or an omitted pronoun To use fronted adverbials and adverbials to link ideas across paragraphs. To use modal verbs correctly. To use relative pronouns correctly. To use brackets, commas and dashes effectively and appropriately To use commas to clary meaning or avoid ambiguity To learn to use	**Writing: Composition: Year A** **Core Text Spring 1: Operation Gadgetman** **Biography** **Persuasion – Creating an effective advert.** **Sparks – invention poetry.** **Core Text Spring 2: Oliver Twist** **Character description through dialogue** **Diary writing** **Victorian poetry** **Writing: Composition: Year B** **Core Text Spring 1: Anglo Saxon Boy** **Characterisation** **Direct and Indirect Speech** **Reports – Fact and Opinion** **Core Text Spring 2: Time Travelling with a Hamster** **CV writing** **Newspaper Report** **Biography** **Beowulf poetry** **Handwriting – now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels. **Composition– now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels. **Grammar and Punctuation– now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels. **Handwriting – now at within or expected levels**	**Spelling based on Jane Considine** Prefix ir To convert nouns or adjectives into verbs using suffixes ly, ation, ally, ous, ion, ian tion Al arly and ic are vowel suffixes drop a final e or change y to I before taking the suffix – almost used when words end in on or ic To learn unstressed vowels in polysyllabic words Use anti and auto prefixes To learn that words with the same root have a commonality of meaning To find words with the letter string ear and ight To learn word endings which sound like tial and cial Revision of gue and que Use the dictionary to check a words spelling Write from memory simple sentences dictated by the	**Grammar – Revisit and Revise objectives from Autumn** See Autumn Term now meeting the band requirements to within or expected levels. See Autumn Term now meeting the band requirements to within or expected levels. Contractions Possessive apostrophes	**Writing: Composition: Year A** **Core Text Summer 1: Who Let the Gods Out?** **Information writing- Holiday brochure about Greece -** **Persuasive Text** **Instructions** **Greek Poem** **Core Text Summer 2: Heroes of Troy** **Playscript** **Character description through dialogue** **Writing: Composition: Year B** **Core Text Summer 1: The Chocolate Tree** **Myths and Legends** **Instructions** **Explanations** **Core Text Summer 2: Playscript** **Character description through dialogue** **Handwriting – now at expected or above levels** See Autumn Term now meeting the band requirements to within or expected levels. **Composition– now at expected or above levels** See Autumn Term now meeting the band requirements to within or expected levels. **Grammar and Punctuation– now at expected or above levels** See Autumn Term now meeting the band requirements to within or expected levels.	**Spelling based on Jane Considine Year 6** To learn statutory spelling challenge words Revise all statutory words for Years 5/6 Word families based on common words such as gramme and gram. Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow'. To learn irregular plurals. To learn homophones and near homophones. Nouns ending in o can add either s or es in plural as a general rule most add s to make the plural. Silent letters revision. To learn when a short vowel comes before a double consonant. To learn some Latin plurals To revise plurals. Prefixes crede tract tele vita and dict. To change a word ending in us plural	**Grammar – Revisit and Revise objectives from Autumn** See Autumn Term now meeting the band requirements to expected or above levels. See Autumn Term now meeting the band requirements to within or expected or above levels.

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Draft and write in paragraphs by using sentence starts to build cohesion (e.g. first, next…) Draft and write by linking ideas across paragraphs using adverbials of time and choice of tenses. To draft and write using devices such as headings, bullet points etc. To use different verb forms mostly accurately. To evaluate and edit by assessing the effectiveness of their own and others writing. Evaluate and edit the tenses. Evaluate and edit checking correct subject and verb agreement when using singular and plural. To understand the difference when writing in the 'language of speech'. Proofread for spelling errors linked to this terms spelling objectives. Proofread for punctuation errors. Read aloud their own writing for their peers. **Handwriting Year 6**: To write legibly, fluently and with increasing speed in continuous cursive writing and decide how to join specific letters and when they are best left unjoined. **Composition Year 6** See Toolkits above Write for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models. Innovate and invent using the boxed-up versions of model texts Plan by writing and developing initial ideas drawing on reading and research. Use the grammar in the objectives for Year 6. Draft and write narratives, describing settings, characters and atmosphere.	Words containing the letter string ough Revise ei eigh and ey /e:/ To learn words that need ent or ant To learn the six different pronunciations of 'ough' I before e except after c when the spelling represent s /i:/ Learn common homographs Revise regular plurals and when to add es Revise irregular plural nouns Learn common exception words Revise mini and micro prefix Review trans prefix Prefix im To use the prefix co, non, ex, mis Letter string 'ine' To convert nouns or adjectives into verbs using suffixes including ate, ise, ify or dis, de	a hyphen to join words to indicate that they have a combined meaning and are linked n the grammar of a sentence, Revision of possessive plurals focusing on those words ending in s To know when to use formal and informal speech To understand the terms antonyms and synonyms To use the passive to affect the presentation of information in the sentence To use the subjunctive form To link ideas across a paragraph by using repetition of vocabulary, adverbials and ellipsis To use semicolons confidently To use dashes to mark the boundary of independent clauses	See Autumn Term now meeting the band requirements to within or expected levels. **Composition– now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels. **Grammar and Punctuation– now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels	teacher that include words and punctuation taught so far Learn words ending in the suffix ance and ence then ency and ancy Words with endings that sounds like /shuhs/ spelt with -cious To learn the different sounds of ea Ible and able to rum adjectives into adverbs ibly and ably Ending sound like /s/s/ can be spelled with cious and tious Check sh ch ti and ci as a medial sound Adding tion and sion Ex self and all are commonly hyphenated Ent, ence and ency suffix Contractions that change completely will not to won't and shall not to shan't Revision of cial and tial Learning to use different ways to learn tricky words – root words and suffixes, related words, exaggerated pronunciation, and mnemonics Learn the different letter strings of ice		**Handwriting – now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels. **Composition– now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels. **Grammar and Punctuation– now at within or expected levels** See Autumn Term now meeting the band requirements to within or expected levels	to I focus to foci. Revision of im ir non re de an bi contra in pre pro re dis mis prefixes. Revision of i before e. Letter string ite ank ot ump uck and unk. To learn words with unstressed letters. Practice words with double consonants. To learn homonyms. To learn about the origins of words (Greek prefixes etc). To use the first three letters to check a spelling in a dictionary. To write a sentence from memory dictated by the teacher that include words taught so far. **The additional sets after half term revise previously visited spelling rules from lower year groups, practise a spelling rule linked to statutory spellings or relate to a word, sentence or punctuation objectives form the English Appendix 2 of the National Curriculum 2014** Synonyms and antonyms revision	

Integrate dialogue to convey character and advance action. Draft and write by precising longer passages. To link ideas across paragraphs using repetition of vocabulary, grammar and ellipsis Use different structures to organise texts (headings etc) Evaluate and assess word by proposing changes to words, grammar, and punctuation To understand the correct subject and verb agreement when using singular and plural To understand when to use formal and informal language and choose the appropriate register. To understand and effectively use vocabulary typical of informal speech and formal speech across text types. Proofread for spelling linked to spelling and punctuation.	mis over and re Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far Statutory spelling challenge words English Appendix 1 To learn to use a thesaurus	To use colons to introduce a list and semicolons within lists To punctuate using bullet points To use hypens to avoid ambiguity To understand the term subject and object To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely.					throughout the second half of the summer term to ensure understanding and correct spelling. To learn synonyms as stated NC Appendix 1. Homophones and near homophones nouns that end in ce/cy and verbs that end in se/sy – see Appendix 1. To learn that links and connections between words air spelling strategies and deepen understanding. Learning words where over pronunciation helps memorization Wednesday. To sort the un and dis prefix. To focus on the prefix co.	

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Year A&B Autumn		Year A&B Spring		Year A&B Summer	
ENGLISH – Speech and Language – all objectives worked on and revisited throughout the year whilst emphasis is on a working on a rich and diverse vocabulary based on a good knowledge of Tier 2 and Tier 3 words across the whole curriculum. All children will learn to speak model texts as part of the Talk for Writing scheme in the Autumn Term only.					
Some objectives will be covered and developed over the whole year.					
To listen to and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To prepare poems and plays to read. aloud and to perform showing understanding through intonation and volume Ask questions to improve their understanding of a text. To identify and discuss themes and conventions in a wide range of writing. To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Participate in discussions about books that are read to them and by them building on their own and others ideas. To identify and discuss themes and conventions in and across a wide range of writing. Ask specific questions to improve their understanding. Discuss how author's use language, including complex figurative language, considering the impact on the reader.	To participate in their Remembrance Services and Christmas concerts and services and learn to project their voice correctly in a number of different venues. To participate in their Remembrance Services and Christmas concerts and services and learn to project their voice correctly in a number of different venues with appropriate intonation and volume so the meaning is clear to an audience. Learn model texts by heart and start to innovate them verbally.	As Autumn but to within or expected within Band 5 To participate in discussions about books that are read to the pupil and those that they read themselves. To explain and discuss their understanding of what they have read including through formal presentations an debates using notes where necessary. To perform their own compositions at assemblies using appropriate intonation, volume and movement so the meaning is clear. Explain and discuss their understanding of what has been read including formal presentations, debates in pairs, groups and whole class maintaining a focus on a topic. Perform their own compositions to a range of audiences using appropriate intonation, volume, and movement so that the meaning is clear. Use the whole number system including saying, reading, and writing numbers accurately. Pronounce mathematical vocabulary correctly and confidently.	To perform in their class play using a clear speaking voice and correct intonation. To pronounce mathematical vocabulary correctly, including prime, square and cube numbers. During Science week report and present findings from enquiries, including conclusions, causal relationships, explanations, and degree of trusts in oral and written forms such as displays and other presentations. During Science week report and present findings from enquiries, including conclusions, causal relationships, explanations, and degree of trusts in oral and written forms such as displays and other presentations. Make a clear and reasoned scientific report on findings from scientific enquiries. Describe positions in all four quadrants. Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements verbally**.**	As Autumn and Spring but to expected or above within Band 5 Discuss words and phrases that capture the reader's imagination and interest. Listen to a wide range of fiction, poetry, plays, non-fiction and reference or textbooks. . .	Make a spoken report on findings from scientific enquiries. Use relevant scientific language to discuss their ideas and communicated findings in ways that are appropriate for different audiences. To be able to talk about how scientific ideas have developed over time. To perform and act in a play. Learn model texts by heart and start to innovate them verbally. Use relevant scientific language and illustrations to discuss and communicate and justify their ideas separating opinion from fact.
Outside Learning Opportunities		To read out loud a range of books and texts to enhance fluency and intonation.		To read out loud a range of books and texts to enhance fluency and intonation.	

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Year A Autumn		Year A Spring		Year A Summer	
Religious Education **New Essex Scheme – Using Discovery RE Year A 2023-2024 Year 6 subjects**					
Islam ***Islam through Pictures, New Essex Curriculum*** ***Key Question*** ***What is the best way for a Muslim to show commitment to God?*** ***Human/Social*** ***Children of God – Bible Stories***	***Incarnation Understanding Christianity*** ***Theological*** ***How significant is it that Mary was Jesus' mother?*** ***Children of God – Bible Stories***	***Salvation Understanding Christianity*** ***Is anything ever eternal?*** ***Philosophical*** ***Children of God – Bible Stories***	***Salvation Understanding Christianity*** ***Is Christianity still a strong religion 2000 years after Jesus was on Earth?*** ***Human/Social*** ***Children of God – Bible Stories***	***Islam*** ***Does belief in Akhirah (life after death) help Muslims lead better lives?*** ***Philosophical*** ***Children of God – Bible Stories***	***Kingdom of God*** ***How did Jesus create a 'New Covenant' and what does that mean to Christians today?*** ***Children of God – Bible Stories***
How do Muslims perceive the prophets? Do they worship them? Which prophets overlap with Christianity? Judaism? (Adam, Noah, Abraham, Ishmael, Isaac, Jacob, Joseph, Job, Moses, Aaron, David, Solomon, Zakariya, John, Jesus) Additional questions What do you know about the ka 'bah? What does Islam say about war? Women? The Environment? To remind the children about the basics for the Islamic religion. Muslims show commitment to God through following the five pillars Explore the concept of commitment. How might praying five times a day affect a Muslim's life at school and work? Look at each of the pillars – which of the practices so far show the most commitment? Children link to commitments in their own lives. Do religious people lead better lives? Do all religious beliefs influence people to behave well towards each other? Extension: Is a mosque just for praying? To find out Islamic views on war and women's roles and dispel any misconceptions. To describe different ways in which a Muslim's beliefs effects their life and how the mosque is the centre of the community.	Discuss about having been chosen to do something special – reasons why people are chosen. Explain how qualities needed in different people vary because of the different jobs they are chosen to do. Look at different depictions of Mary in art and read Luke 1 26-38 where she is visited by Gabriel. Why do you think she was chosen? Look at Mary's song in Luke 1 47-55 What sort of person would they have chosen to be Jesus' mother? Matthew 1 18-25 What is meant by Joseph not wanting her to have public disgrace? Look at the word incarnation what does that mean? Use UC resources to explore the following: What is the Trinity? Was Jesus the Messiah? Ext: Why do Christians believe Jesus is God on Earth? Ensure the children can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live. To explore the Christian belief that Jesus is God in the flesh and that his life, death and resurrection were part of a long-term plan by God to restore the relationship between humans and God. Was Jesus the Messiah? Examine the Old Testament where it talks about a 'rescuer' or	Explain and justify these. Do you think they will last forever? – oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains the sun planets etc. Does anything last forever? Doesn't everything change over time? To link a Christian Wedding with vows and promises. How does the ring symbolize this? What does the word unconditional mean? How did Jesus portray love? Look in the Bible for evidence. Is it possible to forgive someone who was about to kill you like Jesus did? To learn about the meaning of agape meaning unconditional love. How do Christians get to Heaven? Can everybody go to Heaven? Read the parable of the Sheep and the Goats Can people who have not done good deeds go to Heaven/ How would you feel about this? Jesus forgave the criminal next to him – does this link to the previous idea? Invite in a Christian visitor to discuss life after death. Investigate the belief that to go to Heaven you have to believe in God and follow the	To think about significant people in their lives. Who influences you? Make a class list of the most influential people. Sort out the Christian festivals from non-Christian – is it only Christians who celebrate these festivals? Think about symbols linked to Christians. If Christianity was motivating people to do good in the world, would this show it is still a strong religion? To investigate Christian Charities (Christian Aid) doing good work to alleviate poverty. Is this evidence that this religion is strong? Is it doing this work in response to Jesus' teaching to 'Love thy neighbour?' Some countries persecute Christians does this show that they are fearful of Christianity? Therefore does this show that it is strong? OPENDOORS Christians apply this idea today by serving God by helping to free people and bring freedom to others. This can be by bringing health, food, justice. To understand that Christians believe that Jesus calls them to sacrifice their own needs to those of others and some are prepared to die for their faith. Where else in British society to do you see the influence of Christianity? Courts	How far would you go to stand up for something you believe in? What would you do if someone puts a knife in someone's stomach? (Then change the scenario – it is a surgeon…) Could there ever be a ime when one person thinks an action is good and someone else thinks the same action is wrong? Is war ever right? What does leading a good life look like? How would you know if and when someone was leading a good life/ Revise how Muslims believe they can live good lives. Does belief in Akhirah life after death help Muslims lead good lives? Do they think they may find the spiritual life and physical demands of praying five times a day hard? Invite a Muslim leader in or visit the new mosque in Cambridge. |What are the nine most important ways a Muslim may try to follow the teachings and then rearrange them to show which might need the most effort. The most honoured of you in the sight of Allah is he who is the most righteous of you. What do you think the word	Talk about promises and how they affect you. Revise the word covenant. Link back to the Jewish faith where it is seen as a binding agreement or contract. To learn about the 7 different Covenants that God made with his people – God had to make many different covenants as they were broken . 1. Adam and Eve, 2. Noah, 3. Abraham, 4. Moses, When Jesus left what was the impact of events celebrated in the Pentecost on the Disciples? To look at how Jesus fulfilled the old covenants and created the 'New Eternal Covenant.' Find evidence in the Bible where Jesus was recorded fulfilling this new covenant. Sermon on the Mount Beatitudes as a way of living 10 Commandments Last Supper Ask a Christian visitor to say what the covenants mean to them. **What kind of King is Jesus?** Pupils will know that Christians believe that Jesus inaugurated the 'Kingdom of God' i.e. Jesus whole life was a demonstration of his belief that God is King, not just in heaven but here and now (in the Lord's prayer Thy Kingdom Come, Thy Will be Done) To look at the impact of the Pentecost on the Church. To examine the ideas that Christians

	anointed one. Some texts examine what He would be like. Compare how Christians believe that Jesus fulfilled these expectations and that he is the Messiah whilst Jewish people do not believe this. What other beliefs rely on Jesus being God as well as human (miracles, resurrection) Would people have listened to him if he had been an ordinary man? If the virgin birth was used to symbolize Jesus being God what would his mother be like today?	ten commandments. Explore the concept of forgiveness. Can a non-Christian go to Heaven? Is going to Heaven a Christian's only motivation for doing good things? Compare with Humanist perspective (right to lead a good life even though they do not believe in life after death) So, is anything eternal? Life? Love? Relationships? Religion? God? Summarise Christian teachings about eternal life and unconditional love and explain that even if your personal belief is that nothing is eternal many religions believe some things are e.g. God To understand that Christians believe that the resurrection confirms through them that Jesus is the incarnate son of God, but death is also not the end. This gives Christians hope of a new life in Heaven.	etc Write a discussion with two arguments for and against Christianity being a strong religion today. If you were starting a religion today what would be your ten commandments?**?**	righteous means to Muslims. Investigate how people see things differently. Each person has their own idea of a good life – explain. Jihead means personal struggle but also it is interpreted as fighting a holy war. They believe they are doing good. Discuss The Qur'an makes it clear that Muslims may fight in self-defense but must not start a war. Do they think these rules have been broken? Is it possible that some people may think this is what Allah wants them to do?	believe that Jesus is still alive and rules in their heart and lives through the Holy Spirit if they let him To understand that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus invisible kingdom by living in the reflection of God's love To understand that Christians celebrate Pentecost as the beginning of the Church To know that Christians believe that staying connected to Jesus means that the Fruit of the Spirit can grow in the lives of Christians.
Outside Learning Opportunities Visit to a local mosque.	Children of God – Outdoor enactment of Bible Stories to enhance learning of the Old and New Testament.	Outdoor roleplay of Bible Stories	Outdoor roleplay of Bible Stories		

Curriculum Coverage Horse Chestnut

Year 5 objectives Year 6 objectives

Year B Autumn		Year B Spring		Year B Summer	
Religious Education **New Essex Scheme – Using Discovery RE Year B 2022-2023 Year 5 subjects**					
Sikhism **How far would a Sikh go for his/her religion?** ***Human/Social***	***Incarnation Understanding Christianity*** ***Is the Christmas Story true?*** ***Theological/Philosophical*** ***Incarnation***	***Can Brahman be everywhere and in everything?*** ***Hinduism*** ***Philosophical some Human/Social***	***Salvation Understanding Christianity*** ***How significant is it for Christians to believe God intended Jesus to die?***	***What is the best way for a Christian to show commitment to God?*** ***Human/Social some theological***	***Kingdom of God*** ***Does belief in the Trinity help Christians make better sense of God as a whole?*** ***God***
Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, marriage, 5Ks How do beliefs shape identity for Sikhs? How far would they go for a belief? Examine different levels of commitment. What determines these levels? Discuss Sikhs who were prepared to sacrifice their lives. Find out about Sikhs beliefs and worship – what is the Langar? What does it symbolize? What are the five key beliefs? How far do Sikhs go? Where is the Temple of Amritsar? What is important to a Sikh? Why do they travel there? Marriage – investigate a Sikh wedding. What does arranged marriage mean? Are Sikhs sacrificing anything if they agree to marry the person their parents have selected for them? Understand the 5Ks. What do they represent? Rank the order of cards representing all they have learnedto answer the question which would take the most effort or sacrifice for a Sikh?	What does true mean? Eye-witness accounts are subjective and even though everyone witnesses the same event we see things through our own lens. **Revise the Christmas story.** **Investigate the different accounts in the Bible of the Christmas story.** **Was Jesus really born on the 25th December?** **Is the Christmas story true/** **Can stories and events have meanings and can we learn from them even if they didn't exactly happen the way they are recorded?** **If we are questioning the factual side of the Christmas story can it be true in a different way?** **Direct teaching – Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for things they do wrong and prove to them through his resurrection that there is life after death.** **Talk about different types of truth – personal, historic, scientific** **What is the Trinity? Was Jesus the Messiah?** **Ext: Why do Christians believe Jesus is God on Earth?** Ensure the children can describe how Christians show their beliefs about God the	To understand the question who are you and what do you mean to different people? To understand the many sides of my identity. What is it about you that makes you You! Investigate the idea that Hindus believe in Brahman . They believe there is a part of Brahman in everyone this is called the Atman (the essence of someone) Hindus believe that Brahman takes on many forms – investigate these forms. To focus on the main three deities. Look at personal belief and how worship is conducted in Hindu homes. Study one of the Gods in detail. What do Hindus teach their children about God? To create a fact file about what Hindus believe about God in different media pptx etc. What is truth? Can they see it? Touch it? Explain it? What or who do Hindus think Brahman is? What are there so many gods in Hinduism? Can Brahman be everywhere and in everything?	We are learning to question whether God intended Jesus to be crucified or whether Jesus crucifixion was the consequence of events during Holy week. Would you expect to have complete control over your own life? Discuss desiny. What do we think was God's plan for Jesus' life according to Christianity/ Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead good lives to die as a sacrifice so they could be forgiven and come back to life again to prove to Christians that they could also have life after death. What do they think of this plan? What does it say about God? Revise the events of Holy Week. Was Jesus aware of his fate? To answer the question in your opinion was Jesus aware he was going to be crucified? What would you ask Jesus about Holy week if he were here? Investigate someone who had a strong purpose or sense of destiny – Mother Teresa, Martin Luther King, Prince William… Did they plan their own lives or were they predestined? Do you have a plan for your own life? What would you like to achieve? By the end of the unit pupils will: understand that Christians see Holy Week as	Is it OK to tell lies? Investigate the story of the Hiding Place by Corrie Tenboom when a Christian lady lied to a German soldier to keep someone safe. What would they have done? Investigate how Christians show commitment to God. Explore the Ten Commandments. Look at Galatioans 5 14- which states love thy neighbour as yourself.. How easy is it for Christians to do this? Investigate the Fruits of the Spirit. Investigate famous Christians and how they lived their lives. Look at Christian Aid and how some of their workers help others. Some Christians show commitment by attending Church every Sunday. Can Christians be committed even if they don't attend church? Crossing bridges materials Look at Confirmation ceremonies and baptisms. Why do Christians pray? Why do Christians take communion? Explore the statement Christians show	Using playdough ask them to make something that represents them- think back to the Sikhism. Would three people describe one person in the same way? Investigate the word consubstantial meaning of the same substance and essence. Light a candle – can they see warmth? Revise the Trinity one God consubstantial persons Father, Son and Holy Spirit. To investigate where these beliefs come from and decide where we think it helps Christians to understand God in his different roles and persons. God as a whole. What does the Bible say about the Trinity? What does the Church say abu the Trinity? Learn the Creed. What have other sources to add (hymns etc) Paint their views of each part of the Trinity. Children to create their own definition of each person of the Trinity and remind them to put in identical attributes What good parts of your character can people see? What is your greatest power to help others? Discuss hidden aspects of peoples

	Trinity in worship (in baptism and prayer) and in the way they live. To explore the Christian belief that Jesus is God in the flesh and that his life, death and resurrection were part of a long term plan by God to restore the relationship between humans and God. Wash Jesus the Messiah? Examine the Old Testament where it talks about a 'rescuer' or anointed one. Some texts examine what He would be like. Compare how Christians believe that Jesus fulfilled these expectations and that he is the Messiah whilst Jewish people do not believe this. Explain the word transfiguration. How should Christians show they are peacemakers like their Messiah? What does being a peacemaker mean? Explain the word Salvation.		the culmination of Jesus' earthly life, leading to his death and resurrection. Investigate and understand that the various events of Holy week such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. To understand how Christians read 'The Big Story' of the Bible as pointing out the need for God to save people which is part of the ongoing restoration of human restoring their relationship with God. . To understand that Christians today trust that Jesus rose from the dead so is still alive today. To understand that Christians see Jesus' death in a number of ways – a sacrifice for sin, a victory over sin and paying the punishment for everyone's sins. Understand that the name Jesus means to save, rescuing the lost and leading them to God from	commitment to God by believing and trusting in Jesus and trying to be like Jesus. What does this mean? What is it like to follow God? How can following God bring freedom and justice? What difference does the resurrection make for Christians? Pupils will know by the end that:	personalities. By seeing people different ways can we understand them better?
Outside Learning Opportunities	Children of God – Outdoor enactment of Bible Stories to enhance learning of the Old and New Testament.		Outdoor role-play of Bible Stories		

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Year A Autumn		Year A Spring		Year A Summer	
SCIENCE based mainly on Year 6 Science					
Living Things – Classification ***Evolution and Inheritance***		***Electricity*** ***Science Week (FAB Science to do work on Electricity with Y5/6)*** ***Light***		***Animals including Humans*** ***The Human Circulatory System*** ***Growth and Development (RSE Focus)***	
Living Things – Classification • Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. • Give reasons for classifying plants and animals based on specific characteristics. • Sort and classify animals in the immediate environment and other habitats. **Working scientifically objectives:** • Record data of increasing complexity using scientific diagrams and labels, classification keys, tables and models. • Present findings in written form, displays and other presentations. • Use simple models to describe scientific ideas. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Research new concepts and ideas (animals and plants from a range of habitats).	***Evolution and Inheritance*** • Recognise that living things have changed over time. • Understand that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents. • Identify how animals and plants have adapted to suit their environment in different ways. • Describe how adaption leads to evolution. **Working scientifically objectives:** • Ask questions and develop lines of enquiry (research based, secondary sources) and develop their own fair tests. • Use simple models to describe scientific ideas. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Present findings (of research) in written form, displays and other presentations. Record findings of increasing complexity using scientific diagrams and labels or models	***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. **Working scientifically objectives:** • Plan enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs. • Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms. • Present findings in written form • Use test results to make predictions to set up further comparative and fair tests.	***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. **Working scientifically objectives:** • Plan enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs. • Report and present findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms. • Identify scientific evidence that has been used to support or refute ideas or arguments.	***The Human Circulatory System*** • 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. **Working scientifically objectives:** • Identify scientific evidence that has been used to support or refute ideas or arguments. • Use simple models to describe scientific ideas • Present findings in written form, displays and other presentations. • Raise questions and follow a line of enquiry by observing animals and how they are adapted to their environment (local environment or through watching videos) • further comparative and fair tests • Present findings in written form, displays and other presentations. • Record ideas of increasing complexity using scientific diagrams and labels	***Animals inc Humans*** ***Growth and Development*** ***(link to RSE/PSHE)*** • Describe changes as humans develop from birth to old age. • RSE Puberty **Working scientifically objectives:** • Plan enquiries to answer questions, including recognising and controlling variables where necessary • Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs • Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms. • Present findings in written form. • Use test results to make predictions to set up further comparative and fair tests. • Present findings in written form, displays and other presentations. • Record ideas of increasing complexity using scientific diagrams and labels
Outside Learning Opportunities Sort and classify leaves and lichen in the immediate environment and other habitats. Leaf and tree guide classification.	Create a skeleton of a dinosaur using outside resources such as sticks and leaves.		Create an outdoor sundial to measure time through shadows. Make, draw and measure shadows at different parts of the day.	Create the human circulatory system to investigate how the heart pumps blood throughout the body.	

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Local wildlife hunt Catch your own minibeast.	Different beaks for different jobs. Bird watching. Identify different birds and observe their beaks. Why do birds have different beaks. Complete a table. Can we adapt ourselves into a bird? A dog? An insect? Chn to explore what we would need to change in order to do this.			Investigate the effects that exercise has on the body by measuring the heart and pulse rate before and immediately after exercise and at timed intervals.	

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Life Cycles</td><td colspan="2">Forces
Earth and Space</td><td colspan="2">Properties and Changes of Materials
Animals inc. Humans – Human Development</td></tr>
<tr>
<td>Living Things – Habitats
Describe the life process of reproduction in some plants and animals by exploring sexual reproduction in plants
Explain the difference between sexual and asexual reproduction.
Identify the function of the parts of a flower.
Describe ways that plants are pollinated in order to reproduce.
Describe the life process of reproduction in some plants and animals by exploring asexual reproduction in plants.
Describe how some plants reproduce.
Describe asexual reproduction in plants.
Identify advantages and disadvantages to sexual and asexual reproduction in plants.
Explain different ways to make new plants.

Working scientifically objectives:
• Record data of increasing complexity using scientific diagrams and labels, classification keys, tables and models.
• Present findings in written form, displays and other presentations.
• Use simple models to describe scientific ideas.
• Identify scientific evidence that has been used to support or refute ideas or arguments.</td>
<td>Living Things – Life Cycles

• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
• Describe the life process of reproduction in some plants and animals.
• Present findings in written form, displays and other presentations (findings from research)
• Record findings using scientific diagrams and labels, classification keys and models (findings from research)
• Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world.
• Ask pertinent questions and suggest reasons for similarities and differences.
• Use simple models to describe scientific ideas. Identify scientific evidence that has been used to support or refute ideas or arguments.

Working scientifically objectives:
• Record data of increasing complexity using scientific diagrams and labels, classification keys, tables and models.

• Present findings in written form, displays and other presentations.

• Use simple models to describe scientific ideas.

• Identify scientific evidence that has been used to support or refute ideas or arguments.

• Research new concepts and ideas (animals and plants from a range of habitats).</td>
<td>Forces
• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.
• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Working scientifically objectives:
• Raise questions eg. The effect of air resistance, friction and design their own fair tests.
• Plan enquiries to answer questions, including recognising and controlling variables where necessary. Effects of air resistance, friction, levers, pulleys, machinery - Making and testing boats, parachutes; carrying out fair tests to see which works best.
• Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms (voice memos, video, discussions with others)
• Use test results to make predictions to set up further comparative and fair test.
Identify scientific evidence that has been used to support or refute ideas or arguments Scientists Galileo Galilei, Issac Newton Theory of Gravitation.</td>
<td>Earth and Space
• Describe the movement of the earth and other planets, relative to the sun in the solar system.
• Describe the movement of the moon relative to the earth.
• Describe the Earth, Sun and Moon as approximately spherical bodies.
• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Working scientifically objectives:
• Ask questions and develop lines of enquiry (research based, secondary sources) and design their own fair tests.

• Use simple models to describe scientific ideas.

• Identify scientific evidence that has been used to support or refute ideas or arguments.

• Present findings (of research) in written form, displays and other presentations.

Record findings of increasing complexity using scientific diagrams and labels or models</td>
<td>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.
• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
• Demonstrate that dissolving, mixing and changes of state are reversible changes.
• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Working scientifically objectives:
• Plan enquiries to answer questions, including recognising and controlling variables where necessary eg. which materials would be the most effective for making a warm jacket, wrapping ice cream to stop it melting, making blackout curtains?

• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

• Record data and results of increasing complexity using</td>
<td>Animals inc. Humans – RSE Focus
• Describe changes as humans develop from birth to old age.

Working scientifically objectives:
• Identify scientific evidence that has been used to support or refute ideas or arguments.
• Use simple models to describe scientific ideas
• Present findings in written form, displays and other presentations.
• Raise questions and follow a line of enquiry by observing animals and how they are adapted to their environment (local environment or through watching videos)
• Plan enquiries to answer questions, including recognising and controlling variables where necessary
• Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs
• Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms
• Present findings in written form
• Use test results to make predictions to set up further comparative and fair tests
• Present findings in written form, displays and other presentations.</td>
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				scientific diagrams and labels; bar, line, and scatter graphs. • Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms. Use test results to make predictions to set up further comparative and fair tests.	• Record ideas of increasing complexity using scientific diagrams and labels.
Outside Learning Opportunities **Nature Trail** – Organise a class trip to local woodland. Discuss the plant and animal life that the children may see. Children should be encouraged to identify specific plants and animals and discuss the features of the habitat. Fallen materials could be collected in order to make a visual 'story map' of the trail when back in the classroom. Photos could also be taken for this task. KS2 children should look more closely at the different parts of each plant and describe their functions.	Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world.	Measure the effects of forces including drag and air resistance by designing parachutes using a variety of materials to test. Measure the effects of friction using toy vehicles on a number of different surfaces outside.	Star gazing – Astronomy evening outside Rickling School.		

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Year A Autumn	Year A Spring	Year A Summer
HISTORY		
See Geography	***Inventors and Inventions with The Industrial Revolution***	***Ancient Greece***
Focus is on Geographical Studies linked to Maps and the Local Area	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Changes in an aspect of social history, such as leisure and entertainment in the 20th Century. • Study of Victorian inventions and their significances today. • To begin to understand why the Industrial Revolution was important to Britain *To note connections, contrasts and trends over time and develop the appropriate use of historical terms.* • To understand the significance of cotton spinning moving from being a handcraft to being mechanised • To understand the importance of the steam engine during the Industrial Revolution • To understand the impact of canals had on trade and transport in Britain • To know about the first train lines to be built in Britain *To construct informed responses that involve thoughtful selection and organisation of relevant historical information.* • To understand why coal and iron were so important for the Industrial Revolution link to Art Coalbrookedale by Night Phillip James de Loutherbourg *To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* • To understand when the Industrial Revolution started • To research how it affected the Victorian way of living *To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.* • To find out about Charles Darwin and Charles Dickens and their views on the Industrial Revolution **Study of the industrial revolution.** *To understand how our knowledge of the past is constructed from a range of sources.* • To look at how the Industrial Revolution affected the local area.	Ancient Greece – a study of Greek life and achievements and their influence on the western world. • History of the Olympics • A study of their philosophy, mathematics, astronomy, government and medicines that we still use today. • To understand what was important to people during ancient Greek times. To know where and when the Ancient Greek civilisation existed. • To order chronological events on a timeline. • To know some significant events from the history of Ancient Greece. • How did life in Athens compare with life in Sparta? • What happened during the Persian wars? • What was the Trojan Horse? *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.* • To know about the Greek empire. • To know how the empire was started and maintained. • Understand its impact on the wider world. • To understand the Ancient Greek writing system and know some well-known Greek writers and stories. *To construct informed responses that involve thoughtful selection and organisation of relevant historical information.* • To understand the religious beliefs of the Ancient Greek people. • To distinguish information about the different gods • To know and understand some Ancient Greek Myths, Perseaus, Medusa, Persephone • Why is Aesop remembered today? • What was different about Greek theatre? • How did the Greeks contribute to scientific knowledge? *To address historically valid questions about change, cause, similarity and difference and significance.* • To discover what the daily life of many ancient Greek people was like. • What did the Ancient Greeks wear? • How did Ancient Greek domestic life compare with domestic life today? • How does the Greek alphabet compare with ours? • What are the features of a Greek temple? • What was the temple on the Acropolis like? • Which gods and goddesses were worshipped? *To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.* • The legacy of Greek culture (art, architecture, or literature) on later periods in British history, including the present day. • Research and describe an important Greek artefact: Vases. • Why were the Elgin Marbles removed from the Parthenon? • Which Greek made the biggest impact to the modern world? How did the Greeks influence modern government? Mathematics? Philosophy?

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Outside Learning Opportunities Geography based.	Investigate the effects of the Industrial Revolution on the local area by visiting a local town and factories. To learn how the building of canals impacted on the community and businesses with a tour on the Lea Valley and Stort Navigation.	To design and create Greek mosaics – design a pattern to be adhered to outside wall. To design and produce Medusa heads – sculpture / papier mache.

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Year B Autumn	Year B Spring	Year B Summer
HISTORY		
World War 2	***Anglo-Saxons***	***Mayan***
A local history study. • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* *To construct informed responses that involve thoughtful selection and organisation of relevant historical information.* *To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.* *To note connections, contrasts and trends over time and develop the appropriate use of historical terms.* *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.* *A significant turning point in British history, for example, the Battle of Britain.* • A study over time tracing how several aspects of national history are reflected in the locality. Focus on local areas and their uses during WW2 in comparison to today. • I can explain why World War 2 began and other events from early WW2 on a timeline. • Describe what happened during some key events from WW2, for example Churchill being elected prime minister. • To put yourself in the shoes of an evacuee. • I can explain the Holocaust was and describe some events that happened. • I can understand what propaganda means and how it was used. • Anne Frank story and study. • Find out about women's war time jobs and describe what they entailed. • I can describe how people's diets were different during WW2 and understand the implementation of rationing. • To reflect on the topic and compare modern methods of leisure activities with what existed in the past. • A significant turning point in British history, D Day and VE Day.	Britain's Settlement by Anglo-Saxons and Scots *To use dates to order and place events on a timeline* • To find out when the Anglo-Saxon period started and began • To research why the Romans left Britain *To address historically valid questions about change, cause, similarity and difference and significance.* • Were the Scots and the Anglo-Saxons invaders or settlers? • Who would win a fight between the Anglo-Saxons and the Romans? • Would you rather live in an Anglo-Saxon village or Roman town? • Was daily life in Anglo-Saxon Britain better or worse than daily life in Britain today? • Which Anglo-Saxon words made it into the English language? *To understand how our knowledge of the past is constructed from a range of sources.* • How do we know about Anglo-Saxon Britain • What did the Anglo-Saxons look like and how do we know? • Where did the Anglo-Saxons settle in Britain and what clues do the Anglo-Saxon place names give us? • What were homes like in Anglo-Saxon Britain? • What was it like being a child in Anglo-Saxon Britain? • What was Anglo-Saxon art like? • Was Anglo-Saxon food delicious or disgusting? • How did the Anglo-Saxons write? • The Legend of Beowulf – what does it tell us about the Anglo-Saxons? • What gods did the Anglo-Saxons worship? • How has medical equipment changed since Anglo-Saxon times? *To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* • How was Britain ruled in Anglo-Saxon times? • The Sutton Hoo discovery: what does it tell us about Anglo-Saxon life? • How were the Anglo-Saxons converted to Christianity? • Why are the Lindisfarne Gospels so important? • What does a timeline of Anglo-Saxon Britain look like? • Of all the things that the Anglo-Saxons left behind, which is the most significant? *To note connections, contrasts and trends over time and develop the appropriate use of historical terms.* • Were Anglo-Saxon laws fair? Compare them to modern laws.	A non-European society that provides contrasts with British history from early civilisation. *To use dates to order and place events on a timeline* • To find out about who the Mayans were and where they lived, including placing them on a timeline of human history • Compare with what is happening in Britain at the same time *To address historically valid questions about change, cause, similarity and difference and significance. (Link to Geography – Interpret a range of sources of geographical information including maps)* • To locate the ancient Maya cities • To consider similarities and differences between ancient religions and different religions today • To look at the characteristics of Maya gods and design your own *To note connections, contrasts and trends over time and develop the appropriate use of historical terms* • To look at the Maya number system • To find out what Maya people grew and ate *To understand how our knowledge of the past is constructed from a range of sources.- compare with Britain* • To find out what we know about the Maya from the drawings of Frederick Catherwood *To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.* • To discover facts about the Maya civilisation *To construct informed responses that involve thoughtful selections and organisations of relevant historical information* • Consider what they know about Chichen Itza and use that information to create a leaflet for tourists.
Outside Learning Opportunities To build a WWII shelter in the form of an Anderson shelter in the woodlands within the school grounds.	To visit Sutton Hoo in Suffolk to discover what life was like in the Anglo-Saxon period and to see the place where the famous Anglo-Saxon ship was discovered.	

Curriculum Coverage Horse Chestnut
Year 5 objectives Year 6 objectives

Year A Autumn	Year A Spring	Year A Summer
GEOGRAPHY		
Maps, Local Area and the UK	**Link to Victorians and Industrial Revolution**	**Abroad vs Staycation to Link to Greeks**
Human and Physical Geography *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.* ***Locational Knowledge*** *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* To show knowledge of the wider content of places e.g. county, region and country. ***Geographical skills and fieldwork*** *Use the eight points of a compass, four and six-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.* *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.*	***Human and Physical Geography*** *Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.* *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.* ***Locational Knowledge*** To describe where a variety of places are in relation to physical and human features. ***Place Knowledge*** *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*	***Locational Knowledge*** *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* To identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. To recognise the different shapes of countries. *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* ***Place Knowledge*** *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*
Outside Learning Opportunities Create a bird's eye view plan using natural materials in their quadrant and sketch onto paper. Walk and plot a map of the local village from the village hall to the church. Bishop's Stortford Nature Reserve and River trip. Trip to Hatfield Forest - Bug hunt /pond dipping Map skills – orienteering Fieldwork study of local environment https://www.bbc.co.uk/bitesize/topics/z27gf82	Field study work – visit to local town.	

Curriculum Coverage Horse Chestnut
Year 5 objectives Year 6 objectives

Year B Autumn	Year B Spring	Year B Summer
GEOGRAPHY		
Allies and Enemies linked to WW2	**States of Matter Science Week – Focus on Rock and Water Cycles**	**Rivers and Mountains Linked to Peru and Aztecs**
Locational Knowledge *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* ***Geographical skills and fieldwork*** *Use the eight points of a compass, four and six-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.* *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.*	***Human and Physical Geography*** *Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.* ***Place Knowledge*** *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.* ***Geographical Skills and Fieldwork*** *To understand and use a widening range of geographical terms such as climate, zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water and rock cycle.* ***To understand the term plate tectonics and the rock cycle.***	***Locational Knowledge*** *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.* • Locate and explore where the Aztecs lived and identify the continents of North and South America • Explore the geographical features of Mexico including population, landscape and climate • Explore why Mexico is such a popular holiday destination and find out about specific activities you can do there ***Place Knowledge*** *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.* • To identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. • See above for geographical location. • To recognise the different shapes of countries. *Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.* .
Outside Learning Opportunities Geography fieldwork linked to local history.	To learn about the water cycle by creating a river and investigating the rock cycle.	To identify the different time zones. Using the playground, draw the Greenwich Meantime line and investigate using an atlas, the time lines either side of GMT and how time is worked out.

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Year 5 objectives Year 6 objectives

Year A Autumn	Year A Spring	Year A Summer
DESIGN AND TECHNOLOGY inc COOKING AND NUTRITION		
Structures: To Build a 3D Map of the Local Area	***To Embroider a Design on a Piece of Material*** ***To Design and Make a Simple Bag*** ***To Design Their Own Invention***	***Design a Mythical Creature*** ***Design a Healthy Meal linked to Greece***
Design a 3D Map of the Local Area *Generate, develop, model and communicate their ideas through discussion and prototypes* *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* ***Make*** *Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics* *Select from and use a wider range of tools and equipment to perform practical tasks* ***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* *To 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 seasonality and know where and how a variety of ingredients are grown, reared, caught and processed* .	***To design and make a Simple Bag. Basic sewing skills are going to be covered under Forest Schools in the second half of term so a simple bag is sufficient.*** ***Design Their Own Garment*** *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 and prototypes, pattern pieces and computer-aided design* ***Make*** *Select from and use a wider range of tools and equipment to perform practical tasks* *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetics* ***Evaluate*** *To understand how key events and individuals in design and technology have helped shape the world* *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* To Embroider a motif on a piece of material • To design a simple bag • To sew using blanket stitch • To create and add decorations to fabric • To use blanket stitch to assembly the components of a simple bag ***Design*** *Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided 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* ***Make*** *Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics* *Select from and use a wider range of tools and equipment to perform practical tasks*	***Design a Mythical Creature*** *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 and prototypes, pattern pieces and computer-aided design* ***Make*** *Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics* ***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 and prototypes, pattern pieces and perhaps use computer-aided design* ***Make*** *Select from and use a wider range of tools and equipment to perform practical tasks* *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetics* ***Evaluate*** *To understand how key events and individuals in design and technology have helped shape the world* *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* ***Cooking and Nutrition*** *Understand and apply the principle of a healthy and varied diet* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* •

	Evaluate *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *Investigate and analyse a range of existing products* *To understand how key events and individuals in design and technology have helped shape the world* ***Technical Knowledge*** *Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* • to prepare (mark, cut, saw) the materials required for the automata frame • to assemble the automata frame components and supports with the help of an exploded diagram	
Outdoor Learning Opportunity: Design and build a 3D map of the school – using building blocks and Lego bricks. Create a recipe for an outdoor meal. Prepare the meal according to the recipe. Cook the meal on an open fire at Forest Schools.	To use embroidery to create a flower motif in a garden atmosphere, as wealthy Victorians would have done.	To design and create Greek mosaics – design a pattern to be adhered to outside wall. To design and produce Medusa heads – sculpture / papier mache.

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Year 5 objectives Year 6 objectives

Year B Autumn World War Two	Year B Spring	Year B Summer
DESIGN AND TECHNOLOGY inc COOKING AND NUTRITION – Edited on 16.1.22		
Textiles: Stuffed Toys ***Structure: Design and Build a Shelter (Forest School)***	***Mechanical Systems: Automata Toys*** ***Food: Making Healthy Anglo-Saxon Food***	***Mechanical Systems: Pop Up Book Linked to Mayans*** ***Food – Making Chocolate linked to Mayan Topic***
Design *Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided 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* ***Make*** *Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics* *Select from and use a wider range of tools and equipment to perform practical tasks* ***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* *To 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* • To design a stuffed toy • To sew a blanket stitch • To create and add decorations to fabric • To use a blanket stitch to assemble the components of a stuffed toy	***Design Anglo-Saxon Puppets*** *Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided 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* ***Make*** *Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics* *Select from and use a wider range of tools and equipment to perform practical tasks* ***Evaluate*** *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *Investigate and analyse a range of existing products* *To understand how key events and individuals in design and technology have helped shape the world* ***Technical Knowledge*** *Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]* • to prepare (mark, cut, saw) the materials required for the automata frame • to assemble the automata frame components and supports with the help of an exploded diagram • to explore the relationship between cam profiles and follower movement to inform a design decision • to apply the housing and finishing touches to the automata frame ***Cooking and Nutrition – Making Anglo-Saxon Food*** *Understand and apply the principles of a healthy and varied diet.* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique* *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.* • to understand where food comes from • to understand the term 'healthy'	***Design*** *Generate, develop, model and communicate their ideas through discussion, annotates sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided 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* ***Make*** *Select from and use a wider range of materials, components and construction materials according to their functional properties and aesthetics* *Select from and use a wider range of tools and equipment to perform practical tasks* ***Evaluate*** *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *Investigate and analyse a range of existing products* *To design a pop-up book on the Mayans* *• To follow my design brief to make my pop-up book* *• To use layers and spacers to cover the working of mechanisms* *• To create a high-quality product suitable for a target user* ***Cooking and Nutrition*** *Understand and apply the principle of a healthy and varied diet* *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed* • To understand where food comes from • To adapt a traditional recipe • To make and complete a food product
Outside Learning Opportunity: To design a forest shelter • To build a range of structures • To improve and add detail to structures • To create surrounding landscape	To adapt a traditional Anglo-Saxon recipe To complete a food product	To prepare a recipe and cook a healthy dish. To complete a food product

Curriculum Coverage Horse Chestnut
Year 5 objectives Year 6 objectives

Year A Autumn	Year A Spring	Year A Summer
ART AND DESIGN		
Art and Design Skills	***Art and Design Skills*** ***William Morris*** ***Pablo Picasso***	***Art and Design Skills*** ***Greek Artwork*** ***Repeated Pattern work***
To become proficient in drawing, painting, sculpture and other art, craft and design techniques *Evaluate and analyse creative works using the language of art, craft and design* *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)* *To create sketchbooks to record their observations and use them to review and revisit ideas* • To develop observational drawing • To design a new invention • To create a continuous line drawing • To create a collage and draw this from observation • To successfully upscale a drawing and paint accurately • To use imagination and visualisation to create an original piece of artwork	*Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint and clay)* *Become proficient in drawing, painting, sculpture and other art, craft and design techniques* *Evaluate and analyse creative works using the language of art, craft and design* *To know about great artists, architects and designers in history* *To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design* • To research and adopt the style of two famous artists • William Morris – textile designs and printing • Pablo Picasso • To analyse and evaluate artwork	*To become proficient in drawing, painting, sculpture and other art, craft and design techniques* • To produce Greek mosaics • To produce Medusa heads • To create a repeated pattern through printing (Greek key design) *Evaluate and analyse creative works using the language of art, craft and design e3* *To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay* *Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design* *To learn about great artists, architects and designers in history* *Use the sketchbook to make observations and preparatory drawings* • To use repeated patterns to create artwork • To create a repeated pattern through printing • To design a new invention – **design, draw and create a maze outdoors**
Outside Learning Opportunity: To make a 'map quadrant' by lashing 4 sticks together with string to make a square or rectangle. This gives children the concept of a bird's eye view. To collect natural materials to put into their quadrant to create a collage and sketch this from observation.	To create designs and print textiles in the style of William Morris. To adapt a traditional Victorian recipe for soup for the poor. To complete a food product	To produce Greek mosaics – design a pattern to be adhered to school wall To produce Medusa heads – sculpture To create a life-size maze outdoors

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Year 5 objectives Year 6 objectives

Year B Autumn World War Two	Year B Spring Anglo Saxons	Year B Summer
ART AND DESIGN		
Photography ***Hannah Hoch, Herbert Mason***	***Creative Art and Pottery*** ***Magdalene Odundo*** ***Anglo-Saxon clay pots*** ***Weaving***	***Still Life*** ***Paul Cezanne*** ***Ibere Camargo***
To become proficient in drawing, painting and sculpture and other art, craft and design techniques *Evaluate and analyse creative works using the language of art, craft and design* *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay* • to create a photo montage using secondary source photographs • to use text and image together to create meaningful and powerful photo posters. • to understand abstract art through photography • to create artwork inspired by images and emotions based on Herbert Mason's photo of St. Paul's during the Blitz	*Evaluate and analyse creative works using the language of art, craft and design* *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay* To develop ideas for 3D artwork through sketching drawing and visualisation in 2D • To become proficient in ancient art and craft techniques through traditional weaving • To become proficient in sculpture technique through clay modelling • to understand that art can have both meaning and message. • to use symbols to create a meaningful message. • to demonstrate the meaning of a piece of artwork through drama.	*To become proficient in drawing, painting and sculpture and other art, craft and design techniques* *Evaluate and analyse creative works using the language of art, craft and design* *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint and clay* • To sketch ideas for a still life study • To draw a still life study in charcoal • To draw using a negative medium • To paint a still life study in colour • To create a box to showcase my work
Outside Learning Opportunity: To take photographs of Outdoor Learning Zones and create meaningful and powerful photographic posters.	To use drama to demonstrate the meaning of a piece of artwork.	To study a flower or plant and paint a still life in colour.

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Year 5 objectives Year 6 objectives

Year A Autumn	Year A Spring	Year A Summer
COMPUTING **Kapow Curriculum from Spring 2021 – Year A Year 5**		
Online Safety ***Programming: Sonic Pi*** ***Search Engines***	***Revise Online Safety first lesson*** ***Programming Music: Micro Bit*** ***Mars Rover 1***	***Revise Online Safety First Lesson*** ***Stop Motion Animation*** ***Skills Showcase Mars Rover 2***
Online Safety *Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* ***Programming Music: Sonic Pi*** *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts* *Work with variables and various forms of input and output* *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* • To tinker and understand how the programs work • To create a program that plays themed music • To plan a soundtrack program • To program a soundtrack • To program music ***Search Engines*** *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* *Select use and combine a variety of software (including internet services) to create content that accomplishes given goals, including collecting data and information* *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* *use sequence, selection and repetition in programs; work with variables and various forms of input and output* *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part.*	***Programming: Micro Bit*** *Design, write and debug programs that accomplish specific goals,* *Use sequence, selection, and repetition in programs* *Work with various forms of input and output* *Work with variables and various forms of input* *Solve problems by decomposing them into smaller parts* *Use logical reasoning to explain how some simple algorithms work* *to detect and correct errors in algorithms and programs* • To understand how apps can access our personal information and how to alter the permissions • To be aware of the positive and negative aspects of online communication • To understand how online information can be used to form judgements • To discover ways to overcome bullying • To understand how technology can affect health and wellbeing • To tinker • To program an animation • To recognise coding structures • To create a program ***Data Handling: Mars Rover 1*** *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* *Solve problems by decomposing them into smaller parts* *Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* *Select , use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content* • To tinker and understand how programming works • To understand nested loops • To understand basic python commands • To use loops when programming • To understand the use of random numbers	***Stop Motion Animation*** *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part* • To understand what animation is • To understand what stop motion animation is • To plan my stop motion video thinking about the characters I want to use • To create a stop motion animation To edit and asses my stop motion animation **Skills Showcase:** **Mars Rover 2** *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* *Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact* *solve problems by decomposing them into smaller parts* *Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* • To design an electronic product • To code and debug a program • To use CAD (Computer Aided Design) to design a product • To create a website • To create and edit a video • To understand the techniques used in advertising a product

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• To understand what a search engine is and how to use it • To be aware that not everything online is true • To search effectively • To create an informative poster • To understand how search engines work •	• To identify how and why data is collected from space • To identify how messages can be sent using binary code • To read and calculate numbers using binary code • To identify the computer architecture of the Mars Rovers • To use simple operations to calculate bit patterns • To represent binary as text • To understand how bit patterns represent images as pixels • To explain how the data for digital images can be compressed	

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Year B Autumn	Year B Spring	Year B Summer
COMPUTING **Kapow Curriculum – Year B Year 6**		
Online Safety ***Bletchley Park 1*** ***Creating Media: History of Computers***	***Intro to Python*** ***Big Data 1***	***Big Data 1 and 2*** ***Skills Showcase***
Online Safety *Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact* • To describe issues online that give us negative feelings and know ways to get help • To think about the impact and consequences of sharing online • To know how to create a positive online reputation • To be able to describe how to capture bullying content as evidence • To manage personal passwords effectively • To be aware of strategies to help be protected online ***Bletchley Park 1 and Creating Media: History of Computers*** *Solve problems by decomposing them into smaller parts* *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs* *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* *Select , use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content* • To understand that there are lots of different types of secret codes. • To understand the importance of having a secure password • To understand the importance of Bletchley Park to the WW2 war effort • To understand about some of the historical figures that contributed to technological advances in computing • To research and present information about historical figures in computing • To tinker with sound • To record, edit and add sound effects to a radio play • To understand how computers have changed and the impact this has had on the modern world • To research one of the computers that changed the world and present information about it to the class • To design a computer of the future	***Introduction to Python*** *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* *Solve problems by decomposing them into smaller parts* *Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* *Select , use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information* *To use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content* • To tinker with programmes • To understand nested loops • To understand basic python commands • To use loops when programming • To understand the use of random numbers ***Big Data 1*** *Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *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* • To identify how barcodes and QR codes work • To know how infrared waves transmit data • To recognise the uses of RFID (Radio Frequency Identification) • To know how encoding keeps data safe • To gather and analyse data in real time • To analyse and evaluate data • To explain how data can be safely transferred	*Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration* *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* *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* *To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content* • To investigate the data usage of online activities • To identify how data analysis can improve city life • To design a system for turning a school into a smart school • To present ideas for turning a school into a smart school • To design an electronic product • To code and debug a program • To use CAD to design a product • To create a website • To create and edit a video • To understand the techniques used in advertising a product

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Year A Autumn	Year A Spring	Year A Summer
MUSIC		
Guitar Tuition ***Life Cycles*** ***Keeping Healthy***	***Our Community*** ***Solar Systems***	***At the Movies*** ***Celebrations***
Life Cycles: Children explore life cycles with music by Johannes Brahms, Luciano Berio, Franz Liszt and Claudio Monteverdi. The wide variety of music moods, styles and genres inspires singing performing and composing using new techniques and structure. Focus Structure ***Keeping Healthy From body popping and gospel choir singing to swimming and cycling, the children are taken through their paces and they put together an invigorating performance using new musical techniques.*** ***Other objectives covered during these sections:*** • *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Improvise and compose music for a range of purpose using the interrelated dimensions of music* • *Listen with attention to detail and recall sounds with increasing aural memory* • *Use and understand staff and other musical notations* • *Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians* • *Develop and understanding of the history of music* ***Listen and Appraise*** To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to ***Singing*** To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing To experience rapping and solo singing	***Our community: The song Jerusalem provides the basis for looking at changes through time. The children are given opportunities to compose and perform music inspired by their local community both past and present. Focus is Performance*** ***Solar System – the students go on a journey through the solar system, exploring how our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song and compose pieces linked to space. Focus: Listening*** ***Other objectives covered during these sections:*** • *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Improvise and compose music for a range of purpose using the interrelated dimensions of music* • *Listen with attention to detail and recall sounds with increasing aural memory* • *Use and understand staff and other musical notations* • *Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians* • *Develop and understanding of the history of music* ***Listen and Appraise*** To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to ***Singing*** To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture	***At the Movies Children explore music from 1920s animated films to present day movies. The children learn techniques for creating sound tracks and film scores, and they compose their own movie music. Focus Composition*** ***Celebration A lively celebration songs to perform at a class assembly or concert. The celebratory upbeat mood encourages everyone to join in. Focus: Performance*** ***Other objectives covered during these sections:*** • *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Improvise and compose music for a range of purpose using the interrelated dimensions of music* • *Listen with attention to detail and recall sounds with increasing aural memory* • *Use and understand staff and other musical notations* • *Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians* • *Develop and understanding of the history of music* ***Listen and Appraise*** To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to ***Singing*** To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing To experience rapping and solo singing To listen to each other and be aware of how you fit into the group

Curriculum Coverage Horse Chestnut

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To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune ***Playing*** To play a musical instrument with the correct technique within the context of the unit song To select and learn an instrumental part that matches their musical challenge, from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To lead a rehearsal session ***Improvisation*** To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it To know of improvising musicians ***Composition*** To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol ***Performance*** To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it	To follow leader when singing To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune ***Playing*** To play a musical instrument with the correct technique within the context of the unit song To select and learn an instrumental part that matches their musical challenge, from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To lead a rehearsal session ***Improvisation*** To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it To know of improvising musicians ***Composition*** To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol ***Performance*** To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it	To sing with awareness of being in tune ***Playing*** To play a musical instrument with the correct technique within the context of the unit song To select and learn an instrumental part that matches their musical challenge, from memory or using notation To rehearse and perform their part within the context of the unit song To listen to and follow musical instructions from a leader To lead a rehearsal session ***Improvisation*** To know what improvisation is To use some of the riffs you have heard in your improvisations To create an improvisation and improve upon it To know of improvising musicians ***Composition*** To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song To explain the keynote or home note and the structure of the melody To listen to and reflect upon the developing composition and make musical decision about how the melody connects with the song To record the composition in any way appropriate that recognises the connection between sound and symbol ***Performance*** To choose what to perform and create a programme To communicate the meaning of the words and clearly articulate them To talk about the venue and how to use it to best effect To record the performance and compare it to a previous performance To discuss and talk musically about it
Outside Learning Opportunity: **Performance** To choose what to perform and talk about the venue and how to use it to best effect.	**Performance** To choose what to perform and talk about the venue and how to use it to best effect.	BBC Songs – Heroes of Troy

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Year B Autumn	Year B Spring	Year B Summer
MUSIC		
World Unite **Journeys**	**Growth** **Roots**	**Class Awards** **Moving On**
World Unite: Get into the groove by exploring rhythm and melody in singing, movement and dance. The children learn about beat, syncopation, pitch and harmony and take a trip around the world to celebrate the universal language of music! Focus Step dance performance **Journeys – the theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition. Focus song cycle performance** • *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Improvise and compose music for a range of purpose using the interrelated dimensions of music* • *Listen with attention to detail and recall sounds with increasing aural memory* • *Use and understand staff and other musical notations* • *Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians* • *Develop and understanding of the history of music* ***Listen and Appraise*** To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to ***Singing*** To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune	**Growth – the street is the setting for this unit of buskers and flash mobs. The children explore Ravel's Bolero through rhythmical mime, learn songs with instrumental accompaniments and create a dance to build into a thrilling street performance. Focus street dance performance** **Roots A complete musical performance about the effects of the salve trade on a Werst African village. The integrated music features traditional Ghanaian songs and percussion rhythms and the infamous spider man Anansi who saves the day. Musical focus: performance** • *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Improvise and compose music for a range of purpose using the interrelated dimensions of music* • *Listen with attention to detail and recall sounds with increasing aural memory* • *Use and understand staff and other musical notations* • *Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians* • *Develop and understanding of the history of music* ***Listen and Appraise*** To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to ***Singing*** To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing	**Class Awards – an ideal opportunity to celebrate the childrens achievements at the end of primary school with a musical awards show customised for your class. Individual awards are presented along with fanfare, rap, song and famous music in a final grand ceremony. Focus Performance** **Moving On –two songs one looking forward and another back and a musical device for linking them provide a moving celebration of happy memories and their hopes for the future.** • *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* • *Improvise and compose music for a range of purpose using the interrelated dimensions of music* • *Listen with attention to detail and recall sounds with increasing aural memory* • *Use and understand staff and other musical notations* • *Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians* • *Develop and understanding of the history of music* ***Listen and Appraise*** To identify and move to the pulse with ease To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To listen carefully and respectfully to other people's thoughts about the music To use musical words when talking about songs To talk about the music dimensions working together in the unit songs To talk about the music and how it makes you feel, using musical language to describe the music To know about pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To keep the internal pulse To create music ideas for a group to copy or respond to ***Singing*** To sing in unison To sing backing vocals To listen to the group when singing To demonstrate a good singing posture To follow leader when singing To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being in tune

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Outside Learning Opportunity: **Performance** To choose what to perform and talk about the venue and how to use it to best effect.	**Performance** To choose what to perform and talk about the venue and how to use it to best effect.	**Performance** To choose what to perform and talk about the venue and how to use it to best effect.

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<table>
<tr><th colspan="2">Year A Autumn</th><th colspan="2">Year A Spring</th><th colspan="2">Year A Summer</th></tr>
<tr><th colspan="6">PSHE</th></tr>
<tr><td colspan="2">What decisions can people make with money?
What jobs would we like?</td><td colspan="2">How can we help in an accident or emergency?
How can friends communicate safely?</td><td colspan="2">How can drugs common to everyday life affect health?
What Makes Up Our Identity?</td></tr>
<tr>
<td>Assessment question: What decisions can people make about money?
Living in the wider world
Money, making decisions, spending, and saving.

• How people make decisions about spending and saving money and what influences ther
• How to keep track of money so people know how much they have to spend or save
• How people make choices about ways of paying for things they want and need e.g from current accounts savings/ store/ cards credit cards loans
• How to recognise what makes something value for money and what this means to them
• That there are risks associated with money, it can be won, lost or stolen and how mone can affect people's feelings and emotions.
• Paying off loans, credit ratings, Experian.</td>
<td>Assessment question: How can friends communicate safely?
Relationships
Friendships, relationships, becoming independent, online safety
• about the different types of relationships people have in their lives
• how friends and family communicate together, how the internet and social media can b used positively
• how knowing someone online differs from knowing someone face-to-face
• how to recognise risk in relation to friendships and keeping safe
• about the types of content including images that is safe to share online, ways of seeking and giving consent before images of personal information is shared with friends or family
• how to respond if a friendship i making them feel worried unsafe or uncomfortable
• how to ask for help or advice and respond to pressure inappropriate contact or concerns about personal safety
• https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share
• https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety
https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships</td>
<td>Assessment question: What jobs would we like?
Living in the Wider World
Careers, aspirations, role models, the future.
• that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime
• that some jobs are paid more tha others and some may be voluntar or unpaid
• about the skills or attributes, qualifications and training needed for different jobs
• that there are different ways into jobs, and careers, including college, apprenticeships, and university
• how people choose a job/career and what influences their decision including skills, interests and pay
• how to question and challenge stereotypes about types of jobs people can do
• how they might choose a career/job for themselves when they are older, why they would choose it and what might influenc their decisions
https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences</td>
<td>Assessment question: How can we help in an accident or emergency?
Health and Wellbeing
Basic first aid, accidents, dealing with emergencies.
• How to carry out basic first aid including for burns, scalds, cuts bleeds, choking, asthma, attack or allergic reactions
• That if someone has experienced a head injury, they should not be moved.
• When it is appropriate to use first aid and the importance of seeking adult help
• The importance of remaining calm in an emergency and providing clear information about what has happened to ar adult or the emergency services
• https://www.pshe-association.org.uk/curriculum-and-resources/resources/st-john-ambulance-%E2%80%98first-aid-training-school%E2%80%99</td>
<td>Assessment question: How can drugs common to everyday life affect health?
Health and Wellbeing
Drugs, alcohol and tobacco, healthy habits
• how drugs common to everyday life including smoking vaping nicotine alcohol caffeine and medicines can affect health and wellbeing
• that some drugs are legal but may have laws or restrictions related t them and other drugs are illegal
• how laws surrounding the use of drugs exist to protect them and others
• why people choose to use or not use different drugs
• how people can prevent or reduce the risks associated with them
• that for some people drug use ca become a habit which is difficult t break
• how organisations help people to stop smoking and the support available to help people if they have concerns about drugs
• how to ask for help from a trusted adult if they have any concerns about drugs
• https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme
• https://www.pshe-association.org.uk/content/drug-and-alcohol-education</td>
<td>Assessment question: What makes up our identity?
Health and Wellbeing
Identity, personal attributes and qualities, similarities and differences, individuality, stereotypes
• How to recognise and respect similarities and differences between people and what they have in common with others
• That there are a range of factor that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
• How individuality and personal qualities make up someone's identity including that gender identity is a part of personal
• identity and for some people does not correspond with their biological sex
• About stereotypes and how they are not always accurate and ca negatively influence behaviours and attitudes towards others
• How to challenge stereotypes and assumptions about others https://www.pshe-association.org.uk/curriculum-and-resources/resources/coram life-education-belonging-toolkit-ks2-3 https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</td>
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<tr>
<td>Outside Learning Opportunity:</td>
<td></td>
<td></td>
<td>Role play: accidents and emergencies in the playground.
Road safety.
Bike-ability.</td>
<td>Crucial Crew activity morning in Saffron Walden for Year 6.</td>
<td></td>
</tr>
</table>

Curriculum Coverage Horse Chestnut
Year 5 objectives Year 6 objectives

Year B Autumn	Year B Spring	Year B Summer
PSHE		
How can we keep healthy as we grow?	***How can media influence people?***	***What will change as we become more independent?***
Assessment question: How can we keep healthy as we grow? **Health and Wellbeing** • Looking after ourselves, growing up, becoming independent, taking more responsibility • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • • how to make choices that support a healthy, balanced lifestyle including: i) » how to plan a healthy meal ii) » how to stay physically active iii) » how to maintain good dental health, including oral hygiene, food and drink choices iv) » how to benefit from and stay safe in the sun v) » how and why to balance time spent online with other activities vi) » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep vii) » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • • how legal and illegal drugs (legal and illegal) can affect health and • how to manage situations involving them • • how to recognise early signs of physical or mental ill-health and what t do about this, including whom to speak to in and outside school • • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else • https://www.pshe-association.org.uk/curriculum-and-resources/resources/health-education-food-choices-physical-activity • https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans • https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints • https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources • https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and • https://www.pshe-association.org.uk/content/drug-and-alcohol-education • https://www.pshe-association.org.uk/curriculum-and-resources/resources/soaper-heroes-ks1-2-lesson-plans-lifebuoy • https://www.pshe-association.org.uk/curriculum-and-resources/resources/keeping-safe-fgm-guidance-lesson-plan-year-5-6	**Assessment Question: How can media influence people?** **Living in the Wider World** • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • • how text and images can be manipulated or invented; strategies to recognise this • • to evaluate how reliable different types of online content and media are e.g. videos, blogs, news, reviews, adverts • • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • • to discuss and debate what influences people's decisions, taking into consideration different viewpoints • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources** • **https://www.pshe-association.org.uk/content/drug-and-alcohol-education** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-london-police-cyber-detectives-lesson-plans**	**Assessment question: What will change as we become more independent?** **How do friendships change as we grow?** **Relationships** • that people have different kinds of relationships in their lives, including romantic or intimate relationships • • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • • how puberty relates to growing from childhood to adulthood • • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • • that there are ways to prevent a baby being made[2] • • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships** • **https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/city-sea-rethink-periods-ks2-3-lesson-plans** • **https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources**

Curriculum Coverage Horse Chestnut

Year 5 objectives Year 6 objectives

Outside Learning Opportunity: To prepare a recipe and cook a healthy dish. To complete a food product		

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Year 5 objectives Year 6 objectives

Year A and B Autumn	Year A and B Spring	Year A and B Summer
MFL – FRENCH **Following the Early Start Language Course – The children study vocabulary linked to each of the following subjects**		
What's the Time? ***Weather*** ***Numbers 40-200*** ***The Euro*** ***Food and Drink 1***	***Food and Drink 2 and 3*** ***Leisure Activities*** ***School subjects*** ***What are you wearing?***	***Healthy Eating*** ***Parts of the Body*** ***Circus School*** ***Mini-beasts*** ***Zoo*** ***Morocco***
Listening *Listen attentively to spoken language and show understanding by joining in and responding* *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* ***Speaking*** *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* *Present ideas and information orally to a range of audiences* ***Reading*** *Read carefully and show understanding of words, phrases and simple writing* *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* ***Writing*** *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* ***Grammar*** *Understand basic grammar appropriate to the language being studied, including 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*	***Listening*** *Listen attentively to spoken language and show understanding by joining in and responding* *Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* ***Speaking*** *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* *Present ideas and information orally to a range of audiences* ***Reading*** *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* ***Writing*** *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions orally and in writing* ***Grammar*** *Understand basic grammar appropriate to the language being studied, including 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*	***Listening*** *Listen attentively to spoken language and show understanding by joining in and responding* ***Speaking*** *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* *Present ideas and information orally to a range of audiences* ***Reading*** *Read carefully and show understanding of words, phrases and simple writing* *Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* ***Writing*** *Write phrases from memory, and adapt these to create new sentences, to express ideas clearly* *Describe people, places, things and actions orally and in writing* ***Grammar*** *Understand basic grammar appropriate to the language being studied, including 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*
Outside Learning Opportunity:		Make a simple traditional French dish to eat outside for lunch.

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Year 5 objectives Year 6 objectives

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<tr><td colspan="6">PE
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From the GetSet4PE Lower Year Objectives</td></tr>
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Tag Rugby
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November Dodgeball Tournament
Tag Rugby Tournament</td><td colspan="2">Gym
Yoga
Hockey
Netball
Swimming tournament
Talent Camp</td><td colspan="2">Swimming
Cricket
Athletics</td></tr>
<tr>
<td>Football
Key Skills
• Physical – dribbling, passing, ball control, tracking/jockeying, turning, receiving. Goal keeping, receiving
• Social communication, collaboration, cooperation, respect
• Emotional challenging myself, perseverance, honesty
• Thinking selecting and applying, decision making
Objectives
To dribble the ball under pressure
To pass the ball accurately to a target to help to maintain possession
To use different turns to keep the ball away from defenders
To develop defending skills to gain possession
To develop goalkeeping skills to stop the opposition from scoring
To be able to apply the rules and tactics you have learnt to play in a football tournament

Fitness
Key Skills
• Physical – strength, speed, power, agility, coordination, balance, stamina,
• Social supporting others, working safely,
• Emotional perseverance, determination
• Thinking identifying areas of strength and areas for development

Objectives
To develop an awareness of what your body is capable of
To develop strength and speed
To develop strength using my own body weight
To develop coordination through skipping</td>
<td>Dodgeball
Key Skills
• Physical – throwing, catching, dodging, tagging, scoring
• Social respect, leadership
• Emotional honesty, determination, confidence
• Thinking decision making, selecting and applying tactics

Objectives
To recap the rules of Dodgeball and apply them to a game situation
To develop throwing at a moving target
To use jumps, dodges and ducks to avoid being hit
To develop catching a dodgeball at different heights
To select and apply tactics in the game
To develop officiating skills and referee a dodgeball game

Tag Rugby
Key Skills
• Physical – throwing, catching, running, dodging, tagging, scoring
• Social communication, collaboration, in honesty and fair play,
• Emotional confidence perseverance, inclusion
• Thinking observing and providing feedback, planning strategies and using tactics, selecting and applying skills

Objectives</td>
<td>Gym Year 5
Key Skills
• Physical – Symmetrical and asymmetrical balances, straight roll, forward, straddle, backward rolls, cartwheel, bridge, shoulder stand
• Social responsibility, collaboration, communication, respect
• Emotional perseverance, confidence
• Thinking observing and providing feedback
• Selecting and applying actions
• Evaluating and improving sequences

Objectives
To be able to perform symmetrical and asymmetrical balances
To develop the straight, forward, straddle and backward rolls
To be able to explore different methods of travelling, linking action in both canon and synchronisations
To be able to perform progressions of inverted movements
To explore matching and mirroring using actions both on the floor and on apparatus
To be able to create a partner sequence using apparatus

Hockey
Key Skills
• Physical – dribbling, passing, receiving, tackling,</td>
<td>YOGA
Key Skills
• Physical – balance, strength, flexibility, coordination,
• Social leadership, sharing ideas, working safely
• Emotional confidence, working independently,
• Thinking creating, selecting and applying, observing and providing feedback

Objectives
To develop an understanding of yoga
To develop flexibility through the sun salutation flow
To develop strength through yoga flows
To create your own flow showing quality in control, balance and technique
To develop balance through yoga flows
To work collaboratively to create a controlled paired yoga flow
To create you own yoga flow that challenges your technique, balance and control

Netball
Key Skills
• Physical – passing, catching, footwork, intercepting, shooting
• Social working safely, communication, collaboration
• Emotional perseverance, honest and fair play</td>
<td>Swimming
Key Skills
• Physical – rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, , handstands, surface dives, HELP position and huddle position
• Social communication, supporting and encouraging others, keeping myself and others safe (PSHE links)
• Emotional confidence, determination, challenging myself
• Thinking comprehension, using tactics

Objectives
To develop gliding front crawl and backstroke
To develop rotation, sculling and treading water
To develop the front crawl stroke and breathing technique
To develop the technique for backstroke arms and legs
To develop breaststroke technique
To develop breaststroke technique with breathing
To develop basic skill of water safety and floating
To develop the dolphin kick
To learn techniques for personal survival
To develop water safety skill and an understand personal survival
To increase swimming endurance
To identify fastest strokes and personal bests
Cricket
Key Skills
• Physical – underarm and overarm throwing, catching, over</td>
<td>Athletics (Year 5)
Key Skills
• Physical – pacing, sprinting, relay changeovers, jumping for distance, pus and pull throwing for distance
• Social collaboration, working safely,
• Emotional perseverance, determination
• Thinking thinking and using tactics, selecting and applying skills, decision making

Objectives
To apply different speeds over varying distances
To develop fluency and coordination when running for speed
To develop technique in relay changeovers
To develop technique and coordination in the triple jump
To develop throwing with force for longer distances
To develop throwing with greater control and technique</td>
</tr>
</table>

Curriculum Coverage Horse Chestnut

Year 5 objectives Year 6 objectives

To perform actions that develop agility To develop control whilst balancing **Links to Science** To learn about fitness and how to measure heart rate using a circuit To learn the different muscles and how to warm up safely	To develop attacking principles, understanding when to run and when to pass To be able to use the forward pass and offside rule To be able to play games using tagging rules To develop dodging skills to lose a defender To develop drawing defence and understanding when to pass To be able t apply the rules and tactics you have learnt to play in a tag rugby tournament	creating using space, shooting • **Social** working safely, communication, collaboration • **Emotional** perseverance, honest and fair play • **Thinking** thinking and using tactics, selecting and applying skills, decision making Objectives To develop dribbling to beat a defender To develop sending the ball using a push pass To develop receiving the ball with control To be able to move into space to support a teammate To develop using an open stick block tackle and jab tackle to gain possession of the ball To apply the rules and skills you have learnt to play in a hockey tournament.	• **Thinking** thinking and using tactics, selecting and applying skills, decision making Objectives To develop passing and moving and play within the footwork rule To be able to use the attacking principle of creating and using space To be able to change directions and lose a defender To be able to defend ball side and know when to go for interceptions To develop the shooting game To be able to change direction to get free from a defender and receive a pass To learn the positions of five a side netball	and underarm bowling, fielding and tracking a ball, batting • **Social** collaboration, communication, respect • **Emotional** perseverance, honest and fair play • **Thinking** thinking and using tactics, selecting and applying skills, decision making Objectives To develop overarm throwing and catching accuracy To develop batting accuracy To develop catching skills close/deep catching and wicket keeping To develop overarm blowing technique and accuracy To develop a variety of fielding techniques to use them within a game To develop long and short barriers and apply them to a game situations	
Outside Learning Opportunity: Football Tournament Tag Rugby Competition	Cross Country	Hockey Tournament	Netball Tournament	Rounders Tournament Mini Olympic Pentathlon Ancient Greek games	Athletics Tournament

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Year 5 objectives Year 6 objectives

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Fitness
Key Skills
• Physical – strength, speed, power, agility, coordination, balance, stamina,
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To develop strength and speed
To develop strength using my own body weight
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• Social communication, collaboration, in honesty and fair play,
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Objectives</td>
<td>Dance Year 6
Key Skills
• Physical – using a variety of dance actions, using canon, unison, formation, dynamics, character structure, space, emotion, matching mirroring, transitions
• Social consideration and awareness of others, inclusion, respect, leadership
• Emotional empathy, confidence
• Thinking creating, observing and providing feedback, using feedback to improve, selecting and applying skills

Objectives

To copy and repeat a set dance phrase showing confidence in movements
To work collaboratively with a partner to explore and develop the dance side
To use changes in levels and speed when choreographing
To copy and cerate action using a prop as a dance stimulus

To use choreographing devices to improve how the performance looks
To selection actions and dynamics to convey different characters
To choregraph a dance that shows contrasting characters
To communicate a story through</td>
<td>Netball
Key Skills
• Physical – passing, catching, footwork, intercepting, shooting
• Social working safely, communication, collaboration
• Emotional perseverance, honest and fair play
• Thinking thinking and using tactics, selecting and applying skills, decision making

Objectives
To develop passing and moving and play within the footwork rule
To be able to use the attacking principle of creating and using space
To be able to change directions and lose a defender
To be able to defend ball side and know when to go for interceptions
To develop the shooting game
To be able to change direction to get free from a defender and receive a pass
To learn the positions of five a side netball

Gym Year 6
Key Skills
• Physical – straddle roll, straight roll, forward, backward rolls, couter balance, counter tension cartwheel, bridge, shoulder stand vault
• Social responsibility, collaboration, communication, respect</td>
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Key Skills
• Physical – rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, , handstands, surface dives, HELP position and huddle position
• Social communication, supporting and encouraging others, keeping myself and others safe (PSHE links)
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Objectives
To develop gliding front crawl and backstroke
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• Physical – pacing, sprinting, relay changeovers, jumping for distance, pus and pull throwing for distance
• Social collaboration, working safely,
• Emotional perseverance, determination
• Thinking thinking and using tactics, selecting and applying skills, decision making

Objectives
To work collaboratively with a partner to set a steady pace
To develop your own and others sprinting techniques
To develop power, control and technique for the triple jump
To develop power, control and technique when throwing for distance
To develop throwing with force and accuracy for longer distances
To work collaboratively in a team to develop the officiating skills of measuring, timing and recording</td>
</tr>
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Curriculum Coverage Horse Chestnut

Year 5 objectives Year 6 objectives

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