



KS2 Long Term Planning 2018-2019: Topic Overview

N.B. See separate attachment for detailed French long term plan.

| Term               | Topic  | Possible Events/ Notes / Suggestions from staff, pupils and parents  |
|--------------------|--|--|
| Autumn<br>15 weeks | Archaeology (Digging it)<br>(Dinosaurs / Iron Age)   | <ul style="list-style-type: none"> <li>• Battle week – archaeology theme</li> <li>• Can we invite an expert from the university in or one of the local historical associations?</li> <li>• JorvikDIG</li> <li>• Fire building during Bonfire week</li> <li>• Outdoor adventurous activities trip</li> </ul>  |
| Spring<br>10 weeks | Dancing through the decades<br>(Queen Elizabeth II and the 60s – now: history, fashion, music, food and culture) | <ul style="list-style-type: none"> <li>• Dance workshops with Mrs Easton</li> <li>• Castle Museum in York (does it cover 60s onwards?)</li> <li>• Theme day – each class with a decade</li> <li>• Project day with parents invited in to see the work</li> <li>• Opportunities to invite local residents in to explore differences in the village between the 1960s and now</li> </ul> |
| Summer<br>14 weeks | Outback<br>(Great Barrier Reef, Capt. Cook and Aborigines)   | <ul style="list-style-type: none"> <li>• Whitby / Capt. Cook museum and boat</li> <li>• Frisbee / Boomerang workshops</li> <li>• Didgeridoo or tribal music sessions</li> <li>• Scuba diving workshops</li> <li>• Aboriginal sports</li> </ul>   |

**Maths:** For maths, we follow the national curriculum objectives, focusing on number, place value and the four operations at the start of the year. For the full list, please see <http://www.stamfordbridgeschool.co.uk/curriculum/maths/year-group-objectives>. We use the White Rose Maths Hub for our medium term planning. If you would like information about what areas are currently being covered in class, please see your class teacher's termly newsletter or pop in for a chat.

**Note: books and films to be checked to ensure suitability for individual classes as these are suggestions only from recommendations.**

| English              |                             | Text-type   | Ideas for books/ stimuli/ writing tasks  |
|----------------------|-----------------------------|---|--|
| Autumn<br>(15 weeks) | Digging it!                 | Information texts /<br>Instruction writing /<br>Narratives    | <ul style="list-style-type: none"> <li>• Fact-files on different types of dinosaurs, periods of time in early human history, settlements or locations such as Stonehenge.</li> <li>• Instruction writing looking at how archaeologists carry out their work.</li> <li>• Narratives or story writing looking at the dinosaurs or making a discovery of something lost in time / early man.</li> <li>• Example texts: Stig of the Dump, The Secret Dinosaur, The Archers of Isca, Stone Age Tablet, The Boy with the Bronze Axe.</li> </ul>  |
| Spring<br>(10 weeks) | Dancing through the decades | Newspapers /<br>Persuasive writing /<br>First-person recounts | <ul style="list-style-type: none"> <li>• Newspaper articles linked to key historical events between 1960 and present day.</li> <li>• Persuasive writing on which decade was the most important between 1960 and present day and why.</li> <li>• Diary entries as people / characters that experienced some of the key events in this time period.</li> <li>• Example texts: The Accidental Prime Minister, Opal Plumstead, We Are Britain, I Can Remember books, Ethel and Ernest (UKS2), Becoming Queen Elizabeth II, The Queen's Nose</li> </ul>   |
| Summer<br>(14 weeks) | Outback                     | Narratives /<br>Information texts /<br>Discussion texts       | <ul style="list-style-type: none"> <li>• Short stories linked to exploring new lands / worlds or the adventures of Captain Cook.</li> <li>• Discussion texts and argument writing linked to pollution and plastic oceans.</li> <li>• Poetry linked to Australian wildlife or landscapes</li> <li>• Comparative writing looking at the differences between Australia and the UK.</li> <li>• Example texts: Wombat goes Walkabout, Rainbow Bird, Outback Hero, books by Jeannie Baker (series of wildlife and the environment in Australia), Sailing the Unknown, You Wouldn't Want to Sail With Captain Cook</li> </ul> |

| Art and Design |             | Objectives  | Activity ideas   |
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| Autumn Term    | Digging it! | Pupils should be taught: <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul> | <ul style="list-style-type: none"> <li>Exploring how cave paintings were used to tell stories and communicate information.</li> <li>Study famous examples of cave paintings from around the world.</li> <li>Using clay to make small dinosaur sculptures or tiles which tell simple stories in the style of cave artwork</li> <li>Making hand stencils using blow paint techniques as seen in the cave artwork in Palaeolithic caves.<br/>(<a href="https://www.independent.co.uk/arts-entertainment/art/news/40000-year-old-cave-paintings-include-oldest-hand-stencil-known-to-science-9783840.html">https://www.independent.co.uk/arts-entertainment/art/news/40000-year-old-cave-paintings-include-oldest-hand-stencil-known-to-science-9783840.html</a>)</li> </ul> |
| Summer Term    | Outback     |   | <ul style="list-style-type: none"> <li>Comparisons with cave artwork and the ways in which stories and meaning are passed down using art and design</li> <li>A study into the three different styles of aboriginal artwork in the different areas of Australia – focus on the different symbols and meanings</li> <li>The children to work on creating silhouette animal dot designs using the famous sea turtle example. These can also be completed on small rocks on stones for an extra area of realism</li> <li>The children to work on creating their own boomerang designs</li> </ul>   |

| Design and Technology |             | Objectives   | Activity ideas   |
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| Autumn Term           | Digging it! | Pupils should be taught to: <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> | <ul style="list-style-type: none"> <li>The children could explore and compare current tools and more weapons against tools and weapons used by early man.</li> <li>How were early tools designed and what materials were used to build these? The children could prepare and make their own examples using only the resources which could be scavenged on-site.</li> <li>The children should explore the invention of the wheel and its importance in human history. What problems exist without the use of a wheel? How do alternatives compare?</li> </ul> |

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| Spring Term | Dancing through the decades | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• evaluate their ideas and products against design criteria</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>  | <ul style="list-style-type: none"> <li>• The children could compare different examples of clothing across the time period with examples for both male, female and children.</li> <li>• What technological advancements influenced these changes in clothing?</li> <li>• The children could explore different examples of attachments in clothing from buttons, zips, Velcro, ties etc.</li> <li>• How has food changed across this time period? Both in terms of popularity but also cooking techniques and health and nutrition?</li> <li>• The children could make simple foods from different time periods and compare and contrast their opinions on these?</li> <li>• What technological advancements influenced these changes in food?</li> <li>• How has packaging changed across time? The children could test different packaging materials and create their own packaging for simple products.</li> </ul> |
| Summer Term | Outback                     | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotate sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> | <ul style="list-style-type: none"> <li>• The children could explore the use of masks by Aboriginal tribes and the meaning behind different examples and styles.</li> <li>• What materials can these masks be made out of? Which resources are available to use and are most appropriate?</li> <li>• The children could then make their own tribal mask using a variety of tools and materials – paper mache, cardboard, mod-roc and explore the joining processes involved.</li> <li>• The children could also explore famous bridges from around the world? What is the purpose of a bridge? What materials are used in bridge construction?</li> <li>• The children could compare the village bridge with that of the Sydney Harbour Bridge? What is the purpose of each? How were they built?</li> </ul>   |

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|                  |                             |  | <ul style="list-style-type: none"> <li>The children could then construct their own bridge models to be tested and trialled under a variety of circumstances and stressors.</li> </ul>  |
| <b>Computing</b> |                             | Objectives   | Activity ideas   |
| Spring Term      | Dancing through the decades | <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> | <ul style="list-style-type: none"> <li>How and when did the internet come to prominence? What role did British inventors play in this process?</li> <li>What are the principles which help use stay safe online? The children could design posters to go up around school to share these in a child friendly and modern way.</li> <li>How do search technologies help us to identify information quickly and effectively? Can the children use search engines and technologies to identify and organise data linked to different time periods and information such as: population size, sales of products.</li> <li>How has gaming changed since the 1960s? This would require a link to the history and design areas as the children compare from board games to video games. The children could create power-point presentations comparing a modern video game with an older format game.</li> </ul> |

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| <b>Science</b>  |             | Objectives (National Curriculum)   |
| Autumn Term   | Digging it! | <p><b><u>Year 3 and 4: Rocks / Electricity</u></b></p> <p><b>Rocks:</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> </ul> |
| <p><i>See separate science plan for further ideas including working scientifically.</i></p> |             |  |

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|             |                             | <ul style="list-style-type: none"> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b><u>Year 5 and 6: Evolution and Inheritance / Electricity</u></b></p> <p><b>Evolution and Inheritance:</b></p> <ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>▪ 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</li> <li>▪ use recognised symbols when representing a simple circuit in a diagram.</li> </ul> |
| Spring Term | Dancing through the decades | <p><b><u>Year 3 and 4: States of Matter</u></b></p> <ul style="list-style-type: none"> <li>▪ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b><u>Year 5 and 6: Properties and Changes of materials</u></b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a</li> </ul>  |

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|             |         | <p>solution</p> <ul style="list-style-type: none"> <li>▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>▪ demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>▪ 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.</li> </ul>  |
| Summer Term | Outback | <p><b><u>Year 3 and 4: Living Things and their Habitats / Animals including Humans</u></b></p> <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>▪ recognise that living things can be grouped in a variety of ways</li> <li>▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>▪ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>▪ describe the simple functions of the basic parts of the digestive system in humans. [ Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.]</li> </ul> <p>identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b><u>Year 5 and 6: Living Things and their Habitats / Animals including humans</u></b></p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>▪ give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood</li> </ul> |

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|  |  | <p>vessels and blood</p> <ul style="list-style-type: none"> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>▪ describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> |
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| History     |                             | Objectives   | Activity ideas   |
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| Autumn Term | Digging it!                 | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age<br/>This could include:</li> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>               | <ul style="list-style-type: none"> <li>• The children could focus on archaeology and palaeontology and explore how these historians discover things which allow us to better understand the past. What processes do they use? How do they ensure they preserve these historical artefacts?</li> <li>• The children will also explore the dinosaurs and the different periods of time in which the dinosaurs existed. What categories of dinosaurs existed – can the children create keys or diagrams to classify these?</li> <li>• How did the dinosaurs end up extinct? What links to the dinosaurs exist today?</li> <li>• What is Stonehenge / Skara Brae? How were these built? Who built them? What is their significance today?</li> <li>• How did early man develop and progress between the Stone age and Iron Age? What developments were made? What changes occurred in technology?</li> </ul> |
| Spring Term | Dancing through the decades | <p>Pupils should engage in:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br/>This could include:</li> <li>• the changing power of monarchs using case studies</li> <li>• changes in an aspect of social history, such as leisure and entertainment</li> <li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>• a significant turning point in British history</li> <li>• Pupils should continue to develop a chronologically secure knowledge and</li> </ul> | <ul style="list-style-type: none"> <li>• The children could create their own timelines of recent British history exploring key events since the Second World War or during the reign of Queen Elizabeth II.</li> <li>• Why is Queen Elizabeth II important within the history of the monarchy? What has changed about the role of the monarch compared to previous kings or queens? Can the children learn the names of the previous kings and queens?</li> <li>• How have fashion / leisure / entertainment changed since the 1960s? What have been the major developments? How have these changes occurred? How are these changes influenced by the legacy of Greek or Roman culture?</li> </ul>   |

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|             |         | understanding of <b>British, local</b> and world history, establishing clear narratives within and across the periods they study  | <ul style="list-style-type: none"> <li>How has Britain's role in the world changed since the end of the Second World War? How important is Britain in the world?</li> <li>The children should explore key world events and changes across the decades from 1960 to present day.</li> </ul>  |
| Summer Term | Outback | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and <b>world</b> history, establishing clear narratives within and across the periods they study</li> </ul> | <ul style="list-style-type: none"> <li>The children should learn about the discovery of Australia and the explorers who found it. Who was Captain Cook? When did he live? Where was he from? What did he find on his exploration?</li> <li>Who are the Aboriginal tribes? How long have they lived in Australia? What are the key features of their tribes? How are the stories of the Aboriginal tribes past down?</li> <li>How did Australia develop after it was discovered by the major European nations? What role did Britain play in this development? How is modern day Australia organised? What are the major features of Australian life compared with that of Britain?</li> </ul> |

| Geography   |                             | Objectives  | Activity ideas   |
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| Spring Term | Dancing through the decades | <p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>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.</li> <li>explore 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</li> </ul> | <ul style="list-style-type: none"> <li>The children could compare and contrast local maps of Stamford Bridge and the York/East Riding area to identify changes in the last 60 years. This should include both online and paper versions. What are the reasons for these changes? How have they occurred?</li> <li>The children could create their own maps for what Stamford Bridge might be like in the future with discussions to explore why they think this. Could local residents be invited in to discuss recent changes and their hopes for the village?</li> <li>Using local and national maps, the children should be taught to recognise key features such as rivers, mountains and hills of the UK including the symbols used to show these on maps. How has the UK changed more broadly including reference to transport links, environment features?</li> </ul> |
| Summer Term | Outback!                    | <p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including:</li> </ul>  | <ul style="list-style-type: none"> <li>The children could label the major geographical features of Australia onto maps using correct map symbols and keys. How do these features influence life in Australia? Where are the major population</li> </ul>  |

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|  |  | <p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> | <p>centres? How is the country divided up into states and regions? Can the children make comparisons between Australia and other major nations? The UK or US?</p> <ul style="list-style-type: none"> <li>• What features define the outback? How does this area differ from a desert? Do people live in the outback? Which wildlife live in this region? How was Ayers Rock formed?</li> <li>• The children should also explore the Great Barrier Reef including a study of the issues causing damage to it. Could we use 3D technology or VR again to support this topic? Why is the Great Barrier Reef important? What is meant by the term 'plastic oceans'? We also need to include reference to the water cycle, biomes and vegetation belts in this topic .</li> </ul> |
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| <b>P.E.</b> |                             | Areas and activity ideas   |
| Autumn Term | Digging it!                 | <p><b>Outdoor activities</b></p> <p>Examples of OAA which can be taught to pupils include:</p> <ul style="list-style-type: none"> <li>• Orientation and Orienteering</li> <li>• Scavenger hunts</li> <li>• Trails</li> <li>• Team building</li> <li>• Adventure games</li> <li>• Problem-solving activities</li> <li>• On site camp craft skills</li> <li>• Bouldering—use of low level climbing wall if available.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Key skills include passing, control, shooting, tackling, positioning and for goalkeeping, catching and throwing</li> <li>• Basic principles of attacking and defending should also be explored with reference to tactics to improve performance or outcomes</li> <li>• Communication between players and teamwork</li> <li>• Fair play and following the established rules of a sport or competition</li> </ul> |
| Spring Term | Dancing through the decades | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance</li> <li>• perform dances using a range of movement patterns</li> <li>• explore a range of different dance techniques and styles</li> </ul>   |

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|             |         | <ul style="list-style-type: none"> <li>• choreograph and plan simple sequences of dance</li> <li>• link movement and dance styles to specific pieces of music</li> </ul> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>• Key skills include passing, throwing, catching, coordination, tagging (minimal contact tackling) and grounding</li> <li>• Basic principles of attacking and defending should also be explored with reference to tactics to improve performance or outcomes</li> <li>• Communication between players and teamwork</li> <li>• Fair play and following the established rules of a sport or competition</li> </ul>  |
| Summer Term | Outback | <p><b>Frisbee / Boomerang</b></p> <ul style="list-style-type: none"> <li>• Key skills include throwing, passing, scoring, communication, movement and scoring</li> <li>• This area will require lots of focus on how throw effectively and in the correct manner and direction. It will also require a key focus on how to catch a Frisbee comparatively with how to catch a ball as this is a very different skill</li> <li>• Basic principles of attacking and defending should also be explored with reference to tactics to improve performance or outcomes</li> <li>• Communication between players and teamwork</li> <li>• Fair play and following the established rules of a sport or competition</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• Key skills include batting, fielding, bowling, catching and throwing</li> <li>• Basic principles of attacking and defending should also be explored with reference to tactics to improve performance or outcomes</li> <li>• Communication between players and teamwork</li> <li>• Fair play and following the established rules of a sport or competition</li> </ul> |

**NB: Mrs Easton will be running additional dance and PE sessions linked to subject leadership time over the course of each term for every class. Pupils also have the optional opportunity to swim every fortnight.**

| PSHE/ SEAL  |             | Objectives  | Activity ideas    |
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| Autumn Term | Digging it! | <p>New Beginnings</p> <ul style="list-style-type: none"> <li>• To listen to other people, and play and work cooperatively.</li> <li>• to identify and respect the differences and similarities between people.</li> <li>• to take part in discussions with one other person and the whole class</li> <li>• to agree and follow rules for their group and classroom, and understand how rules help them to contribute to the life of the class and school</li> <li>• rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe</li> </ul> | See SEAL booklets |

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|             |                             | <p>Say No to Bullying - Getting on and Falling Out</p> <ul style="list-style-type: none"> <li>• That there are different types of teasing and bullying, and that bullying is wrong, and how to get help to deal with bullying.</li> <li>• to realise that people and other living things have needs, and that they have responsibilities to meet them</li> <li>• that they belong to various groups and communities, such as family and school</li> </ul>   |  |
| Spring Term | Dancing through the Decades | <p>Going for Goals</p> <ul style="list-style-type: none"> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>• to take part in a simple debate about topical issues</li> <li>• how to set simple goals</li> <li>• to share their opinions on things that matter to them and explain their view</li> <li>• Plus medicine safety</li> </ul> <p>Good to be me</p> <ul style="list-style-type: none"> <li>• that all household products, including medicines, can be harmful if not used properly</li> <li>• how to make simple choices that improve their health and wellbeing.</li> <li>• to maintain personal hygiene</li> <li>• about the process of growing from young to old and how people's needs change</li> <li>• how some diseases spread and can be controlled</li> </ul> |  |
| Summer Term | Outback                     | <p>Relationships</p> <ul style="list-style-type: none"> <li>• to identify and respect the differences and similarities between people.</li> <li>• to recognise how their behaviour affects other people</li> <li>• that family and friends should care for each other</li> </ul> <p>Changes</p> <ul style="list-style-type: none"> <li>• to think about themselves, learn from their experiences and recognise what they are good at</li> <li>• to recognise, name and deal with their feelings in a positive way</li> <li>• to recognise what they like and dislike, what is fair and unfair, and what is right and wrong</li> </ul>   |  |

RE - From E-riding agreed syllabus for RE 2016 – these units are available online.

|    |            |            |
|----|------------|------------|
| RE | Objectives | Activities |
|----|------------|------------|

|             |                             |   |   |
|-------------|-----------------------------|---|---|
| Autumn Term | Digging it!                 | <p><b>Justice and freedom</b><br/>describe what freedom means to people of faith<br/>show understanding of the beliefs and feelings of faith members who have experienced injustice</p> <p>identify the impact of a religious teaching such as forgiveness on a believer's actions<br/>identify the impact that reconciliation has on community harmony</p> <p><b>Remembering</b><br/>Meaning &amp; purpose explore how people express their beliefs through personal symbols and artefacts</p> <p>explain how personal symbols and artefacts relate to religious beliefs</p> <p>consider why personal artefacts are meaningful</p> | All RE planning this year will include reference to Judaism alongside Christianity. |
| Spring Term | Dancing through the Decades | <p><b>Faith founders</b><br/>identify key events in the lives of faith founders</p> <p>give examples of the teaching of a faith founder</p> <p><b>Living a faith</b><br/>show how forms of worship are expressions of belief<br/>show how the milestones of life give a sense of identity and belonging for faith members</p>   |   |
| Summer Term | Outback                     | <p><b>Encounters</b><br/>describe some different ways people</p>  |   |

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|  |  | <p>communicate with their God</p> <p>describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>compare activities at different places of worship</p> <p><b>Hopes and visions</b></p> <p>explain the significance of the key teachings of faith founders for faith members</p> <p>identify what makes some questions ultimate</p> <p>offer answers to an ultimate question from different faith perspectives</p> |  |
|--|--|---|--|

| <b>Music</b> |                             | <b>Objectives</b>   | <b>Activities</b> |
|--------------|-----------------------------|---|-------------------|
| Autumn Term  | Digging it!                 | <p><b><u>Years 3/4/5/6</u></b></p> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Create a graphic score to give sound scape to a story.</li> <li>• Discussing and using musical notation for rhythm and pitch.</li> </ul> <p><b><u>Years 3/4/5/6</u></b></p> <p><b><u>Music appreciation</u></b></p> <ul style="list-style-type: none"> <li>• Look at a variety of music and discuss using musical terminology</li> <li>• Use technology to search for musical genre</li> </ul> |                   |
| Spring Term  | Dancing through the Decades | <p><b><u>Year 3/4/5</u></b></p> <p><b><u>Performance</u></b></p> <ul style="list-style-type: none"> <li>• To perform a vocal selection of songs with confidence</li> <li>• Evaluate performance</li> </ul> <p><b><u>Year 6</u></b></p> <p><b><u>Instrumentation</u></b></p> <ul style="list-style-type: none"> <li>• Understand musical instruments of the orchestra and name/categorise them.</li> <li>• Use classroom instruments to consolidate learning of pitch and rhythm</li> </ul>                  |                   |

|             |         |   |  |
|-------------|---------|---|--|
|             |         |   |  |
| Summer Term | Outback | <p><b><u>Year 3/4/5</u></b><br/><b><u>Instrumentation</u></b></p> <ul style="list-style-type: none"><li>• Understand musical instruments of the orchestra and name/categorise them.</li><li>• Use classroom instruments to consolidate learning of pitch and rhythm</li></ul> <p><b><u>Year 6</u></b><br/><b><u>Performance</u></b></p> <ul style="list-style-type: none"><li>• To perform a vocal selection of songs with confidence.</li><li>• Evaluate performance</li></ul> |  |