

## KS2 Long Term Planning 2019-2020: Topic Overview

Topic	Science	Geography	History	Art	DT	Computing	RE, PSHE, Music, PE	Other Ideas
<b>Autumn Around the World</b>	Y3/4: Animals including humans  Plants  Y5/6: Animals including humans  Living things and their habitats	Natural disasters (volcanoes, earthquakes and tsunamis)  Locating world's countries  <i>Extension – economic activity including trade links and distribution of resources</i>	Battle Day mini-project or into more detail about other Viking and Anglo-Saxon struggles at time of Edward the Confessor  Features of past non-European society – contrasts with British history ( <i>choose from NC list</i> )		Food from around the world – variety of savoury dishes, understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed  Flag making – pattern pieces, textiles work, design, make and evaluate	E-Safety  Algorithms – explain how they work and detect and correct errors in algorithms and programs  Digimaps	Yoga, football and basketball  Cultural music from around the world  Different language basics  Religions around the world  PSHE – Rights and Responsibilities, Environment and Keeping Safe	
<b>Spring The Future</b>	Y3/4: Forces and Magnets (linked with DT levers, pulleys and gears)  Y5/6: Forces (linked with DT levers, pulleys and gears)			Great architects and artists  Compare modern art to contemporary art  <i>Charcoal</i>	Mechanical systems  Inventions/enterprise project to tie in with PSHE – research to inform design of functional, appealing products	E-Safety  Sequencing/repetition – use sequence, selection and repetition in programs  Work with variables and various forms of input and output  <i>Microsoft suite or computer-aided design linked to enterprise project</i>	Street dance and gymnastics  Futuristic/modern music  PSHE – Healthy Lifestyles, Growing and Changing and Money	Space theme morning

<b>Summer Outstanding Olympics</b>	Y3/4: Light  Sound  Y5/6: Earth and Space  Light	Greece – focus region of European country	Ancient Greeks – nature of ancient civilisations, expansion of empires, study of Greek life and achievements and their influence of the western world  Origins of Olympics	Greek Art - historical and cultural development of art forms and sculpture  Japanese Art and manga - creativity and control		E-Safety	Japanese music?  Careers theme morning  Athletics and rounders  PSHE – Feelings and Emotions, Valuing Difference and Healthy Relationships	
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Geography		Objectives
Autumn	<b>Autumn Around the World</b>	<p><b><u>Locational Knowledge:</u></b></p> <p><b><u>LKS2:</u></b> I can describe where I live relative to continent, country, county and city.  I can locate some countries in Europe and North &amp; South America on a map or globe.  I can use a globe and map to identify the position of the poles, Equator, Northern Hemisphere and Southern Hemisphere.  I can locate the Tropics of Cancer &amp; Capricorn, Arctic &amp; Antarctic circles.</p> <p><b><u>UKS2:</u></b> I can locate places studied in relation to the Equator, The Tropics of Cancer &amp; Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</p> <p><b><i>NB: Ensure the above skills listed for LKS2 are also secure.</i></b></p> <p><b><u>Place Knowledge:</u></b> <b><u>UKS2 &amp; (LKS2 in part) :</u></b> I can understand hazards from physical environments and their management, such as avalanches in mountain regions. <i>NB: Also, consideration of earthquakes, volcanoes, tsunamis to be considered through this topic.</i>  I can understand how human activity is influenced by climate and weather.</p>

		<p><b><u>Human &amp; Physical Geography:</u></b></p> <p><b><u>LKS2:</u></b></p> <p>I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>I can use simple geographical vocabulary to describe significant physical features (<i>e.g. river, hill, mountain, volcano and coast</i>).</p> <p><b><u>UKS2:</u></b></p> <p>I can understand how food production is influenced by climate.</p> <p>I can describe and understand a range of key physical processes and the resulting landscape features, <i>e.g. how a mountain region was formed</i>.</p> <p>I can understand that products we use are imported as well as locally produced.</p> <p><b><u>Geographical Skills &amp; Fieldwork:</u></b></p> <p><b><u>LKS2:</u></b></p> <p>I can give direction instructions up to eight compass points.</p> <p>I can use maps at more than one scale.</p> <p><b><u>UKS2:</u></b></p> <p>I can use thematic maps for specific purposes, (<i>e.g. use physical and political maps to identify the Alps, its countries, cities and topography</i>).</p> <p>I can use globes and atlases to locate places studies in relation to the Equator, latitude &amp; longitude and time zones.</p> <p>I can describe and interpret relief features, recognising that contours show height.</p> <p>I can use 4 and 6 figure grid references.</p>
Summer	<p><b>Summer</b></p> <p><b>Outstanding</b></p> <p><b>Olympics</b></p>	<p><b><u>Locational Knowledge:</u></b></p> <p><b><u>LKS2:</u></b></p> <p>I can locate some countries in Europe (<i>specifically Greece and neighbouring countries</i>) on a map or globe.</p> <p>I can describe some European cities (<i>in Greece</i>) using a map.</p> <p><b><u>UKS2:</u></b></p> <p>I can locate cities, countries and regions of Europe (<i>specifically Greece and neighbouring countries</i>) on physical and political maps.</p>

I can describe key physical and human characteristics and environmental regions of Europe (*specifically Greece*).

I can locate places studied (*specifically Greece*) in relation to the Equator, The Tropics of Cancer & Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.

**Place Knowledge:**

**LKS2:**

I can describe and compare similarities and differences between a region in Europe (*Greece*) and the UK.

I can understand how the human and physical characteristics of one region in Europe (*Greece*) are connected and make it special.

**UKS2:**

I can know information about a region of Europe (Greece), its physical environment and climate, and economic activity.

**Human & Physical Geography:**

**LKS2:**

I can use simple geographical vocabulary to describe significant physical features (*e.g. river, hill, mountain, volcano and coast*) *within the country of Greece*.

**UKS2:**

I can describe what the climate of a region (*Greece*) is like and how plants and animals are adapted to it.

I can describe and understand a range of key physical processes and the resulting landscape features, *e.g. how a mountain region was formed (related to the geography of Greece)*.

I can know and understand what life is like in (some) cities and villages and in a range of settlement sizes (*in Greece*).

**Geography & Fieldwork Skills:**

**LKS2:**

I can give direction instructions up to eight compass points.

I can use maps at more than one scale.

**UKS2:**

I can use thematic maps for specific purposes, (*e.g. use physical and political maps to identify regions in Greece*).

I can use globes and atlases to locate (*Greece*) in relation to the Equator, latitude & longitude and time zones.

I can describe and interpret relief features, recognising that contours show height (*looking at mountainous regions in Greece*).

Computing		Objectives	Activity ideas
Autumn	Autumn Around the World	<p><u>LKS2:</u></p> <p><u>To code</u></p> <ul style="list-style-type: none"> <li>• I can use specified screen coordinates to control movements</li> <li>• I can set the appearance of objects and create sequences of changes</li> <li>• I can control the shade of pens</li> </ul> <p><u>To connect</u></p> <ul style="list-style-type: none"> <li>• I can contribute to blogs that are moderated by teachers</li> <li>• I can give examples of the risks posed by online communications</li> <li>• I can understand the term 'copyright'</li> <li>• I can understand that comments made online that are hurtful or offensive are the same as bullying</li> <li>• I can understand how online services work</li> </ul> <p><u>To collect</u></p> <ul style="list-style-type: none"> <li>• I can devise and construct databases using applications designed for this purpose in areas across the curriculum</li> </ul> <p><u>UKS2:</u></p> <p><u>To code</u></p> <ul style="list-style-type: none"> <li>• I can set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• I can change the position of objects between screen layers (send to back, bring to front).</li> <li>• I can upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• I can combine the use of pens with movement to create interesting effects</li> <li>• I can set events to control other events by 'broadcasting' information as a trigger.</li> <li>• I can use IF THEN ELSE conditions to control events and objects</li> </ul> <p><u>To connect</u></p> <ul style="list-style-type: none"> <li>• I can collaborate with others online on sites approved and moderated by teachers.</li> <li>• I can give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems</li> <li>• I can understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder</li> </ul>	<p>Coding games on iPads</p> <p>Movements around the field using specific instructions (algorithms)</p> <p>Newsletters/blogs about learning or new classes</p> <p>Online views around the world</p> <p>Online quizzes/ collaboration areas</p> <p>Tweets from people around the world and what impact they could have.</p>

		<ul style="list-style-type: none"> <li>I can understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>I can understand how simple networks are set up and used.</li> </ul> <p><u>To collect</u></p> <ul style="list-style-type: none"> <li>I can select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</li> </ul>	
Spring	Spring The Future	<p><u>LKS2:</u></p> <p><u>To code</u></p> <ul style="list-style-type: none"> <li>I can create and edit sounds and control when they are heard, their volume, duration and rests.</li> <li>I can specify conditions to trigger events</li> <li>I can use IF, THEN conditions to control events or subjects</li> <li>I can create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions)</li> <li>I can use variables to store a value</li> <li>I can use the functions define, set, change, show and hide to control the variables</li> <li>I can use the Reporter operators ()+();()-()*()/() to perform calculations</li> </ul> <p><u>To communicate</u></p> <ul style="list-style-type: none"> <li>I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> </ul> <p><u>UKS2:</u></p> <p><u>To code</u></p> <ul style="list-style-type: none"> <li>I can use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.</li> <li>I can use lists to create a set of variables.</li> <li>I can use the Boolean operators ()&lt;(); ()=(); ()&gt;(); ()and(); ()or(); Not() to define conditions</li> <li>I can use the Reporter operators ()+();()-();()*();()/() to perform calculations</li> <li>I can pick Random () to ()</li> <li>I can join () ()</li> <li>I can use letter () of ()</li> <li>I can use length of ()</li> <li>I can use () Mod () This reports the remainder after a division calculation</li> <li>I can use Round () () of ().</li> </ul> <p><u>To communicate</u></p> <ul style="list-style-type: none"> <li>I can choose the most suitable applications and devices for the purposes of communication.</li> <li>I can use many of the advanced features in order to create high quality, professional or</li> </ul>	<p>Applications for the future...</p> <p>Creating a new app/game for the future</p> <p>Coding application on iPads and computers.</p> <p>Coding in the classroom or on the field to show a further understanding that coding is a set of instructions.</p> <p>Microsoft office - To produce a piece of work to share with the class or to fit a design brief?</p>

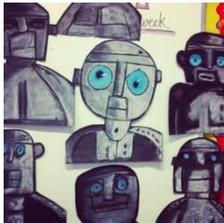
	efficient communications.	
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History		Objectives	Activity ideas
Autumn	Autumn Around the World	<p><u>Battle Week</u> <i>To Investigate and Interpret the Past</i> Y3: I can ask questions about the past. I can use sources to find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries. Y4: I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. I can suggest causes and consequences of some of the main events and changes in history. Y5: I can use sources of evidence to deduce information about the past. I can select suitable sources of evidence, giving reasons for choices. I can identify primary and secondary sources. Y6: I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. I know what bias is and that does not make a source worthless. I understand that no single source of evidence gives the full answer to questions about the past.</p> <p><u>Mayan Civilization</u> <i>To Build an Overview of World History</i> Y3: I can describe changes that have happened. Y4: I can find similarities and differences of some of the periods studied with my life now. I can describe what a past society was like. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Y5: I can identify continuity and change in a period of history. I can compare some of the times studied with those of the other areas of interest around the world. Y6: I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and</p>	<p><u>Battle Week</u> Whole-school Battle Week, focusing in on the events using drama Development of class 'Battle Book' of accounts from the event Art challenge: Battle Display on each site:</p>  <p><u>Mayan Civilization</u> Mayan God facemasks Mayan number system Classes to have a 'Mayan feast' day to link to written accounts including making music to the Gods and wearing their face masks! Chichen Itza tourist leaflets Use Frederick Catherwood to look at</p>
Autumn			

		<p>experiences of men, women and children, and use one of these to inform my written work.</p> <p><u>To Understand Chronology</u></p> <p>Y3: I can place events, artefacts and historical figures on a time line using dates. I can understand the concept of change over time.</p> <p>Y4: I can use dates and historical vocabulary to describe events where needed.</p> <p>Y5: I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Y6: I can represent important events on a time line, understanding the terms BC and AD and using these within my timeline to order events. I can use dates and historical vocabulary accurately in describing events.</p> <p><u>To Communicate Historically</u></p> <p>Y3: I can use appropriate historical vocabulary to communicate, including: dates, time period, change, chronology, decades and centuries.</p> <p>Y4: I can use English, maths and computing skills to national expectation standard in order to communicate information about the past.</p> <p>Y5: I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p> <p>Y6: I can use English, maths and computing skills to national expectation standard in order to communicate information about the past. I can use original ways to present information and ideas.</p>	<p>explorers and the discovery of the Mayan Empire</p>
Summer	<p>Summer</p> <p>Outstanding Olympics</p>	<p><u>To Investigate and Interpret the Past</u></p> <p>Y3: I can ask questions about the past. I can use sources to find answers to questions about the past. I can suggest suitable sources of evidence for historical enquiries.</p> <p>Y4: I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. I can suggest causes and consequences of some of the main events and changes in history.</p> <p>Y5: I can use sources of evidence to deduce information about the past. I can select suitable sources of evidence, giving reasons for choices.</p>	<p>Classes to hold Greek Olympic style events – children to make real medals to present in art – leaf crowns too – follow up with cross-curricular writing e.g. UKS2 newspaper report</p> <p>Use of bleep test in PE to aim to develop stamina – use as start and end of topic assessment tool</p> <p>Study of Olympic symbol and ethos</p>

		<p>I can identify primary and secondary sources.</p> <p>Y6: I can show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>I know what bias is and that does not make a source worthless.</p> <p>I understand that no single source of evidence gives the full answer to questions about the past.</p> <p><u>To Understand Chronology</u></p> <p>Y3: I can place events, artefacts and historical figures on a time line using dates.</p> <p>I can understand the concept of change over time.</p> <p>Y4: I can use dates and historical vocabulary to describe events where needed.</p> <p>Y5: I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Y6: I can represent important events on a time line, understanding the terms BC and AD and using these within my timeline to order events.</p> <p>I can use dates and historical vocabulary accurately in describing events.</p> <p><u>To Communicate Historically</u></p> <p>Y3: I can use appropriate historical vocabulary to communicate, including: dates, time period, change, chronology, decades and centuries.</p> <p>Y4: I can use English, maths and computing skills to national expectation standard in order to communicate information about the past.</p> <p>Y5: I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade and legacy.</p> <p>Y6: I can use English, maths and computing skills to national expectation standard in order to communicate information about the past.</p> <p>I can use original ways to present information and ideas.</p>	<p>Staff to dress up as different Greek Gods for pupils to learn about in rotation activity!</p> <p>Democracy debate and voting</p> <p>Para-Olympic activities in PE</p>
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Art and Design		Objectives	Activity ideas
Spring	<p>Spring</p> <p>The Future</p>	<p><u>Great Architects and Artists</u></p> <p><u>The Greats:</u></p> <p>LKS2:</p> <p>I can replicate some of the techniques used by notable artists, artisans and designers.</p>	<p><u>Great Architects and Artists</u></p> <p>Study architecture of modern day and old buildings.</p> <p>Create drawing of futuristic building?</p>

		<p>I can create original pieces that are influenced by studies of others.</p> <p>UKS2: I can give details (including own sketches) about the style of some notable artists, artisans and designers. I can show how the work of those studied was influential in both society and to other artists</p> <p><u>Compare modern art to contemporary art</u></p> <p><u>The Greats:</u> LKS2: I can create original pieces that are influenced by studies of others. UKS2: I can create original pieces that show a range of influences and styles. Year 3: I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. I can mix colours effectively. Year 4: I can use watercolour paint to produce washes for backgrounds then add detail. Year 5: I can sketch (lightly) before painting to combine line and colour. I can use the qualities of watercolour and acrylic paints to create visually interesting pieces. Year 6: I can use brush techniques and the qualities of paint to create texture. I can develop a personal style of painting, drawing upon ideas from other artists.</p> <p><u>Using charcoal</u></p> <p><u>Drawing:</u> Year 3: I can use different hardness of pencils to show line, tone and texture. I can sketch lightly without using a rubber to correct mistakes. Year 4: I can use hatching and cross hatching to show tone and texture. I can use shading to show light and shadow. Year 5: I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). I can use a choice of techniques to depict movement, perspective, shadows and reflection. Year 6: I can use lines to represent movement.</p>	<p><u>Compare modern art to contemporary art</u> Choose two contrasting artists. Create an artist study for each artist in sketch books. Then, create a piece influenced by each artist's style – futuristic landscape? E.g. Modern – David Hockney, Contemporary – Vincent Van Gogh.</p> <p><u>Using charcoal</u> Robot drawings using charcoal:</p>  <p>Self-portraits with charcoal brain/features. LKS2 could use a photo of their faces and draw the brains.</p> 
Summer	Summer  Outstanding Olympics	<p><u>Greek Art - historical and cultural development of art forms</u></p> <p><u>Structure:</u> Year 3: I can use clay and other mouldable materials. I can add materials to provide interesting detail. Year 4: I can create original pieces that show a range of influences and styles. I can create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). I can include texture that conveys feelings, expression or movement.</p>	<p><u>Greek Art - historical and cultural development of art forms</u> Study Greek vases and their history. Draw vases using chalks or create a 2D mosaic vases. Design and create Greek vase using clay. Carve patterns.</p>

		<p>Year 5: I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.                      I can use tools to carve and add shapes, texture and pattern.                      Year 6: I can combine visual and tactile qualities.                      I can use frameworks (such as wire or moulds) to provide stability and form.</p> <p><u>Collage:</u>                      Year 3: I can select and arrange materials for a striking effect.                      Year 4: I can ensure work is precise.                      I can use coiling, overlapping, tessellation, mosaic and montage.                      Year 6: I can combine visual and tactile qualities.</p> <p><u>Drawing:</u>                      Year 4: I can annotate sketches to explain and elaborate ideas.</p> <p><u>Japanese Art and manga - creativity and control</u>  <u>Drawing:</u>                      Year 3: I can use different hardness of pencils to show line, tone and texture.                      I can sketch lightly without using a rubber to correct mistakes.                      Year 4: I can use hatching and cross hatching to show tone and texture.                      I can use shading to show light and shadow.                      Year 5: I can use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).                      Year 6: I can choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p><u>The Greats</u>                      LKS2: I can create original pieces that are influenced by studies of others.                      UKS2: I can create original pieces that show a range of influences and styles.</p>	<p><u>Japanese Art and manga - creativity and control</u>                      Study Manga and its history.                      Draw self as a manga character – step by step guides.                      Create comic strip using manga characters and drawing style.</p>
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Design Technology		Objectives	Activity ideas
Autumn	Autumn Around the World	<p><u>Food from around the world:</u>  <u>Food:</u>                      Year 3: I can prepare ingredients hygienically using appropriate utensils.                      I can measure ingredients to the nearest gram accurately.                      Year 4: I can follow a recipe.                      I can assemble or cook ingredients (controlling the temperature of the oven or</p>	<p><u>Food from around the world:</u>                      Know where and how a variety of ingredients are grown, reared, caught and processed.                      Variety of savoury dishes from different countries – e.g. couscous, humus, Tijuana torta etc..                      Understand seasonality and design own recipe based on a</p>

		<p>hob, if cooking).</p> <p>Year 5: I can understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <p>I can measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>Year 6: I can demonstrate a range of baking and cooking techniques.</p> <p>I can create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p><u>Flag making:</u></p> <p><u>Materials:</u></p> <p>Year 3: I can cut materials accurately and safely by selecting appropriate tools.</p> <p>I can measure and mark out to the nearest millimetre.</p> <p>Year 4: I can apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>I can select appropriate joining techniques.</p> <p>Year 5: I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Year 6: I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p><u>Textiles:</u></p> <p>Year 3: I can understand the need for a seam allowance.</p> <p>I can join textiles with appropriate stitching.</p> <p>Year 4: I can select the most appropriate techniques to decorate textiles.</p> <p>Year 5: I can create objects (such as a cushion) that employ a seam allowance.</p> <p>I can join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</p> <p>Year 6: I can use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</p> <p><u>Design Process:</u></p> <p><u>LKS2:</u> I can design with purpose by identifying opportunities to design.</p>	<p>current recipe.</p> <p><u>Flag making:</u></p> <p>Create a flag cushion – design with measurements and annotations, teach children different stitches and getting a neat finish, create cushion, evaluate product.</p>
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Spring	Spring The Future	<p><u>Mechanical systems:</u></p> <p><u>Computing:</u></p> <p>LKS2: I can control and monitor models using software designed for this purpose.</p> <p>UKS2: I can write code to control and monitor models or products.</p> <p><u>Construction:</u></p> <p>LKS2: I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>UKS2: I can develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p> <p><u>Mechanics:</u></p> <p>LKS2: I can choose suitable techniques to construct products or to repair items.</p> <p>I can strengthen materials using suitable techniques.</p> <p>UKS2: I can convert rotary motion to linear using cams.</p> <p>I can use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p><u>Design Process:</u></p> <p><u>LKS2:</u> I can design with purpose by identifying opportunities to design.</p> <p>I can make products by working efficiently (such as by carefully selecting materials).</p> <p>I can refine work and techniques as work progresses, continually evaluating the product design.</p> <p>I can use software to design and represent product designs.</p> <p>I can improve upon existing designs, giving reasons for choices.</p> <p>I can disassemble products to understand how they work.</p>	<p><u>Mechanical systems:</u></p> <p>Crumbles?</p> <p>Linked to science – levers, pulleys and gears. Create a simple mechanism.</p> <p>Catapult: <a href="https://nustem.uk/wp/wp-content/uploads/2015/01/Catapult-Instructions.pdf">https://nustem.uk/wp/wp-content/uploads/2015/01/Catapult-Instructions.pdf</a></p> <p>Squashed tomato challenge: <a href="https://practicalaction.org/squashed-tomato-challenge-5">https://practicalaction.org/squashed-tomato-challenge-5</a></p> <p><u>Inventions/ enterprise project:</u></p> <p>To tie in with PSHE – research to inform design of functional, appealing products.</p>

		<p><u>UKS2:</u> I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</p> <p>I can make products through stages of prototypes, making continual refinements.</p> <p>I can ensure products have a high quality finish, using art skills where appropriate.</p> <p>I can combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>I can create innovative designs that improve upon existing products.</p> <p>I can evaluate the design of products so as to suggest improvements to the user experience</p>	
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Computing		Objectives	Activity ideas
Autumn	Autumn Around the World	•	
Spring	Spring The Future	•	

		Autumn Term	
		LKS2	UKS2
Basketball		Y3	Y5
		<p>I can throw and catch with control and accuracy.</p> <p>I can strike a ball and field with control.</p> <p>I can choose appropriate tactics to cause problems for the opposition.</p>	<p>I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>I can work alone, or with team mates in order to gain points or possession.</p> <p>I can strike a bowled or volleyed ball with accuracy.</p>
		Y4	Y6
		<p>I can follow the rules of the game and play fairly.</p> <p>I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>I can pass to team mates at appropriate times.</p> <p>I can lead others and act as a respectful team member.</p>	<p>I can field, defend and attack tactically by anticipating the direction of play.</p> <p>I can choose the most appropriate tactics for a game.</p> <p>I can uphold the spirit of fair play and respect in all competitive situations.</p> <p>I can lead others when called upon and act as a good role model within a team.</p>

Football	Y3	Y5
	<p>I can throw and catch with control and accuracy.  I can strike a ball and field with control.  I can choose appropriate tactics to cause problems for the opposition.</p>	<p>I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  I can work alone, or with team mates in order to gain points or possession.  I can strike a bowled or volleyed ball with accuracy.</p>
	Y4	Y6
	<p>I can follow the rules of the game and play fairly.  I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  I can pass to team mates at appropriate times.  I can lead others and act as a respectful team member.</p>	<p>I can field, defend and attack tactically by anticipating the direction of play.  I can choose the most appropriate tactics for a game.  I can uphold the spirit of fair play and respect in all competitive situations.  I can lead others when called upon and act as a good role model within a team.</p>

Key Stage 2 Long term plan		Spring Term	
Street Dance	LKS2	UKS2	
	Y3	Y5	
	I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can refine movements into sequences.	I can compose creative and imaginative dance sequences. I can perform expressively and hold a precise and strong body posture. I can perform and create complex sequences.	
	Y4	Y6	
I can create dances and movements that convey a definite idea I can change speed and levels within a performance. I can develop physical strength and suppleness by practising moves and stretching.	I can express an idea in original and imaginative ways. I can plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. I can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).		
Gymnastics/Yoga	Y3	Y5	
	I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can refine movements into sequences. I can show changes of direction, speed and level during a performance.	I can create complex and well- executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills. I can hold shapes that are strong, fluent and expressive. I can include in a sequence set pieces, choosing the most appropriate linking elements.	
	Y4	Y6	
	I can travel in a variety of ways, including flight, by transferring weight to generate power in movements. I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). I can swing and hang from equipment safely (using hands).	I can vary speed, direction, level and body rotation during floor performances. I can practise and refine the gymnastic techniques used in performances (listed above). I can demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). I can use equipment to vault and to swing (remaining upright).	

		Summer Term	
Athletics	LKS2	UKS2	
	Y3	Y5	

	I can sprint over a short distance up to 60 metres. I can run over a longer distance, conserving energy in order to sustain performance I can use a range of throwing techniques (such as under arm, over arm).	I can combine sprinting with low hurdles over 60 metres. I can choose the best pace for running over a variety of distances.
	Y4	Y6
	I can throw with accuracy to hit a target or cover a distance. I can jump in a number of ways, using a run up where appropriate. I can compete with others and aim to improve personal best performances.	I can throw accurately and refine performance by analysing technique and body shape. I can show control in take-off and landings when jumping. I can compete with others and keep track of personal best performances, setting targets for improvement.
	Y3	Y5
Rounders	I can throw and catch with control and accuracy. I can strike a ball and field with control. I can choose appropriate tactics to cause problems for the opposition.	I can choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). I can work alone, or with team mates in order to gain points or possession. I can strike a bowled or volleyed ball with accuracy.
	Y4	Y6
	I can follow the rules of the game and play fairly. I can maintain possession of a ball (with, e.g. feet, a hockey stick or hands). I can pass to team mates at appropriate times. I can lead others and act as a respectful team member.	I can field, defend and attack tactically by anticipating the direction of play. I can choose the most appropriate tactics for a game. I can uphold the spirit of fair play and respect in all competitive situations. I can lead others when called upon and act as a good role model within a team.

RE		Objectives	Activity ideas
Autumn	Autumn	<u>Lower Key Stage 2</u> 4.1 Belief in the community explore issues of justice and freedom explore religious rituals that show identity and belonging in different religious traditions explore religious stories that identify how believers are expected to behave explain the significance and use of symbols and artefacts in rites of passage consider how they are expected to behave and where these rules come	<u>Lower Key Stage 2</u> Hinduism (worship, rituals Diwali) contrast to Christmas <i>Supplement with Christmas/ Remembrance</i>

		<p>from</p> <p>compare the symbolism associated with rites of passage in three faiths</p> <p><u>Upper Key Stage 2</u>  5.1 Expressions of faith  explore how values provide rules for living and may be influenced by religious belief  investigate the significance of religious festivals and rituals  explore how people express their beliefs through personal symbols and artefacts  investigate the impact of religious beliefs, values and rules on the life of a believer  show understanding of the way participating in a festival may impact on the life of a faith member  explain how artefacts and symbols express the beliefs of two different faith members  explain the challenges that believers face when following religious beliefs, values and rule  reflect and share how religious celebrations have an impact on the community  be creative in showing how believers may express themselves through symbols and artefacts</p>	<p><u>Upper Key Stage 2</u>  Hinduism, symbols and artefacts, worship and celebration (Puja and Diwali)  <i>Supplement with Christmas/ Remembrance</i></p>
Spring	Spring	<p><u>Lower Key Stage 2</u>  4.2 Saints and heroes  explore commitment as demonstrated in the lives and work of significant people of faith  explore teachings of significant religious people  describe the effect of life-changing events on the commitment of significant people of faith  describe the teachings of significant religious people, identifying some similarities and differences  share ideas as to how the lives of significant people of faith have affected the lives of others  reflect on the teachings of significant religious people and how these teachings impact on society</p> <p><u>Upper Key Stage 2</u>  5.2 Faith in action</p>	<p><u>Lower Key Stage 2</u>  Christianity,  St John (local), Joseph, Christian aid charity,  characteristics of heroes.  <i>Supplement with Easter</i></p> <p><u>Upper Key Stage 2</u>  Christianity religious charities, teachings of significant</p>

		<p>explore commitment as demonstrated in the lives and work of significant people of faith</p> <p>explore teachings of significant religious people</p> <p>consider what motivates faith believers to get involved in different causes</p> <p>explain why significant people of faith acted according to their commitments</p> <p>investigate how significant religious people are inspired</p> <p>investigate the work of a religious charity</p> <p>explore the values that motivate people of faith to respond to a cause</p> <p>explain how people are inspired by actions of significant people of faith</p> <p>reflect on what influences religious people</p> <p>say why they think religions do charitable work</p> <p>give reasons why people may choose to make sacrifices to improve the lives of others</p>	<p>religious people, influences and commitment, parables.</p> <p><i>Supplement with Easter</i></p>
Summer	Summer	<p><u>Lower Key Stage 2</u></p> <p>4.3 Our World</p> <p>explore beliefs about how the universe began</p> <p>recognise that the Earth is unique and consider the concept of stewardship</p> <p>compare different faith beliefs about how the universe began</p> <p>give reasons why people of faith have a sense of awe and wonder about the Earth</p> <p>explore religious teachings to see how faith members should care for the Earth</p> <p>investigate how faith members show care for the environment</p> <p>express thoughts and beliefs about how the universe began</p> <p>share feelings about the sense of awe and wonder in the natural world</p> <p>share thoughts on how and why religions treat the world with respect</p> <p>show understanding of stewardship and suggest actions everyone can take</p> <p><u>Upper Key Stage 2</u></p> <p>5.3 Pilgrimage</p>	<p><u>Lower Key Stage 2</u></p> <p>Sikhism, Creation stories, stewardship of the Earth, the natural environment.</p> <p><u>Upper Key Stage 2</u></p> <p>Islam, Special journeys, compare sacred sites, actions of</p>

		<p>explore how a person of faith may make a special journey</p> <p>explore the diversity and significance of local religious places to faith groups and members of the community</p> <p>compare key places of pilgrimage and identify why a faith member might go there</p> <p>describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</p> <p>show understanding of what is sacred for believers in religious places</p> <p>reflect on the reasons a faith member may make a special journey</p> <p>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</p> <p>explain the impact of a sacred place on believers</p>	pilgrims.
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Music		Objectives	Activity ideas
Autumn	Autumn Around the World	<u>Composition</u> <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> <li>• Create music to a given theme</li> <li>• Create none melodic music using body percussion and untuned percussion</li> </ul>	Wallpaper scores Rhythm and pitch games Sound scape a story with classroom instruments Junk instruments/straw clarinets
Spring	Spring The Future	<u>Music appreciation</u> <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> <li>• Look at famous pieced of music and discuss how the music is created.</li> <li>• Talk about how music creates mood.</li> </ul>	Holst - Planet Suite create artwork for the planets from the music. Explore composer Mood boards for music
Summer	Summer Outstanding Olympics	<u>Performance</u> <ul style="list-style-type: none"> <li>• To perform a vocal selection of songs with confidence</li> <li>• Evaluate performance</li> </ul> <u>Instrumentation</u> <ul style="list-style-type: none"> <li>• Understand musical instruments of the orchestra and</li> </ul>	School show will cover performance for year 6 and we often perform at other points in the school year in assemblies and concerts.  Instrument show case for those that play instruments

		name/categorise them. <ul style="list-style-type: none"> <li>Use classroom instruments to consolidate learning of pitch and rhythm</li> <li>Look at classroom instruments and discuss and categorise them</li> </ul>	Musical fact files  Hall work with all instruments out to sort and categorise
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French Upper Key Stage 2		Objectives	Activity ideas
Autumn	Autumn		
	Around the World		
	Moi	<ul style="list-style-type: none"> <li><u>Lower Key Stage 2</u></li> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> </ul>	<u>Lower Key Stage 2</u> <ul style="list-style-type: none"> <li>Look at a world map and find out where French is spoken</li> <li>Learn how to say basic greetings</li> <li>Sing songs using greetings and basic personal information</li> <li>Watch French children giving basic information about themselves</li> <li>Games, songs rhymes involving numbers to 10</li> <li>Le Fermier dans son Pre (song)</li> <li>Clapping games</li> <li>Invent your own rhyme</li> <li>Numbers 1 -10</li> <li>Numbers to 20 – games and songs</li> <li>French playground games</li> <li>French Xmas cards - following instructions</li> </ul>
	Jeux et Chansons	<ul style="list-style-type: none"> <li>write and copy some words accurately</li> <li>write some words and phrases from memory</li> <li><u>Upper Key Stage 2</u></li> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand</li> </ul>	<u>Upper Key Stage 2</u> <ul style="list-style-type: none"> <li>Lunchtimes in France</li> <li>French school menus</li> <li>Past tense</li> <li>Recipes</li> <li>Understanding instructions</li> <li>Food for celebrations</li> </ul>
Bon appétit			



		<p>opinions and respond to those of others; seek clarification and help</p> <ul style="list-style-type: none"> <li>• ☑ read carefully and show understanding of words, phrases and simple writing</li> <li>• ☑ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• ☑ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• ☑ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• ☑ describe people, places, things and actions orally and in writing</li> <li>• ☑ understand basic grammar appropriate to French</li> <li>• ☑ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• ☑ present ideas and information orally to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions</li> </ul>
Summer	<p>Summer</p> <p>Outstanding Olympics</p> <p>Portraits</p> <p>Quel temps fait-il?</p>	<ul style="list-style-type: none"> <li>• <u>Lower Key Stage 2</u></li> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• read carefully and show understanding of words, phrases and simple writing</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• write and copy some words accurately</li> <li>• write some words and phrases from memory</li> <li>• <u>Upper Key Stage 2</u></li> </ul>	<p><u>Lower Key Stage 2</u></p> <ul style="list-style-type: none"> <li>• Head shoulders Knees and toes – action song</li> <li>• Jacques a dit</li> <li>• Body parts games</li> <li>• Colour games</li> <li>• Face battleships</li> <li>• Brico monster</li> <li>• Monster pictures</li> <li>• Savez vous song</li> <li>• Guess who game</li> <li>• Chinese whispers</li> </ul> <p><u>Upper Key Stage 2</u></p> <ul style="list-style-type: none"> <li>• Number games</li> <li>• Temperatures including negative numbers</li> <li>• Rhyming words</li> </ul>

		<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>describe people, places, things and actions orally and in writing</li> <li>understand basic grammar appropriate to French</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>present ideas and information orally to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>Le vent et le soleil story</li> <li>Clothing game</li> <li>Creating and presenting weather forecasts</li> <li>Days of the week and months of the year</li> <li>Maps</li> </ul>
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Science Year 3/4		Objectives	Activity ideas also see <a href="https://www.ogdentrust.com/resources-cpd/resources">https://www.ogdentrust.com/resources-cpd/resources</a>
Autumn	Around the World	<p><u>Animals including humans Y3 unit</u> I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Plants Y3 unit</u> I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p>What would happen if I only ate...?</p> <p>Why do I need... to be healthy?</p> <p>What would happen if I didn't have ... skeleton, any muscles?</p> <p>What do the different parts of a plant do?</p>

		<p>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>What is needed for a plant to grow?</p> <p>How does water get from the roots to the leaves?</p> <p>Why do plants have flowers?</p> <p>How does a plant disperse seeds?</p>
Spring	The Future	<p><u>Forces and Magnets Y3 unit</u></p> <p>I can compare how things move on different surfaces.</p> <p>I notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>How do different surfaces affect the distance a car travels?</p> <p>Do magnets need to touch for them to work?</p> <p>Which ends of the magnet attract/repel?</p> <p>Are all materials magnetic?</p> <p>Are magnets the same all the way through?</p> <p>The Iron Man by Ted Hughes Swim Little Wombat Swim by Charles Fuge</p>
Summer	Outstanding Olympics	<p><u>Light Y3 unit</u></p> <p>I recognise that I need light in order to see things and that dark is the absence of light.</p> <p>I notice that light is reflected from surfaces.</p> <p>I recognise that light from the sun can be dangerous and that there are ways to protect my eyes</p> <p>I recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>I can find patterns in the way that the size of shadows change.</p> <p><u>Sound Y4 unit</u></p> <p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I recognise that vibrations from sounds travel through a medium to the ear.</p>	<p><u>Light</u> Which is the best material for a mirror?</p> <p>Which material is best for sunglasses?</p> <p>Do cats' eyes light up in the dark? - lead on to luminous and non luminous objects</p> <p>Why can we see fireworks better in the dark?</p> <p>How does the size of a shadow change over a day?</p> <p><u>Sound</u> Cup &amp; string - pupils to ask their</p>

		<p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>I recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>own enquiry question.</p> <p>Can you make a guitar that plays 4 different pitch sounds?</p> <p>What is the effect of distance from source on the volume/amplitude of a sound?</p>
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Science Year 5/6		Objectives	Activity ideas also see <a href="https://www.ogdentrust.com/resource-s-cpd/resources">https://www.ogdentrust.com/resource-s-cpd/resources</a>
Autumn	Around the World	<p><u>Animals including humans Y5 unit</u> I can describe the changes as humans develop to old age, including the changes experienced in puberty.</p> <p><u>Living things and their habitats Y5 unit</u> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p>	<p>How does the body change as we grow older?</p> <p>Why does the body change?</p> <p>Is it good or bad?</p> <p>What changes do you think will happen to you in the future?</p> <p>What stages are there in the life cycles of plants?</p> <p>What happens during pollination?</p> <p>Do all flowering plants disperse their seeds in the same way?</p>
Spring	The Future	<p><u>Forces Y5 unit</u> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>How does the size of an object affect the rate it falls at?</p> <p>How do the planets in the solar system differ?</p> <p>What size wing makes the best paper</p>

			<p>sycamore helicopter?</p> <p>What is the best material to make a parachute out of?</p> <p>Does the length of a lever affect the size of a force produced (making a shaduf/trabuchte)?</p> <p>Where do you find gears in the real world?</p> <p>The Tin Snail by Cameron McAllister</p>
Summer	Outstanding Olympics	<p><u>Earth and Space Y5 unit</u></p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Light Y6 unit</u></p> <p>I recognise that light appears to travel in straight lines.</p> <p>I can 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.</p> <p>I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><u>Light</u></p> <p>How can a submarine see where it is going?</p> <p>Why do we see the moon?</p> <p>What is the best position for a car rearview mirror?</p> <p>How can I use shadows to identify aeroplanes?</p> <p>How does the position of a light source affect the size of a shadow?</p>

Term	Topics	Learning objectives	Ideas and activities
Autumn	Rights and Responsibilities	<p>L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>L12. To consider the lives of people living in other places, and people with different values and customs</p> <p>L15. To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>1. Recap rights and responsibilities and link to importance of debate and standing up for what you believe in.</p> <p>Discuss topical issues and take suggestions from the class. Then, ask them to vote as a class for the top three issues they most care about. As homework or as part of the lesson, they need to prepare both sides of the debate for one or more of the topics. Then hold class debates about each and discuss what they could do if they wanted to make recommendations. Who could they send them to?</p>
			<p>2. Appreciate the identities of the UK</p>
			<p>Around the world project</p>
			<p>Resource allocation for humanity Recycling and sustainability -</p>
			Environment
Money	<p>L13. For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)</p>	<p>Role of money</p>	
		<p>Initial concepts</p>	

Spring	Healthy Lifestyles	<p>H1/H2. To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>H12. To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	Balanced lifestyle choices
			<p>Common drugs</p> <p>Looking at pictures and containers – reading the instructions, identifying hazards. Group work on true/false statements about smoking and alcohol. Brainstorm on <i>drugs</i> to inform starting point for work on illegal drugs. Use case studies/scenario cards – <i>What happens next?</i> Role play on saying “No” when being persuaded to try cigarettes or alcohol if relevant <a href="https://www.hants.gov.uk/socialcareandhealth/smokefreeme/years3and4">https://www.hants.gov.uk/socialcareandhealth/smokefreeme/years3and4</a></p>
			Hygiene and germs – Superbugs workshop
	Growing and Changing	H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	High aspirations
	Keeping Safe	<p>H21. To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p>H22/H25. To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p>	Physical and emotional safety
			Online safety

Summer	Feelings and Emotions	<p>R9. To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>R15. To learn to recognise and manage 'dares'</p>	Secrets
			Dares
	Valuing Difference	<p>R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view</p>	<p>Speaking, listening and responding challenge</p> <p>Explain the skills and model good listening, good responses and the correct way to constructively challenge points of view</p> <p>Give children time to prepare their presentation, which could be linked to topic work, school values, further exploring one of the previous PSHE modules or something linked to the children or community. If possible, give children a theme that some of the audience may disagree with and this could be linked with persuasive writing if Y4</p> <p>Link with other classes if possible either for the project or to add to the audience for presentations of final pieces</p> <p>When presenting, model correct responses and ways to raise challenge while also being mindful of other people's feelings</p>
	Healthy Relationships	<p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R12. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>H18. For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p>	Acceptable or unacceptable?
			Solving disputes
			Changes in bodies and emotions

Term	Topics	Learning objectives	Ideas and activities
Autumn	Rights and Responsibilities	<p>L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>L3/L4. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L17/L18. To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others</p>	<p>1. Recap rights and responsibilities and link to importance of debate and standing up for what you believe in.</p> <p>Discuss topical issues and take suggestions from the class. Then, ask them to vote as a class for the top three issues they most care about. As homework or as part of the lesson, they need to prepare both sides of the debate for one or more of the topics. Then hold class debates about each and discuss what they could do if they wanted to make recommendations. Who could they send them to?</p>
			<p>Basic human rights and Rights of the Child</p> <p>Share the images in the Rights book and look at Oxfam priorities for needs and wants if pertinent</p>
			<p>Community value</p>
			<p>Fake news project – see NewsWise literacy project and resources –  <a href="https://www.theguardian.com/newswise">https://www.theguardian.com/newswise</a>  <a href="https://www.theguardian.com/newswise/series/roles-in-a-newsroom">https://www.theguardian.com/newswise/series/roles-in-a-newsroom</a>  <a href="https://www.theguardian.com/gnmeducationcentre">https://www.theguardian.com/gnmeducationcentre</a></p>
	Environment	<p>L15. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>My green city project - <a href="https://www.sustainablelearning.com/resource/my-green-city">https://www.sustainablelearning.com/resource/my-green-city</a></p> <p>Reporting on our living planet project – tiger tales, living planet reports, species fact sheets</p>
	Money	<p>L13. For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)</p>	<p>Role of money and being a critical consumer</p> <p>Understanding of monetary concepts</p>

Spring	Healthy Lifestyles	<p>H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>Body image and advertising – Media Smart <a href="http://mediasmart.uk.com/resources/teaching-resources/body-image%20?utm_medium=website&amp;utm_source=edcoms&amp;utm_campaign=Sept2016_PSHE_edcoms&amp;utm_content=resources">http://mediasmart.uk.com/resources/teaching-resources/body-image%20?utm_medium=website&amp;utm_source=edcoms&amp;utm_campaign=Sept2016_PSHE_edcoms&amp;utm_content=resources</a></p> <p>Or use Dove Confidence lesson sequence depending on class needs</p>
			Risks and effects of drugs
	Growing and Changing	<p>H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	Goals and aspirations
			Recap changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents
	Keeping Safe	<p>H9/H10/H11. To differentiate between the terms, 'risk', 'danger', and 'hazard'. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H13/H14. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for</p>	Assessing risks
Pressure sources			

		<p>resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>H20. To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>H23. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	Taking care of your body
			<p>Safety and responsibility</p> <p>Discuss emergency services and use resources from Red Cross 'Introducing emergencies' where appropriate</p> <p>Use Trust Me resources to start conversations around extremism and extreme online content if needed</p>
Summer	Feelings and Emotions	<p>R9. To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	Confidentiality
			10 keys for happiness – focusing on awareness, emotions and acceptance or others if more pertinent
	Valuing Difference	<p>R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view</p> <p>R13/R16/R17. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) . To recognise and challenge stereotypes. To understand the difference between, and the terms associated with sex, gender identity and sexual orientation</p> <p>R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p>	Listen and respect differences – visit to different religious buildings or visitors from different background
			<p>Challenging stereotypes</p> <p>Celebrating difference</p> <p>See Stonewall for advice on celebrating difference and tackling homophobia, biphobia and transphobia</p> <p>Bullying in all forms and ways to respond</p>

	Healthy Relationships	<p>R2/R4. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R5/R19. To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>R6/R20. To understand that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. To understand that forcing anyone to marry is a crime that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p> <p>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy</p> <p>H18. For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p> <p>H19. To learn about human reproduction</p>	<p>Healthy relationships</p> <p>Y6 – Making sense of relationships from NSPCC – secondary school / changing friendship / healthy online friendship</p>
			<p>Unhealthy relationships and marriage and commitment</p>
			<p>Boundaries</p> <p>Revisit Pants resources if needed or use - Share Aware NSPCC – 2 lessons  <a href="https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/?_ga=2.86260056.1399379602.1544558222-977510080.1544558222">https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/?_ga=2.86260056.1399379602.1544558222-977510080.1544558222</a></p>
			<p>SRE resources for Y5 and Y6</p>