

In Science, pupils should

Sound

- Year 4
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases, each other, depending on which poles are facing.

In Geography, pupils should

Coastal

- 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
- human geography, including: types of settlement and land use,
- 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

In PSHE, pupils should

- Drug, alcohol and tobacco education
- Tobacco is a drug
- the definition of a drug and that drugs (including medicines) can be harmful to people
- about the effects and risks of smoking tobacco and second-hand smoke
- about the help available for people to remain smoke free or stop smoking
- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use



Autumn 1- Cycle A Coasts

In Music, pupils should

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

In PE, pupils should

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In Art and Design, should

Sculpture and 3d abstract shape and space

- develop their techniques, including their control and their use of materials, with creativity,
- experimentation and an increasing awareness of different kinds of art, craft and design.
- improve their mastery of art and design techniques, including drawing, painting and sculpture
- with a range of materials
- Learn about about great artists, architects and designers in history.

Computing

Connecting Systems- Internet

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW)
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content

In Religious Education and Worldviews, pupils should

- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today
- compare the experience of participating in a religious festival or celebration around the world
- reflect and share how religious celebrations and rituals have an impact on the community
- identify the stories celebrated at festivals
- explain the meaning behind the celebration of festivals and rituals of different faiths

Forces & Magnets

In Science, pupils should

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

In PSHE, pupils should:

- Keeping safe and managing risk
- to recognise bullying (including online) and how it can make people feel
- about different types of bullying and how to respond to incidents of bullying
- about what to do if they witness bullying

In History, pupils should:

a local history study

- to see how national or international events impacted real people and real places in their community.
- carry out investigations into the past by using different kinds of sources, developing their understanding of what it means to be a historian through a process of enquiry
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local,

In PE, pupils should:

- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending



Autumn 2 Cycle A TOPIC-Our Local History

In Music, pupils should:

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In French, pupils should:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Design and Technology, pupils should:

- Digital world Wearable technology
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

In Computing, pupils should:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) 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

In Religious Education and Worldviews, pupils should:

- Christianity- Christmas
- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

In Science, pupils should:

Animals, including humans

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

In PSHE, pupils should:

- Mental health and emotional well-being
- Strengths and challenges
- about celebrating achievements and setting personal goals
 - about dealing with put-downs
 - about positive ways to deal with setbacks
- explain how it feels to be challenged, try something new or difficult
 - can plan the steps required to help achieve a goal or challenge
 - are able to celebrate their own and others' skills, strengths and attributes

In History pupils should:

- develop a chronologically secure knowledge and understanding of British, local and world history
- Learn about Scots invasions from Ireland to north Britain (now Scotland) [2]
- Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Learn about Anglo-Saxon art and culture
- Understand the Christian conversion – Canterbury, Iona and Lindisfarne

In PE, pupils should:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Spring 1- Cycle A
TOPIC- Anglo- Saxons

In Music, pupils should:

Use and understand staff and other musical notations.

Listen with attention to detail and recall sounds with increasing aural memory

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In French, pupils should:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Art and Design, pupils should:

- develop their techniques, including their control and their use of materials, with creativity,
- Experiment and increasing awareness of different kinds of art, craft and design.
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture
- with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

In Computing, pupils should:

- explain that animation is a sequence of drawings or photographs
- relate animated movement with a sequence of images
- plan an animation
- identify the need to work consistently and carefully
- review and improve an animation
- evaluate the impact of adding other media to an animation

In Religious Education and Worldviews, pupils should:

Founders of Faith

- identify key events in the lives of faith founders and their impact on those around them
- explain the relevance of different faith founders for their followers today
- explain the significance of the key teachings of faith founders for faith members
- describe the teachings of key religious figures, identifying some similarities and differences
- reflect on the teachings of key religious figures and how these teachings impact on society
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In Science, pupils should:

Animals, including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.
- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

In Design and Technology, pupils should:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

In PE, pupils should:

- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance



Spring 2- Cycle A

TOPIC- Modern Europe

In Music, pupils should:

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In French, pupils should:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In PSHE, pupils should:

- Pupils learn about valuing the similarities and differences between themselves and others
- Pupils learn about what is meant by community
- Pupils learn about belonging to groups

In Religious Education and Worldviews, pupils should:

- Sacred Places
- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
- show understanding of what is sacred for believers in religious places
- describe the uses of sacred places, symbols and artefacts by believers and the community
- explain how activities at local places of worship create a sense of community

In Computing, pupils should:

Desk top Publishing

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) 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

In Geography, pupils should:

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

- 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
- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

In Science, pupils should:

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants & explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

In PSHE, pupils should:

- Pupils learn about what influences people's choices about spending and saving money
- Pupils learn how people can keep track of their money
- Pupils learn about the world of work

In History ,pupils should:

- Develop a chronologically secure knowledge and understanding of
- British, local and world history, establishing clear narratives.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.



Summer 1- Cycle A

TOPIC- Vikings

In Music, pupils should:

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In Computing, pupils should

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) 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

In Art, pupils should

- develop their techniques, including their control and their use of materials, with creativity,
- Experiment and increasing awareness of different kinds of art, craft and design.
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture
- with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Religious Education and Worldviews, pupils should

- show understanding of what is sacred for believers in religious places
- describe the uses of sacred places, symbols and artefacts by believers and the community
- explain how activities at local places of worship create a sense of community
- •suggest how the milestones of life give a sense of identity and belonging for faith members
- identify symbols and artefacts which are important for at least two different faiths
- explain how artefacts and symbols express the beliefs of faith members
- recognise different forms of religious and spiritual expression

In PE, pupils should

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance

In Science, pupils should:

- Living things and their habitats
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

In PSHE, pupils should:

- Pupils learn about making healthy choices about food and drinks
- Pupils learn about how branding can affect what foods people choose to buy
- Pupils learn about keeping active and some of the challenges of this

In Geography, pupils should:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

In PE, pupils should:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance



Summer 2- Cycle A

TOPIC- Rainforest

In Music, pupils should:

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In French, pupils should:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Design and Technology, pupils should:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

In Computing, pupils should:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

In Religious Education and Worldviews, pupils should:

- show understanding of what is sacred for believers in religious places
- describe the uses of sacred places, symbols and artefacts by believers and the community
- explain how activities at local places of worship create a sense of community
- suggest how the milestones of life give a sense of identity and belonging for faith members
- identify symbols and artefacts which are important for at least two different faiths
- explain how artefacts and symbols express the beliefs of faith members
- recognise different forms of religious and spiritual expression

In Science, pupils should

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change
-

In PSHE, pupils should

- learn about Britain as a democratic society
- Learn about how laws are made
- learn about the local council

In History, pupils should

- Develop a chronologically secure knowledge and understanding of
- British, local and world history, establishing clear narratives.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.



Autumn 1- Cycle B TOPIC- Stone Age to Iron Age

In Music, pupils should

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In Art, pupils should

- develop their techniques, including their control and their use of materials, with creativity,
- Experiment and increasing awareness of different kinds of art, craft and design.
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture
- with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

In PE, pupils should

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance.

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Religious Education and Worldviews, pupils should

- give examples of beliefs and values from different faiths
- describe the impact of religious beliefs, values and rules on the life of a believer
- consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect

In Computing, pupils should

- ●use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- ●understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration
- ●select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ●use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

In Science, pupils should

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.
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In PSHE, pupils should

- learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them
- • learn about the effects and risks of drinking alcohol
- • learn about different patterns of behaviour that are related to drug use

In Geography, pupils should

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



Autumn 2 Cycle B TOPIC-All Around the World

In Music, pupils should

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

In Design and Technology, pupils should

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

In PE, pupils should

- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Computing, pupils should

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Select, use, and combine a variety of software (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

In Religious Education and Worldviews, pupils should

- give examples of beliefs and values from different faiths
- describe the impact of religious beliefs, values and rules on the life of a believer
- consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect

In Science, pupils should

compare and group materials together, according to whether they are solids, liquids or gases ☐

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)

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

In PSHE, pupils should

- Learn why people may eat or avoid certain foods
- (religious, moral, cultural or health reasons)
- • learn about other factors that contribute to people's
- food choices (such as ethical farming, fair trade
- and seasonality)
- •learn about the importance of getting enough sleep

In History, pupils should

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.

• In PE, pupils should

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance.



Spring 1 - Cycle B TOPIC- Crime and Punishment

In Music, pupils should

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of musi

In Art , pupils should

- develop their techniques, including their control and their use of materials, with creativity,
- Experiment and increasing awareness of different kinds of art, craft and design.
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture
- with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Computing, pupils should

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

In Religious Education and Worldviews, pupils should

- explain why significant people of faith acted according to their commitments
- explain how people are inspired by actions of significant people of faith
- explain the values that motivate people of faith to respond to a cause
- give reasons why people may choose to make sacrifices to improve the lives of others

In Science, pupils should

- compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

In PSHE, pupils should

- learn how to be safe in their computer gaming habits
- learn about keeping safe near roads, rail, water,
- building sites and around fireworks
- learn about what to do in an emergency and basic
- emergency first-aid procedures

In Geography, pupils should

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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
- use maps, atlases, globes and digital/computer mapping to locate countries

- In PE, pupils should
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance



Spring 2- Cycle B TOPIC- Extreme earth

In Music, pupils should

- Use and understand staff and other musical notations.
- Listen with attention to detail and recall sounds with increasing aural memory
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music

In Design and Technology, pupils should

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,

In Computing, pupils should

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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.

In Religious Education and Worldviews, pupils should

- explain why significant people of faith acted according to their commitments
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-



Summer 1- Cycle B TOPIC- Romans in Britain

In Science, pupils should

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

In PSHE, pupils should

- Learn about the way we grow and change throughout the human lifecycle
- Learn about the physical changes associated with puberty
- learn about menstruation and wet dreams
- learn about the impact of puberty in physical hygiene and strategies for managing this
- learn how puberty affects emotions and behaviour and strategies for dealing with this
- Learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

In History, pupils should

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources

In Music, pupils should

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

In Art, pupils should

- develop their techniques, including their control and their use of materials, with creativity,
- Experiment and increasing awareness of different kinds of art, craft and design.
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture
- with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

In PE, pupils should

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In French, pupils should

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
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In Computing, pupils should

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- 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

In Religious Education and Worldviews, pupils should

- identify what makes some questions ultimate
- offer answers to an ultimate question from different faith perspectives
- compare different beliefs about how the universe began making reference to sacred texts
- compare religious teachings to see how faith members should care for the Earth
- show understanding of stewardship and suggest actions everyone can take
- explain how people of different faiths describe what god is
- identify what different sacred writings say about the attributes of God

In Science, pupils should

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

In PSHE, pupils should

Learn about the way we grow and change throughout the human lifecycle

- learn about the physical changes associated with puberty
- learn about menstruation and wet dreams
- learn about the impact of puberty in physical hygiene and strategies for managing this
- learn how puberty affects emotions and behaviour and strategies for dealing with this
- learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

In Geography, pupils should

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,
- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

In PE, pupils should

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
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Summer 2- Cycle B TOPIC-Modern Italy

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- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
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- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
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