



Curriculum Coverage 2018 - 2019  
 Shepherd Primary School  
 Long Term Plan showing progression in each subject  
 Unit Titles in Blue Subject Content in Red



	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Creative Curriculum Topic</b>	Autumn	<b>Whizz, Pop, Bang</b>	<b>Circle of Life</b>	<b>Elements</b>	<b>The Living Land</b>	<b>Our Planet</b>	<b>Mexico – Past &amp; Present</b>
	Spring	<b>Let’s Go Travelling</b>	<b>Great Britain!</b>	<b>The Changing World</b>	<b>Everything Changes</b>	<b>Ancient World</b>	<b>Turning Points</b>
	Summer	<b>On Our Doorstep</b>	<b>What a Wonderful World</b>	<b>Amazing Landscapes</b>	<b>Past &amp; Present</b>	<b>Travel</b>	<b>On the Move</b>
<b>English</b>  <u>Reading:</u> Speaking & Listening, Word Reading & Comprehension  <u>Writing:</u> Transcription, Handwriting & Composition  Spelling  Vocabulary, Grammar & Punctuation	Autumn	Stories with Predictable Phrasing Recounts Labels, Lists and Captions Rhyming Couplets Poetry – Vocabulary Building Instructions Take One Book	Recounts Fairy Tales List Poems Calligrams Instructions Stories with Recurring Language Take One Book	Fables Recounts Poetry – Vocabulary Building Writing and Performing a Play Instructions – Giving Directions Limericks Take One Book	Myths (Quests) Poetry – Vocabulary Building Riddles Reports Take One Book	Legends Recounts Cinquain Reports Poetry – Vocabulary Building Instructions Take One Book	Fiction Genres Recounts Explanations Reports Poetry – Vocabulary Building Take One Book
	Spring	Contemporary Fiction Rhyming Couplets Poetry – Vocabulary Building Reports Recounts Take One Book	Fairy Tales Reports Poetry – Vocabulary Building Stories with Recurring Language Calligrams Explanations Take One Book	Alternative Fairy Tales Explanations Poetry – Vocabulary Building Reports Haiku, Tanka and Kennings Take One Book	Poetry – Vocabulary Building Story Settings Writing and Performing a Play Persuasion Narrative Poetry Take One Book	Suspense and Mystery Persuasion Spoken Word Poetry/Rap Explanations Take One Book	Persuasion Discussion Structured Monologue Narrative Take One Book
	Summer	Traditional Tales Poetry – Vocabulary Building Explanations Reports Take One Poet Take One Book	Calligrams Explanations Myths Poetry – Vocabulary Building Take One Poet Take One Book	Adventure Stories Persuasion Poetry – Vocabulary Building Take One Poet Take One Book	Discussion Explanations Poetry – Vocabulary Building Stories with a Theme Take One Poet Take One Book	Fiction from our Literary Heritage Poetry Vocabulary Building Discussion Take One Poet Take One Book	Study Skills Poetry – Vocabulary Skills Debating Take One Poet Take One Book

	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Mathematics</b>  <u>Number:</u> Number & Place Value, + & -, x & ÷, Fractions, Decimals & Percentages  <u>Non-Number:</u> Geometry - Properties of Shapes, Measurement, Geometry – Position & Direction, Statistics	Autumn	Number & Place Value Addition & Subtraction Money & Measures Measure & Shape Doubling & Halving Measures Shape & Data	Number & Place Value Addition & Subtraction Money & Measures & Shape Data Fractions Doubling & Halving	Number, Place Value & Money Mental Addition & Subtraction Shape, Measures, Data Mental Multiplication & Division Fractions, Decimals, Percentages, Ratios	Number, Place Value & Money Mental & Written Addition & Subtraction Multiplication & Division Shape Measures, Data, Time, Bar Charts, Pictograms	Place Value & Whole Numbers Written & Mental Addition & Subtraction Money Shape Multiplication & Division Fractions Measures & Data	Place Value/Addition Decimals / Addition Addition & Subtraction Shapes & Angles Multiplication & Division/ Fractions Measures Shape/ Fractions
	Spring	Number & Place Value Addition & Subtraction Measures Doubles, Halves, Sequences & Data Money	Multiplication & Division Number & Place Value Addition & Subtraction Mental Addition & Subtraction Money Measures & Data Fractions	Number, Place Value & Money Written & Mental Addition & Subtraction Shape, Measures, Data Mental Multiplication & Division Fractions Shape, Time, Position & Direction Measures, Data, Length, Weight, Bar Charts	Number, Place Value & Money Written & Mental Addition & Subtraction Multiplication & Division Fractions (incl decimals) Measures, Data, Time, Bar Charts, Pictograms Position & Direction	Place Value & Negative Numbers Addition & Subtraction Money Addition of Decimals Co-ordinates & Line Graphs Fractions, Decimals & Word Problems Multiplying Fractions Perimeter, Area & Volume Written Multiplication & Division	Ordering Numbers & Place Value Measures Statistics Multiplication & Division FDP, Ratio & Proportion Co-ordinates, Translation, Rotation & Transformation Addition & Subtraction 24 Hour Clock, Time Intervals Problem Solving
	Summer	Number & Fractions Addition & subtraction Measure & Shape Multiplication & Division Money Data Position & Direction	Multiplication & Division Number & Place Value Addition & Subtraction Mental Addition & Subtraction Money Shapes, Measures & Data Fractions	Number, Place Value & Money Mental Addition & Subtraction Shape, Measures, Data Fractions, Decimals, Percentages, Ratios Measures, Data Fractions Multiplication & Division	Number & Place Value Addition & Subtraction Multiplication & Division Fractions (incl decimals) Shapes & Measures Geometry (position & direction) Statistics	Number & Place Value Multiplication & Division Percentages Angles & Polygons Fractions Subtraction Measures, Data & Time	Revision Problem Solving Transition Factors & Multiples Transition Spirals Project

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<p>Science</p> <p>'Working Scientifically' continues throughout each year group</p>	Autumn	<p><b>Animals Including Humans (Common Animals, Plants &amp; Diets)</b></p> <p>Common animals (fish, amphibians, reptiles, birds &amp; mammals), common carnivores, herbivores &amp; omnivores, compare structure of common animals, body parts, senses</p>	<p><b>Living Things &amp; Their Habitats (Living, Dead, Never Alive, Habitats)</b></p> <p>Living, dead, alive, never been alive, living things live in habitats, different habitats provide basic needs of different plants and animals, animals, plants &amp; habitats depend on each other, name plants and animals in their habitats, micro-habitats, animals obtain food from plants &amp; other animals, simple food chains, name sources of food</p>	<p><b>Forces &amp; Magnets (Movement &amp; Magnets)</b></p> <p>How things move on different surfaces, some forces need contact, magnets can act at a distance, magnets attract and repel some materials, group materials that are attracted to magnets, identify magnetic materials, magnets have two poles, predict whether magnets will attract or repel depending on which poles are facing</p> <p><b>Rocks (Types, Fossils &amp; Soil)</b></p> <p>Group rocks on the basis of appearance and simple properties, describe how fossils are formed when living things are trapped within rock, recognise soils are made from rocks and organic matter</p>	<p><b>Animals Including Humans (Digestion, Teeth &amp; Food Chains)</b></p> <p>Digestive system, types and functions of teeth, food chains, types of producers, predators and prey</p> <p><b>Living Things &amp; Their Habitats (Classification &amp; Human Effect on Environment)</b></p> <p>Group living things in a variety of ways, use classification keys to help group, identify &amp; name a variety of living things in the local &amp; wider environment, environments change and this poses dangers to living things</p>	<p><b>Earth &amp; Space (Solar System, Movement of the Moon, Day &amp; Night)</b></p> <p>Movement of Earth &amp; other planets relative to the sun in the solar system, movement of the moon relative to the Earth, describe the sun, earth and moon as approximately spherical bodies, use Earth's rotation to explain day &amp; night and the apparent movement of the sun across the sky</p>	<p><b>Living Things &amp; Their Habitats (Classification: Plants, Animals &amp; Microbes)</b></p> <p>Classification of living things into broad groups according to common observable characteristics based on similarities &amp; differences, including micro-organisms, plants &amp; animals</p> <p><b>Evolution &amp; Inheritance (Evolution, Adaptation &amp; Inheritance)</b></p> <p>Living things have changed over time, fossils as evidence of things that inhabited earth millions of years ago, offspring and how they are not identical to their parents, how animals and plants have adapted to suit their environments, adaption may lead to evolution</p>
	Spring	<p><b>Everyday Materials (Objects &amp; Materials)</b></p> <p>Distinguish between an object and the material it is made of, name everyday materials (wood, plastic, glass, metal, water &amp; rock), describe physical properties of everyday materials, group materials according to physical properties</p> <p><b>Seasonal Changes (Weather &amp; Seasons)</b></p> <p>Observe changes across the four seasons, describe weather associated with the</p>	<p><b>Uses of Everyday Materials (Materials for Different Uses)</b></p> <p>Compare suitability of everyday materials for particular uses (wood, metal, plastic, glass, brick, rock, paper, cardboard), how shapes of solid objects of some materials can be changed by squashing, bending, twisting and stretching</p> <p><b>Plants (Seeds &amp; Bulbs)</b></p> <p>How seeds and bulbs grow into mature plants, how plants need water, light and</p>	<p><b>Animals Including Humans (Food, Diet, Skeletons &amp; Muscles)</b></p> <p>Types and amount of nutrition, nutrition from food, skeletons and muscles for support, protection and movement</p>	<p><b>States of Matter (Solid, Liquid, Gas)</b></p> <p>Group materials according to whether they are solid, liquid or gas, some materials change state when heated or cooled, research the temperature at which change occurs in degrees Celsius, evaporation &amp; condensation in the water cycle, associate rate of evaporation with temperature</p>	<p><b>Living Things &amp; Their Habitats (Life Cycles, Reproduction of Plants &amp; Animals)</b></p> <p>Life cycles of a mammal, an amphibian, an insect &amp; a bird, life processes of reproduction in plants &amp; animals</p> <p><b>Properties &amp; Changes of Materials (Dissolving, Reactions &amp; Separation)</b></p> <p>Group materials based on property (hardness, solubility, transparency, electrical &amp; thermal conductivity &amp; magnetism),</p>	<p><b>Light (How Light Travels)</b></p> <p>Light travels in straight lines, objects are seen as they give out or reflect light into the eye, light travels from light sources to our eyes or from light sources to objects and then to our eyes, shadows have the same shape as the objects that cast them as light travels in a straight line</p> <p><b>Animals Including Humans (Circulation &amp; Health)</b></p> <p>Human circulatory system, functions of the heart, blood vessels and blood, impact</p>

		seasons and how day length varies	suitable temperature to grow and stay healthy			some materials dissolve in liquid to form a solution, how to recover a substance from a solution, separating mixtures through filtering, sieving & evaporating, particular uses of everyday materials (metals, wood & plastic), dissolving, mixing & changes of state are reversible, some changes result in the formation of new materials and this is not usually reversible (burning, action of acid on bicarbonate of soda)	of diet, exercise, drugs & lifestyle on body function, nutrient and water transportation in animals
Summer	<p><b>Plants (Wild &amp; Garden)</b> Identify &amp; name common wild garden plants, including deciduous and evergreen trees, basic structure of common flowering plants including trees</p>	<p><b>Animals Including Humans (Growth, Survival &amp; Health)</b> Animal offspring, needs of animals for survival, importance of exercise, different types of food and hygiene</p>	<p><b>Light (Shadows &amp; Reflection)</b> Light is needed to see things, dark is the absence of light, light is reflected from surfaces, light from the sun can be dangerous, eye protection from the sun, shadows are formed when light from a light sources is blocked by a solid object, find patterns in changes in size of shadow</p> <p><b>Plants (Parts &amp; Growth)</b> Functions of different parts of flowering plants (roots, stem/trunk, leaves &amp; flowers), requirements of plants for life &amp; growth (air, light, water, nutrients from soil, room to grow) &amp; how they vary from plant to plant, transportation of water in plants, life cycle of flowering plants (pollination, seed formation &amp; seed dispersal)</p>	<p><b>Electricity (Circuits &amp; Components)</b> Electrical appliances, construct simple circuits (cells, wires, bulbs, switches &amp; buzzers), whether lamps will light up in a simple series circuit, how switches open and close circuits, common conductors &amp; insulators, which metals conduct</p> <p><b>Sound (Vibrations &amp; Features)</b> How sounds are made, vibration, vibration from sounds travel through a medium to the ear, pitch of sounds, volume of sound, strength of vibrations, sounds get fainter a distance increases</p>	<p><b>Forces (Gravity, Friction &amp; Mechanisms)</b> Unsupported objects fall towards earth because of gravity, effects of air and water resistance and friction between moving surfaces, levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><b>Animals Including Humans (Growth, Development &amp; Puberty)</b> Changes as humans develop to old age</p>	<p><b>Electricity (Changing Circuits and Symbols)</b> Associate brightness of lamp or volume of buzzer with number and voltage of cells, give reasons for variation in how components function, use symbols to represent a circuit in a diagram</p>	

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<p><b>Computing</b> (Herts Version 4)</p> <p><u>5 Strands:</u> Create Digital Research eWorlds Info... Info... Digital Communication</p> <p>eSafety, Computer Science &amp; Real World Technology continue throughout each year group</p>	Autumn	<p><b>Let's Create</b> (Create/eWorlds) Exploring digital texts using a range of devices &amp; software 1.iii 1.iv 1.v 1.vi</p>	<p><b>Getting Creative</b> (Create/eWorlds) Understanding digital texts, creating digital content, use unplugged approaches to support algorithms 1.i 1.ii 1.iv 1.v 1.vi</p>	<p><b>Bringing Images to Life</b> (Create/eWorlds) Editing and transforming digital images, create animations, program animations using sequence, repeat and selection 2.i 2.ii 2.iii 2.vi 2.vii</p>	<p><b>Authoring</b> (Create) Use a variety of software to create digital content, understand the differences, select and use software to create non-linear content for specific audiences and objectives 2.v 2.vi 2.vii</p>	<p><b>Morphing Images</b> (Create) Explore 3d drawing tools and how they are used in the wider world, use storyboards to create live film and animation, understand copyright, ownership and crediting sources of materials 2.vi 2.vii</p>	<p><b>Sound Works</b> (Create) Create soundscapes incorporating different contents, target work towards the needs of different audiences and gather feedback 2.vi 2.vii</p>
	Spring	<p><b>Starting Research</b> (Info... Info...) Research using non- digital and digital sources, including the World Wide Web. Using charts graphs and mind maps to present results 1.iv 1.v 1.vi</p>	<p><b>Visual Information</b> (eWorlds/Info...Info...) Research and checking research, using charts, graphs and mind maps to present results. Organise results using branching databases 1.iii 1.iv 1.v 1.vi</p>	<p><b>Developing Communication</b> (Create/Digital Communication) Online communication tools such as email, blogs and discussion forums to support collaborative learning, use sound editing software to record and manipulate sound clips 2.iv 2.vi 2.vii</p>	<p><b>Accuracy Counts</b> (Info...Info.../Digital Research) Investigate computer networks including the internet, compare search engines, respecting copyright when creating content, use spreadsheet software to create graphs and explore number patterns 2.iv 2.v 2.vi 2.vii</p>	<p><b>Data Matters</b> (Digital Research/Info...Info...) Investigate the concept of 'Big Data' and its application in the real world for meteorology, mapping, traffic flow etc, review how data and information are stored and researched, investigate digital footprints, using online tools responsibly, securely and safely, design create and search flat-file databases producing reports 2.iii 2.iv 2.v 2.vi 2.vii</p>	<p><b>Information Models</b> (Info...Info.../eWorlds) Use spreadsheet software to structure numeric information, make calculations using formulae and functions, import data using dataloggers, analyse data using functions within software, carry out what-if modelling, predict and present results using graphs 2.i 2.ii 2.vi 2.vii</p>
	Summer	<p><b>Discovering Programming</b> (eWorlds) Algorithms &amp; programming on screen and physical devices 1.i 1.ii 1.iii 1.v 1.vi</p>	<p><b>Messages and Virtual Worlds</b> (eWorlds/Digital Communication) Conveying messages, email, blogs, explore on screen simulations and link these to algorithms 1.i 1.iii 1.iv 1.v 1.vi</p>	<p><b>Keeping Informed</b> (Info...Info..., eWorlds) Understand the difference between data and information, use sensing and data logging to support science investigations, structure data in branching and flat file databases and derive information 2.i 2.ii 2.iii 2.vi 2.vii</p>	<p><b>Programming &amp; Games</b> (eWorlds) Explore simulations, explaining structure and programming, create and debug algorithms, write programs to achieve specific objectives, understand sequence, selection and repetition, test, debug and refine own programs 2.i 2.ii 2.iii 2.vi 2.vii</p>	<p><b>Robotics &amp; Systems</b> (eWorlds) Investigate automated systems in the wider world and the programming instructions which control them, create and debug algorithms, use programming languages to write the related programs, program physical devices controlling inputs and outputs, use sequence, selection and variables in their programs 2.i 2.ii 2.iii 2.vi 2.vii</p>	<p><b>Staying Connected</b> (Digital Research/Digital Communication) Use blogs for collaborative projects, upload different types of digital content, checking copyright, crediting sources, work as a class to build a wiki around a topic, take editorial responsibility for their work, know the school's eSafety rules 2.iv 2.v 2.vi 2.vii</p>

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<p><b>History</b></p> <p>Curiosity, Perceptive Questions &amp; Historical Enquiry continue throughout each year group</p>	Autumn	<p><b>Gunpowder Plot</b> Events beyond living memory that are significant nationally or globally Significant historical events</p>	<p><b>Remembrance</b> Events commemorated through festivals and anniversaries</p>	<p><b>Stone to Bronze to Iron</b> Late Neolithic hunter gatherers and early farmers, Bronze Age religion, technology and travel, iron age hill forts, tribal kingdoms, farming, art and culture</p>	<p><b>Invasion &amp; Settlement – The Scots</b> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland)</p>	<p><b>Vikings</b> Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</p>	<p><b>Non European Society – The Mayans</b> A non-European society that provides contrasts with British history</p>
	Spring	<p><b>Transport through the ages</b> Significant historical places in the locality Events beyond living memory that are significant nationally or globally</p>	<p><b>London's Burning</b> Events Beyond Living Memory that are significant nationally (The Great Fire of London)</p>	<p><b>Roman Invasion (impact on Britain)</b> Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest including Hadrian's Wall, British resistance, Romanisation of Britain</p>	<p><b>Invasion &amp; Settlement – Anglo-Saxons</b> Anglo-Saxon invasions, settlements and kingdoms, place names and village life, Anglo-Saxon art and culture, Christian conversion, Canterbury, Iona, Lindisfarne</p>	<p><b>Ancient Greeks</b> A study of Greek life and achievements and their influence on the western worlds</p>	<p><b>Battle of Britain (Turning Point in British History)</b> A study of an aspect/theme in British history that extends pupils' chronological knowledge beyond 1066, changes in an aspect of social history from Anglo-Saxons to the present, the legacy of Greek/Roman culture on later periods in British history, a significant turning point in British history</p>
	Summer	<p><b>Our Rickmansworth (local events) / Street View (buildings)</b> Significant historical events People and places in their own locality</p>	<p><b>Explorers</b> The lives of significant individuals in the past who have contributed to national and international achievements (Christopher Columbus)</p>	<p><b>Local Roman History (St Albans)</b> A study over time tracing how several aspects of national history are reflected in the locality</p>	<p><b>Ancient Egypt</b> Achievements of the earliest civilizations</p>	<p><b>Local Railways</b> A study of an aspect of history from a period dating beyond 1066 that is significant in the locality, a significant turning point in British history, the first railways</p>	

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<b>Geography</b>  <u>All year groups will study:</u> Locational Knowledge Place Knowledge Human & Physical Geography Geographical Skills and Fieldwork	Autumn	<b>Weather</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles	<b>Ubud in Bali (Contrasting Location Outside Europe)</b> Understand geographical similarities and differences through studying human and physical geography of Rickmansworth and a small area in a contrasting non-European country	<b>Water</b> Describe and understand key aspects of the water cycle and rivers	<b>Rainforests (Tropics)</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle	<b>Coast to Coast</b> 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	<b>South America – Mexico</b> Understand geographical similarities and differences through the study of human and physical geography of a region in South America, the Prime/Greenwich Meridian and time zones (including day and night),
	Spring	<b>Peruvian People</b> Understand geographical similarities and differences through studying human and physical geography of Rickmansworth and a small area in a contrasting non-European country (Peru), use basic geographical vocabulary to refer to human and physical features	<b>The British Isles</b> Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas, devise a simple map and use and construct basic symbols in a key, use basic geographical vocabulary to refer to human and physical features	<b>Around the World in Half a Term</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>Settlement in the UK (Cities)</b> Types of settlement, land use and economic activity	<b>Climate Zones</b> Describe and understand key aspects of climate zones, biomes and vegetation belts	<b>Volcanoes &amp; Earthquakes</b> Describe and understand the key aspects of volcanoes and earthquakes
	Summer	<b>Out &amp; About in Rickmansworth</b> Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment	<b>Finding My Way</b> Name and locate the 7 continents and 5 oceans, use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans, use simple compass directions (N, S, E & W) and locational and directional language (near, far, left & right) to describe the location of features and routes on a map	<b>Comparing Regions (Herts/Japan)</b> Use fieldwork to 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	<b>Land Use Comparison UK</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some aspects have changed over time	<b>Trade Links &amp; Fair Trade</b> Trade links and the distribution of natural resources including energy food, minerals and water	<b>Mapping the Local Area</b> Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including use of Ordnance Survey maps) to build their knowledge of the UK and wider world
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<b>R.E.</b> (Herts Syllabus revised 2017)	Autumn	<b>Community and how we support them (Human Responsibility &amp; values) –</b>	<b>Festivals – (Belief and Practices)</b>	<b>What is Wisdom What do Muslims believe (Sources of Wisdom)</b>	<b>Creation story - Christianity (Ultimate questions) – How we celebrate life (Beliefs and practices)</b>	<b>Key religious figures (Sources of Wisdom)</b> <i>Investigate, interpret and respond to a range of</i>	<b>Religions around the world (Beliefs and practices &amp; Identity and belonging)</b>

<p>Covering the 6 principal religions:          Christianity          Judaism          Islam          Sikhism          Hinduism          Buddhism</p>		<p>Autumn 1          Light &amp; Christmas (Beliefs and practices) –          Autumn 2</p> <p>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</p> <p>Give at least three examples of different beliefs and practices, including festivals, worship rituals and ways of life and explain some meanings behind them.</p>	<p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p>	<p>Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p>	<p>Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p> <p>Discuss and present thoughtfully, through creative media, their own and others views and challenging questions about belonging, meaning, purpose and truth</p>	<p>stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities</p>	<p>Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations. understand the challenges of individual commitment to a community of faith or belief.</p> <p>Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives</p>
	Spring	<p>Belonging (Identity and belonging) –          Spring 1          Easter (Beliefs and practices) –          Spring 2</p> <p>Talk with others about how groups express who they are and how individuals belong to communities, including faith groups.</p> <p>Describe what a leader does and why.</p> <p>Give at least three examples of different beliefs and practices, including festivals, worship rituals and ways of life and explain some meanings behind them.</p>	<p>Places of worship and How people pray (Symbols and Actions &amp; Prayer, Worship and Reflection)</p> <p>Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities.</p> <p>Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community</p>	<p>Easter (Beliefs and practices)</p> <p>Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p>	<p>Sikhism – what does it mean (Symbols and actions)</p> <p>Right and Wrong (Justice and fairness)</p> <p>Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning.</p> <p>Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair</p>	<p>How religion affects peoples lives (Symbols and actions - Human responsibility and values)</p> <p>Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility</p>	<p>Creative arts and Buddhism (Symbols and actions &amp; Prayer, Worship and Reflection)</p> <p>Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning.</p> <p>Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness</p>
	Summer	<p>Books &amp; Stories (Sources of wisdom)</p> <p>Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and</p>	<p>Stories with morals and Rules (Ultimate Questions &amp; Justice and fairness)</p> <p>Explore questions about belonging, meaning and truth so that they can</p>	<p>How people pray Muslim way of life (Identity and belonging, prayer and worship and Reflection)</p> <p>Observe and understand varied examples</p>	<p>Religious artefacts and Heroes (Sources of Wisdom , Identity and belonging)</p> <p>Investigate, interpret and respond to a range of stories, sacred writings and</p>	<p>Jewish Traditions (Identity and belonging)</p> <p>Understand the challenges of individual commitment to a community of faith or belief.</p>	<p>Questions (Ultimate questions)</p> <p>Discuss and present thoughtfully through creative media their own and others views</p>



		sources of wisdom and the traditions from which they come.	express their own ideas and opinions using creative media. <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others	of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness. <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities that may be valuable in their own lives	sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities <i>Understand</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership and why belonging to religious communities that may be valuable in their own lives	<i>Examine</i> the role of religious leadership and why belonging to religious communities may be valuable in their own lives	and challenging questions about belonging, meaning, purpose and truth
	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art & Design		Artist: Picasso	Architect: Sir Christopher Wren (London buildings)	Artist: Hokusai (Japanese Waves)	Artist: Lowry (cities)	Sculptor: Antony Gormley	Artist: Frida Kahlo (Mexican art)
Each year group will study an artist, craft maker, designer or architect who links to at least one of their units and make links to their own work	Autumn	<b>Faces</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<b>Poppies (Georgia O'Keeffe)</b> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<b>Clay Plots</b> Improve mastery of art and design techniques including using clay	<b>Tiger in a Tropical Storm (Henry Rousseau)</b> Improve mastery of art and design techniques including drawing and painting	<b>3d Sculpture</b> Improve mastery of art and design techniques including creating sculpture	<b>Mayan Art</b> Improve mastery of art and design techniques including printing and pattern
KS2 pupils will all create sketch books to record observations and use them to review and revisit ideas	Spring	<b>Weaving</b> Use a range of materials creatively to design and make products	<b>Skylines (Sir Christopher Wren)</b> Develop and wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<b>Roman Mosaics</b> Improve mastery of art and design techniques including pattern	<b>Lowry's Cities</b> Improve mastery of art and design techniques including using charcoal	<b>Grecian Urns</b> Improve mastery of art and design techniques including drawing and clay	<b>Art in Religion</b> Improve mastery of art and design techniques including drawing
	Summer	<b>Seasonal Colours</b> Develop and wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<b>Mother Nature (Andy Goldsworthy)</b> Use a range of materials creatively to design and make products	<b>Mount Fuji (Hokusai)</b> Improve mastery of art and design techniques including using paint and pastels	<b>Hieroglyphics</b> Improve mastery of art and design techniques including drawing	<b>Poster Art</b> Improve mastery of art and design techniques including drawing and painting	<b>Behind the Scenes</b> Improve mastery of art and design techniques including designing and building scenery
	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design & Technology	Autumn	<b>Adventure Playgrounds</b> Explore and evaluate a range of existing products, select from and use a wide range of materials and components including	<b>From Field to Plate</b> Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from (Vegetables), select	<b>Magnetic Board Games</b> Use research & develop design criteria to inform the design of innovative, functional & appealing products that are fit for	<b>Drawstring Pouches</b> Select & use a wider range of tools & equipment to perform practical tasks (shaping, joining & finishing) accurately	<b>Blast Off (Rockets)</b> Apply understanding of how to strengthen, stiffen and reinforces more complex structures	<b>Feet First (Aztec Footwear)</b> Investigate & analyse a range of existing products, generate, develop, model & communicate ideas through discussion, annotated

<p>All units will involve the following processes: Design Make Evaluate</p> <p>All year groups will learn specific <u>Technical Knowledge</u> and cover a unit based on <u>Cooking and Nutrition</u></p>		<p>construction materials, design purposeful, functional and appealing products for themselves and other users</p>	<p>ingredients according to their characteristics</p>	<p>purpose &amp; aimed at particular individuals or groups</p>			<p>sketches, cross-sectional &amp; exploded diagrams, prototypes, pattern pieces &amp; computer aided design (CAD)</p>
	Spring	<p><b>Design A Healthy Snack</b> Use the basic principles of a healthy and varied diet to prepare dishes, understand where food comes from (fruit)</p>	<p><b>Whacky Races</b> Explore and use mechanisms (wheels and axels) in the products, design purposeful, functional and appealing products for themselves and other users, cut, shape, join and finish</p>	<p><b>Scrumptious Sandwiches</b> Understand the principles of a healthy and varied diet</p>	<p><b>Baked Savoury Snacks</b> Cook savoury dishes using a range of cooking techniques</p>	<p><b>Bread</b> Cook savoury dishes using a range of cooking techniques, evaluate their ideas &amp; products against their own design criteria &amp; consider the views of others to improve their work</p>	<p><b>Food Rationing</b> Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p>
	Summer	<p><b>Building Homes (The 3 Little Pigs)</b> Build structures, exploring how they can be made stronger, stiffer and more stable, cut, shape, join and finish, generate, develop, model and communicate ideas through talking, drawing, templates and mock ups</p>	<p><b>Puppets</b> Evaluate ideas and products against design criteria, select from and use a wide range of materials and components including textiles, cut, shape, join and finish, generate, develop, model and communicate ideas through talking, drawing, templates and mock ups</p>	<p><b>Sandwich Packaging</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional and aesthetic qualities</p>	<p><b>Light It Up</b> Understand and use electrical systems and their products (circuits, switches, bulbs, buzzers and motors)</p>	<p><b>Wind It Up (Clockwork)</b> Understand and use mechanical systems in products (gears, pulleys, cams, levers and linkages), understand how key events &amp; individuals in design &amp; technology have helped to shape the world</p>	<p><b>Vehicles of the Future (Controllable Vehicles)</b> Apply their understanding of computing to program, monitor &amp; control their products, understand and use electrical systems and their products (circuits, switches, bulbs, buzzers and motors)</p>
	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>P.E.</p> <p>REAL PE: Personal Social Cognitive Creative Physical Health &amp; Fitness</p> <p>WFC: Dance Games Football Tag Rugby Mini Tennis Cricket/Rounders Athletics</p>	Autumn	<p><b>WFC: Games</b> Master basic movements including running, jumping, throwing and catching then apply in a range of activities, participate in team games developing simple tactics for attacking and defending</p> <p><b>Real PE Unit 1 Personal</b> Develop balance, agility and co-ordination then apply in a range of activities</p> <p><b>Real PE Unit 2 Social</b></p>	<p><b>WFC: Games</b> Master basic movements including running, jumping, throwing and catching then apply in a range of activities, participate in team games developing simple tactics for attacking and defending</p> <p><b>Real PE Unit 1 Personal</b> Develop balance, agility and co-ordination then apply in a range of activities</p> <p><b>Real PE Unit 2 Social</b></p>	<p><b>WFC: Mini Tennis</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 1 Personal</b></p>	<p><b>WFC: Football</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 1 Personal</b></p>	<p><b>WFC: Football</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>WFC: Tag Rugby</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 3 Social</b></p>

<p>LCP: Athletics Net &amp; Wall Games</p> <p>Swimming</p>		<p>Develop balance, agility and co-ordination then apply in a range of activities</p>	<p>Develop balance, agility and co-ordination then apply in a range of activities</p>	<p>develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 2 Social</b> develop flexibility, strength, technique, control and balance</p>	<p>develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 2 Social</b> develop flexibility, strength, technique, control and balance</p>		<p>develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 4 Physical</b> develop flexibility, strength, technique, control and balance</p>
	<p>Spring</p>	<p><b>WFC: Games</b> Master basic movements including running, jumping, throwing and catching then apply in a range of activities, participate in team games developing simple tactics for attacking and defending</p> <p><b>Real PE Unit 3 Cognitive</b> Develop balance, agility and co-ordination then apply in a range of activities</p> <p><b>Real PE Unit 4 Creative</b> Develop balance, agility and co-ordination then apply in a range of activities</p>	<p><b>WFC: Games</b> Master basic movements including running, jumping, throwing and catching then apply in a range of activities, participate in team games developing simple tactics for attacking and defending</p> <p><b>Real PE Unit 3 Cognitive</b> Develop balance, agility and co-ordination then apply in a range of activities</p> <p><b>Real PE Unit 4 Creative</b> Develop balance, agility and co-ordination then apply in a range of activities</p>	<p><b>WFC: Football</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>WFC: Athletics</b> Develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p> <p><b>Real PE Unit 3 Cognitive</b> develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 4 Creative</b> develop flexibility, strength, technique, control and balance</p>	<p><b>WFC: Mini Tennis/Handball</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 3 Cognitive</b> develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 4 Creative</b> develop flexibility, strength, technique, control and balance</p>	<p><b>WFC: Tag Rugby</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>WFC: Athletics</b> Develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p> <p><b>Swimming</b> Competently, confidently &amp; proficiently swim at least 25 metres, use a range of strokes effectively (crawl, backstroke, breaststroke), perform safe self-rescue in different water-based situations</p>	<p><b>WFC: Football</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 5 Health &amp; Fitness</b> develop flexibility, strength, technique, control and balance</p> <p><b>LCP Net &amp; Wall Games</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending,</p>

							take part in outdoor and adventurous activity challenges both individually and within a team
Summer	<p><b>WFC: Athletics</b> develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p> <p><b>Real PE Unit 5 Physical</b> Develop balance, agility and co-ordination then apply in a range of activities</p> <p><b>Real PE Unit 6 Health &amp; Fitness</b> Develop balance, agility and co-ordination then apply in a range of activities</p>	<p><b>WFC: Athletics</b> develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p> <p><b>Real PE Unit 5 Physical</b> Develop balance, agility and co-ordination then apply in a range of activities</p> <p><b>Real PE Unit 6 Health &amp; Fitness</b> Develop balance, agility and co-ordination then apply in a range of activities</p>	<p><b>WFC: Cricket/Rounders</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 5 Physical</b> develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 6 Health &amp; Fitness</b> develop flexibility, strength, technique, control and balance</p>	<p><b>WFC: Cricket/Rounders</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>WFC: Athletics</b> Develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p> <p><b>Real PE Unit 5 Physical</b> develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 6 Health &amp; Fitness</b> develop flexibility, strength, technique, control and balance</p>	<p><b>WFC: Cricket/Rounders</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 1 Cognitive</b> develop flexibility, strength, technique, control and balance</p> <p><b>Real PE Unit 2 Creative</b> develop flexibility, strength, technique, control and balance</p> <p><b>Swimming</b> Competently, confidently &amp; proficiently swim at least 25 metres, use a range of strokes effectively (crawl, backstroke, breaststroke), perform safe self-rescue in different water-based situations</p>	<p><b>WFC: Athletics</b> Develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p> <p><b>WFC: Cricket/Rounders</b> Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, apply basic principles suitable for attacking and defending, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>Real PE Unit 6 Personal</b> develop flexibility, strength, technique, control and balance</p> <p><b>LCP Athletics</b> Develop flexibility, strength, technique, control and balance, demonstrate improvement to achieve their personal best.</p>	
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn			Introduction to Spanish	Numbers and Birthdays	Food and Drink	Weather and Countries	

<p><b>Languages (Spanish)</b></p> <p>All pupils are taught by a specialist languages teacher</p>				<p>Year 3 pupils start with the phonics, learning the vowels first. They practise these using a variety of activities. They learn the numbers 1-10 and how to ask and give their age. Then they learn the other key phonic sounds. They read rhyming stories, sing songs, practise tongue twisters and have further opportunities to make the sound-written link by listening to words and anticipating their spelling. They also learn some nouns (pencil case items). They are made aware of gender through colour coding. They use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.</p>	<p>This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.</p>	<p>This unit starts with simple calculations based on the five times table, and leads into learning how to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.</p>	<p>Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using the points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.</p>
	<p>Spring</p>			<p><b>Animals and Colours</b> The linguistic focus is gender, articles (definite &amp; indefinite), plurals and adjectives (position &amp; basic agreement). The</p>	<p><b>Shape and Place</b> Artist: Miró This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project</p>	<p><b>Sports and Opinions</b> This unit focuses on sports and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using</p>	<p><b>Festivals and Holidays</b> Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions,</p>

				<p>grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours so nothing so becomes too difficult.</p> <p>The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).</p> <p>Pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence.</p> <p>Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).</p>	<p>a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb.</p>	<p>matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p> <p>Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>
	Summer			<p><b>The Very Hungry Caterpillar</b> This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then</p>	<p><b>Family Members</b> <b>The Giant Turnip</b> During this term, pupils learn the language for family members. They retell the story 'The giant turnip'. They learn how to say 'Tengo un/una ...que se llama...' I have a ...called... and apply this also in the context of pets. They also learn adjectives for describing personality and</p>	<p><b>Instruments and Music</b> In this term, learners use dictionaries to look up different instruments. They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). Giving opinions can be tricky in Spanish because of the nature of using these</p>	<p><b>Festivals and Holidays</b> Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.</p>

				<p>introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video, or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!</p>	<p>physical description (hair and eyes). They use key verbs in the 3rd person singular and plural: --&gt; tiene (has), es (is), tienen (have), son (are).</p>	<p>verbs of opinion 'gustar' (to like) &amp; 'encantar' (to love) and the fact that the adjectives used to describe things must match the number &amp; gender of the thing they describe. They use the language they have learnt to create short raps or songs about food, sports or music.</p> <p>As always, pupils are encouraged at all times to strive to work things out for themselves, work in pairs and small groups sharing knowledge, and to speak aloud when possible – thereby building confidence. Pronunciation, memory, pattern finding, sentence building, autonomy, performance and creativity are the concepts at the heart of these resources.</p>	<p>Following on from this, learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.</p>
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	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Music</b></p> <p>All year groups also take part in a weekly whole school singing practise assembly</p> <p>Years 3, 4, 5 &amp; 6 are taught by a specialist Music teacher</p>	Autumn	Exploring Sounds, Beats & Pitch	<p>Exploring Duration</p> <p>Exploring Pulse &amp; Rhythm</p>	<p>African Drumming</p> <p>Exploring Arrangements</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Singing Games</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Rounds</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Musical Processes</p>
	Spring	Exploring Sounds, Beats & Pitch	<p>Exploring Pitch</p> <p>Exploring Instruments &amp; Symbols</p>	<p>African Drumming</p> <p>Exploring Descriptive Sounds</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Pentatonic Scales</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Rhythm &amp; Pulse</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Lyrics &amp; Melody</p>
	Summer	Exploring Sounds, Beats, Pitch & Performance	<p>Exploring Timbre, Tempo &amp; Dynamics</p> <p>Exploring Sounds</p>	<p>African Drumming</p> <p>Exploring Rhythmic Patterns</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Sound Colours</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Exploring Sound Sources</p>	<p>Specialist Music Teacher Lessons (Guitar)</p> <p>Performing Together</p>
	Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

PSHCE Including Sex Ed & Drugs Ed	Autumn	<p><b>Relationships</b> Bullying awareness Healthy Relationships Physical Contact</p> <p><b>Health &amp; Wellbeing</b> Healthy Lifestyles How to keep physically and emotionally safe</p> <p><b>Living in the wider world</b> Respect for self and others Rights and Responsibilities</p>	<p><b>Relationships</b> Bullying awareness Fair and Unfair Similarities and Differences</p> <p><b>Health &amp; Wellbeing</b> Likes and Dislikes Keeping Safe inc. Road Safety</p> <p><b>Living in the wider world</b> Caring for the environment Rules</p>	<p><b>Relationships</b> Bullying awareness Consequences of different behaviour Types of relationships</p> <p><b>Health &amp; Wellbeing</b> Healthy Eating Understanding Feelings</p> <p><b>Living in the wider world</b> Debating Rules &amp; Laws</p>	<p><b>Relationships</b> Bullying awareness Relationships Working Collaboratively</p> <p><b>Health &amp; Wellbeing</b> Setting Goals Understanding Feelings Basic Emergency Aid</p> <p><b>Living in the wider world</b> Debating Rules and Laws Resolving Differences</p>	<p><b>Relationships</b> Bullying awareness Positive and Healthy Relationships Shared Goals</p> <p><b>Health &amp; Wellbeing</b> Balanced and healthy Lifestyles Media Influence Emotional Literacy</p> <p><b>Living in the wider world</b> Understanding the need for rules and law Role of different groups in society</p>	<p><b>Relationships</b> Bullying awareness Working Towards Shared Goals Shared and different cultural values</p> <p><b>Health &amp; Wellbeing</b> Set high goals and aspirations Emotional Literacy Managing Risk Microbes</p> <p><b>Living in the wider world</b> Understanding the need for rules and laws Rights and Responsibilities Law and Order</p>
	Spring	<p><b>Relationships</b> Communicating Feelings How my behaviour affects others</p> <p><b>Health &amp; Wellbeing</b> Internet Safety Understanding Feelings Growing and Changing</p> <p><b>Living in the wider world</b> Belonging Caring for the environment</p>	<p><b>Relationships</b> Sharing opinions and giving feedback Debating Secrets and Surprises</p> <p><b>Health &amp; Wellbeing</b> Internet Safety Physical and Emotional Health</p> <p><b>Living in the wider world</b> Respect and Equality</p>	<p><b>Relationships</b> Stereotypes Respect</p> <p><b>Health &amp; Wellbeing</b> Internet Safety Balanced Lifestyles</p> <p><b>Living in the wider world</b> Being part of a community</p>	<p><b>Relationships</b> Stereotypes Discrimination</p> <p><b>Health &amp; Wellbeing</b> Internet Safety Peer Pressure Emotional Literacy</p> <p><b>Living in the wider world</b> Community Differences Debating</p>	<p><b>Relationships</b> Shared Goals Habits Keeping Safe</p> <p><b>Health &amp; Wellbeing</b> Internet Safety Understanding feelings that affect my physical, mental and emotional health <b>Living in the wider world</b> Media</p>	<p><b>Relationships</b> Peer pressure Challenging Stereotypes</p> <p><b>Health &amp; Wellbeing</b> Internet Safety Emotional Literacy Drugs Education</p> <p><b>Living in the wider world</b> Diversity</p>
	Summer	<p><b>Relationships</b> Sharing opinions and feedback</p> <p><b>Health &amp; Wellbeing</b> SRE: Keeping Clean Growing and Changing Families and Care</p> <p><b>Living in the wider world</b> Enterprise week Spending and saving</p>	<p><b>Relationships</b> Special People</p> <p><b>Health &amp; Wellbeing</b> SRE: Differences: Boys and Girls Differences: Male and Female Naming Body Parts Family Networks</p> <p><b>Living in the wider world</b> Enterprise week</p>	<p><b>Relationships</b> Marriage and Civil partnerships Physical Contact</p> <p><b>Health &amp; Wellbeing</b> SRE: Differences: Male and Female Personal Space Family Differences</p> <p><b>Living in the wider world</b></p>	<p><b>Relationships</b> Differences and Similarities</p> <p><b>Health &amp; Wellbeing</b> SRE: Growing and Changing Body Changes and Reproduction What is Puberty?</p> <p><b>Living in the wider world</b> Enterprise week Resolving Differences</p>	<p><b>Relationships</b> Respecting Others</p> <p><b>Health &amp; Wellbeing</b> SRE: Talk about Puberty Male and Female Changes Puberty and Hygiene Emotional Literacy</p> <p><b>Living in the wider world</b> Enterprise week</p>	<p><b>Relationships</b> Different Partnerships Changing Friendships</p> <p><b>Health &amp; Wellbeing</b> SRE: Puberty and Reproduction Relationships and Reproduction Conception and Pregnancy Emotional Literacy</p>



			Spending and Saving Needs and Responsibilities	Enterprise week Local and National Communities	Debating	Managing Money Debating	Living in the wider world Enterprise week Magistrates visit Secondary transition
The Chris Winters Project (Sex Ed)	Summer	Growing & Caring for Ourselves Keeping Clean Growing & Changing Families & Care	Differences Boys & Girls Male & Female Naming Body Parts	Valuing Difference & Keeping Safe Male & Female Personal Space Family Differences	Growing Up Growing & Changing Body Changes & Reproduction What is Puberty?	Puberty Talking about Puberty Male & Female Changes Puberty & Hygiene	Puberty & Reproductions Puberty & Reproduction Relationships & Reproduction Conception & Pregnancy
Whole School Themes	Ongoing	School Council Class Rules Rights & Responsibilities Harvest Firework Safety Black History Month	Road Safety Anti-Bullying Cultural Diversity		Sun Safety Spring & Easter Celebrations Drugs Education	Road Safety Walk to School Week	Sports Day Transition