St William of Perth

Long Term Curriculum Plan

EYFS

	Term 1 Topic 1	Term 2 Topic 2	Term 3 & Term 4 Topic 3	Term 5 Topic 4	Term 6 Topic 5
Focus:	All About Me	Celebrations	People Who help us and Superheroes	Animals	The Beach
Inquiry Question:	Who am I?	Why do we celebrate?	Who helps us?	What is the circle of life?	What could you discover at the seaside?
Quality Texts:	The Three Little Pigs Little Red Riding Hood The Colour Monster by Anna Llenas The Gruffalo by Julia Donaldson Little People Big Dreams books (Aretha Franklin, Pele, Muhammed Ali)	Binny's Diwali by Thrity Umrigar The Jolly Christmas Postman by Allan and Janet Ahlberg	Burglar Bill by Alan and Janet Ahlberg Cops and Robbers by Alan and Janet Ahlberg. People Who Help Us books by Amanda Askew and Andrew Crowson. Supertato series of books by Sue Hendra and Paul Linnet.	The Very Hungry Caterpillar by Eric Carle. What the ladybird heard by Julia Donaldson. Little People Big Dreams- David Attenborough.	Emma Jane's Aeroplane by Katie Haworth. Commotion in the Ocean by Giles Andreae

Connected Curriculum:	History Links ➢ Children develop an understanding of similarities and differences between things in the past and present, drawing on their own experiences by exploring pictures of themselves now and when they were babies and discussing how they have changed. ➢ Children will make sense of their community through learning about their families and the different generations within their family with discussions and photographs, for example comparing the toys they play with and the toys their parents or grandparents used to play with. This will develop their understanding of the past and present. ➢ Children will learn and apply new vocabulary that helps children to talk about the past, present and future, e.g. yesterday, tomorrow, last week, next week, next year, a long time ago… This will support their reading comprehension. ➢ Children will discuss the difference between a range of objects and resources from the past and present in provision (contrasting telephones, musical instruments, typewriter, gramophone, Ipads…) ➢ Children will develop their understanding of and meet people Who Help us – comparing and contrasting tools and vehicles that have been used and significant people within their school community. ➢ Children will comprehend a range of modern, traditional and classic stories, rhymes and poems to foster their understanding of the world. ➢ Children will acquire knowledge about significant people; Guy Fawkes, Patron Saints, David Attenborough, religious figures through books, photographs and videos.
	Geography Links ➢ Children will describe and draw their immediate environment by exploring stories, maps, photographs and of Rochester, and extend this to England and the world, exploring globes. ➢ Children will develop their awareness of different communities, for example (Chinese New Year, Diwali, Eid, Australian traditions and celebrations). ➢ Children will make sense of their physical world and their community around their home life and local area ➢ Children will foster their understanding of the diverse world around them by learning phrases from other languages, celebrating the different cultures within the class. ➢ Children will expand their personal experiences to increase their knowledge of their world through exploring the pond, forest school, the school library. ➢ Children will listen to stories that are set in different places to enrich and widen children's vocabulary and reading comprehension. ➢ Children will explore different places, what it looks like, what it may feel like, what they can see to make sense of the world around them.

	Science Links ➢ Children will make sense of their physical sense by exploring their own bodies and senses to learn about their body parts and what we use them for. ➢ Children will explore the natural world by planting – understanding what plants need to grow and to care for them over a period of time. They will make observations and draw pictures of these. ➢ Children will explore different environments and make sense of their physical world and community. (ponds, flower beds, forest school…) ➢ Children will explore to gain an awareness of the important process changes in the natural world around them including weather and seasons. ➢ Through exploration, children will gain an understanding of the important process in the changes in states of matter when cooking and to draw on their own experiences. ➢ Children will explore and investigate the world through technology through exploring magnets, Ipads, digital cameras. ➢ Children will investigate through observations and predictions regarding floating and sinking. ➢ Children will investigate changing states of matter through gloop and slime exploration ➢ Making sense of the world around them through the exploration of sensory play. ➢ To investigate their ecologically diverse world through different animals and their habitats, life cycles of animals, including observing caterpillars transforming into butterflies. ➢ To develop a sense of curiosity and exploration through a range of resources including magnets, magnifying glasses, colour paddles, sand, water and construction.
	Art Links ➢ Children will develop their independence to safely use a range of tools and materials including paint brushes, scissors, rolling pins, shape cutters, paintbrushes and cutlery. ➢ Children will explore a range of media and materials to develop their understanding e.g. different types of paper, varying thickness/hardness of pencils, thick and thin brushes, paint, paint sticks, pastels etc. in continuous provision. ➢ Children will develop artistic and cultural awareness through different techniques such as drawing, painting, printing, collage, which they can then practise independently. ➢ Children will explore and experiment colour-mixing through our 'self-service' paint stations. Also, through using different media such as paint, water colours, food colouring. ➢ Children are encouraged to explore art in nature and use nature in art such as shells, herbs, sticks, leaves, explaining the processes they have used.
	Design Technology Links ➢ Children will have daily opportunities to make their own creations, safety, using a wide range of different materials, fixings and tools which are freely available in continuous provision. ➢ Children will increase their independence when using tools such as scissors, hole punch, string, tape, cutters etc, safely. ➢ Children will develop their planning and evaluating skills through talking about what they would like to make, how they will do it and what they think about it when it is finished. This develops their understanding and self-expression, develops their vocabulary and ability to communicate through the arts. ➢ Children will evaluate what they have made and make changes as appropriate.

	Music Links ➢ Children will explore percussion instruments, inside and outside in provision and are taught their names to widen their vocabulary to communicate about the arts. ➢ Children will develop their self expression within the arts through exploring how sounds can be changed and taught the relevant vocabulary, e.g. loud, quiet, fast, slow. ➢ Children will build up a repertoire of nursery rhymes and songs that are sung regularly. ➢ Children move in response to music and eventually develop their own dances and routines as a form of culturally diverse self expression.

Religious Education	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	
	➢ To understand that God made our beautiful world and everything in it. ➢ To understand that God made our beautiful world and everything in it. ➢ To understand that God made me, God made each one of us and God loves me and everyone. ➢ To know that God made a wonderful world and what God creates is good. ➢ To know that Creation shows God's love for us. ➢ To celebrate God's beautiful world. ➢ To know how to look after God's world. ➢ To perform the words and actions of the Sign of the Cross. ➢ To understand that God loves us, and we are part of a family. ➢ To understand that we enter God's family, the Church, through baptism.	➢ To show care and love for self, family, others, and God's world. ➢ CST: To understand God made each of us, so each one of us is very special. To understand we must treat others in a caring way because God made them too. The Dignity of the Human Person. ➢ To care and love for self, family, others, and God's world. ➢ To know that God sent Jesus to love us all. ➢ To understand that Mary was chosen by God to give birth to his Son. ➢ To know that Jesus was born in Bethlehem. ➢ To know that Mary had a baby called Jesus. ➢ To understand that Shepherds were told by angels to visit him. ➢ To know that the shepherds visit the manger (Luke 2:8–20). ➢ To know the tradition of the crib to tell the	➢ To understand that The Wise Men visit Jesus. ➢ To understand that Jesus' birth is celebrated at Christmas ➢ To know that the Magi visited Jesus with gifts. ➢ To understand that Jesus is God's Son and came for everyone. ➢ To explore a range of pictures of Jesus. ➢ To understand that Jesus came to show God's love and welcomes and cares for everyone. ➢ To understand that Jesus takes care of everyone through the Feeding of the 5000. ➢ To know that the Glory Be is a special prayer. ➢ To understand that the Church prays the 'Glory Be' as a response to the coming of Jesus. ➢ To know that Jesus is God's Son and was born for everyone. ➢ To show love to everyone like Jesus.	➢ To listen to and talk about the season of Lent (and Easter). Simple signs of Lent – colour purple, seeds, growing. ➢ To show care for others in Lent. ➢ To understand that Church uses purple and ashes as signs of Lent and being sorry. ➢ To understand there are representations of Holy Week and Easter:palms, the cross, Easter gardens, and symbols, of new life. ➢ To recognise key events during Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognise key events). ➢ To feel that it is a sad time when Jesus died on the cross. ➢ To understand that Jesus was given new life by God his Father.	

		story of Jesus' birth. ➢ To know that by our work in Advent, we help others and ourselves, and we show our love to God. ➢ To understand that God sent Jesus to love us all.		➢ To know that Jesus rose and everyone celebrates. ➢ To know that Jesus died on Good Friday and rose again on Easter Sunday. ➢ To know that Easter is a celebration that Jesus is with us still. Easter celebrates new life through simple religious symbols in Lent and Easter Simple signs of Easter – colour white, growth, Easter garden. ➢	
Trips & Enrichment:	Visiting St John Fisher Church. Planting bulbs.	Whole school pantomime trip. Road safety walk.	Visit from a nurse. Visit from the fire fighters.	Trip to Wingham Wildlife Park. Planting flowers and vegetables.	Role play 'holiday' to Australia.
Community Links:	Road safety.	Walk to the local nursery to invite them to the nativity.	Links to a local nurse. Links to Rochester fire station.	Visiting the school pond.	Links to the local preschool.

Year 1

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	Local Area	Victorians	Antarctica and Africa	Moon Landing
Inquiry Question:	What do you think about where we live?	How have toys and homes changed?	How do different environments compare to the UK?	How has space travel developed over time?
Quality Texts:	'Jolly Postman' (PoR) by Allan Ahlberg	'Major Glad, Major Dizzy' by Jan Oke 'Traction Man' by Mini Grey	'Emperor's Egg' (PoR) 'One Day on our Blue Planet in the Savannah' (PoR) by Ella Bailey 'Handa's Surprise' by Eileene Browne	'Man on the Moon' by Simon Bartram 'Beegu' by Alexis Deacon

Connected Curriculum:				
	Geography: -Name and locate the four countries and capital cities of the United Kingdom, using atlases and maps. -Observe the geography of the school and its grounds and the key human and physical features of its surrounding environment. -Apply geographical language to discuss human and physical features of a place. -Devise simple maps of the school playground and construct basic symbols in a key. **Science:** **Weather and Seasons** -Observe and describe changes from Summer into Autumn in our local area. **Art:** **Focus Artist - Andy Goldsworthy** -Explore and analyse the work of Andy Goldsworthy **Monochromatic Art** -In this drawing unit, children will learn about using a pencil to create lines, shapes, and values. They will develop some drawing skills that will start their primary school journey to becoming proficient as drawers. They will learn about the work of various artists and consider the different purposes that drawing can have. **Music**	**History:** -Compare and contrast features of old and modern toys as well as objects used in old and modern schools. -Understand the significance of Charles Dickens, making connections to our locality. **Art:** **Focus Artist - William Morris** -Explore and analyse the work of WIlliam Morris. -Plan and create art work inspired by WIlliam Morris, using printing tools. **Chromatic art** -In this painting unit, children will learn what abstract art is and what meanings it can have. They will develop some skills with paint that will start their primary school journey to becoming proficient as a painter. They will know about the work of artists and designers worldwide, describing the differences and similarities between pieces and making links to their own. **Design Technology: Peg Dolls** -Plan,design and create a peg doll toy using a variety of materials and tools. -Evaluate the finished product, reflecting on the entire design and creating process. **Music - Nativity**	**Geography** -Apply simple compass directions (North, East, South and West) to discuss a route. **Science:** **Animals** -Identify and name a variety of common animals -Classify common animals into fish, amphibians, reptiles, birds and mammals. -Name and sort common animals into carnivores, herbivores and omnivores. - Describe and compare the structure of animals from different classification groups - Understand how to take care of animals and name common animals that are kept as pets. **Art:** -Exploring and creating African patterns **Sculptures** In this sculpture unit using clay, children will learn what sculpture is and its purpose. They will develop skills with clay as a creative material, beginning their journey towards becoming proficient in sculpting techniques. Pupils will explore the work of a range of artists, craft makers and designers, describing the similarities and differences between various practices and disciplines, and making connections to their own work. The elements of art that will be focused on in this unit are colour, texture and form.	**History** - Create a timeline on the history of space travel to understand how it has changed and developed over time. - Understand and compare the contributions to space travel from Neil Armstrong and Mae Jemison **Art:** **Van Gogh** -Explore and analyse the work of Van Gogh -Plan and create art work inspired by Van Gogh ('Starry Night') **Design Technology:** **Puppets** -Plan,design and create an alien puppet using a variety of materials and tools. -Evaluate the finished product, reflecting on the entire design and creating process.

	Using untuned instruments to explore pitch and tempo	Use their voices expressively and creatively by singing songs Play tuned and untuned instruments	**Design Technology** Designing and creating a boat that floats on water	
Additional Knowledge/ Skills:	**Science:** **Humans** -Identify, name and label basic parts of the human body -Recall the five senses. -Understand which part of the body is associated with which sense **Working Scientifically** -Record simple data **Computing** **1.Computing Systems and Networks: Technology Around Us** -Understand how technology helps us. -Name and identify the different components of a computer -Develop keyboard and mouse skills. -Understand how to use technology responsibly.	**Science:** **Everyday Materials** -Identify and name everyday materials i.e. wood, plastic, metal, glass. - Distinguish between an object and the material from which it is made. -Describe simple, physical properties of everyday materials. -Compare and sort materials based on their properties. **Weather and Seasons:** -Observe and describe changes from Autumn into Winter in our local area. **Computing** **2. Creating Media and Digital Painting** Develop our understanding of a range of tools used for digital painting. We will use these tools to create our own digital paintings, while gaining inspiration from a range of artists' work. **Computing** **3. Digital Writing** Create and manipulate text. Apply keyboard and mouse skills to enter and remove text and to change the look of text. Compare and contrast the differences between using a computer to create text, and writing text on paper	**Science:** **Weather and Seasons:** -Observe and describe changes from Winter into Spring in our local area. **Computing** **4. Grouping Data** Introduces pupils to data and information. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group, organise and present data. **5. Programming A: Moving a Robot** Writing short algorithms and programs for floor robots, and predicting program outcomes.	**Science:** **Plants** -Identify and name common wild and garden plants. -Sort plants into deciduous and evergreen. -Observe the growth of a plant and record how it has changed over time. -Draw and label diagrams of plants, labelling the different parts. **Working Scientifically** -Record data about daylight hours over the four seasons. **Weather and Seasons:** -Observe and describe changes from Spring into Summer in our local area. **Computing: Programming B: Animations** Designing and programming the movement of a character on screen to tell stories.

Religious Education	**1.Creation and Covenance** In the introduction to Genesis 1 account of Creation, Year 1 pupils learn that God is an active Creator who gifted humanity a world which is innately 'good'. In this poetic, prayerful depiction of Creation pupils learn that the Bible contains different sorts of writing, and that in this writing they find messages and lessons, such as the need to care for the Earth and the need to share its riches equitably.	**2.Prophecy and Promise** Children are introduced to a simple understanding of the birth of Jesus, as recorded in the Gospel of Luke. Children will learn the narrative sequence of the story, the importance of Mary's 'Yes' to God and the presence of angels who are God's messengers. In their focus on the angels' announcements to both Mary and shepherds, they come to see how divine messengers say who Jesus is: saviour, Christ, chosen one. Children will also begin to make links between the words of scripture and the 'Hail Mary' prayer and begin to understand why Mary is important to Cristians.Through exploring how Christians celebrate the story of Jesus' birth in art, they will begin to appreciate how art can be an expression of religious belief as well as a way of telling a story. Children will also think about Advent and Christmas celebrations in their school, parish and local communities. **3.Galilee to Jerusalem**	**4.Desert to Garden** **5.**	**6.**

Physical & Outdoor Education:	PE: **Fundamental skills** -Exploration of fundamental key skills including running, jumping, balance and hopping. -Skills to be performed in isolation as well as in combination -To be able to transfer to a range of physical activities throughout Year 1 **Dance** -To create a sequence of movements - Application of technical skills including actions, space and levels -To effective link movements to a dance idea or theme	PE: **Yoga** -To understand mindfulness and body awareness -To learn basic poses and techniques that will help them connect their mind and body -To develop wellbeing by improving strength, flexibility and co-ordination **Target games** -Develop understanding of the principles of defending and attacking in target games. - To learn underarm and overarm actions -Application to opportunities considering the size and distance of the challenge **Sending and receiving** -Develop sending and receiving skills including throwing, catching, rolling, kicking, tracking and stopping a ball. -Applying skills to a range of size balls **Teambuilding** -To develop teamwork skills -Learning to take turns and work collaboratively and lead each other. -Develop communication and problem solving skills	PE: **Striking and fielding games** -Working in two teams, with a batting team, trying to score points -Fielding team, to try to stop the batting team from scoring -Applying to sporting activities such as cricket and rounders -Building understanding of the principles of defending and attacking for a range of striking and fielding games **Ball skills** -Develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet -Demonstrating skills with increasing control and accuracy using co-ordination and balance **Gymnastics** -Explore and develop gymnastic actions on the floor and using low apparatus -Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences -Select own actions to build short sequences and develop their confidence **Invasion games** -Performing games that consist of two teams and two goals. -Teams try to score in the opposition' goal in game situations such as football, handball, rugby, netball, basketball and hockey	PE: **Athletics** -Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing -Develop performance skills and measure performance -Completing to improve their own score and against others **Fitness** -Develop understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall fitness

			-Developing understanding of attacking and defending and what being 'in possession' means	
Trips & Enrichment:	Local Area walk Royal Mail talk	Kent life visit 'Victorian day' in class Term 3 KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	Wonderdome visit Term 4 KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	Visit from the Thorne Trio Listen with concentration and understanding to a range of high-quality live and recorded music
Community Links:	Utilising local area - Geography Royal Mail talk	Utilising local Area for Guildhall	Talk with families in class with different cultures	

Year 2

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	**Significant people from the past**	**Events beyond living memory.**	**Buildings and structures** **Locational knowledge.** **Locational knowledge and habitats.** **Lives of significant people**	**Lives of significant people.** **Changes within living memory and events beyond living memory.**
Inquiry Question:	Do all heroes wear capes?	What happened in the Great Fire of London?	Is a castle a home?	What is the best way to travel?
Quality Texts:	*Magic Finger* by Roald Dahl (Power of Reading) Little People, Big Dreams- Florence Nightingale by Maria Isabel Sanchez Vegara. Florence Nightingale Biography- Life Stories Nina Morgan Non-fiction	*Claude in the City* (Power of Reading) Alex T Smith Fiction Diary of Samuel Pepys *Vlad and the Great Fire of London* by Kate Cunningham *The Great Fire of London* by George Szrites *The Great Fire of London* by Emma Adams	*Halibut Jackson* (Power of Reading) David Lucas Fiction The Robot and the Bluebird David Lucas Fiction	*Zeraffa Giraffa* (Power of Reading) Dianne Hofyemyr Fiction Amelia Earhart- Little People Big Dreams by Maria Isabel Sanchez Vegara. Non-fiction The Giraffe, the Pelly and Me. Roald Dahl Fiction
Connected Curriculum:	**Science:** **Animals Including Humans (Growth)** Recognise that animals, including humans, have offspring which grow into adults. Identify and describe the basic needs of animals including humans, for survival. Describe the importance of exercise, food and hygiene for humans. Explain the reproduction and growth in animals **History** Explain the lives of significant individuals in the past who have contributed to national and international achievements. (Mary Seacole)	**Science:** **Uses of Everyday Materials** Identify and compare the suitability of a variety of everyday materials for particular uses. (wood/plastic/metal/glass/brick/rock/paper/cardboard). Investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **History** To recognise significant historical events, people and places in their own locality. (The Great Fire of London) Sequence events of the Great Fire of London Use primary sources to understand what happened in the	**Science:** **Living Things and Their Habitats** Explore and compare differences between things that are living, dead and things never been alive. Identify how habitats are suited to living things and how they provide their basic needs. Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals. Understand a simple food chain, and identify and name different sources of food. **History**	**Science:** **Plants** Explore and compare differences between things that are living, dead and things never been alive. Identify how habitats are suited to living things and how they provide their basic needs. Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals. Understand a simple food chain, and identify and name different sources of food. **History** To place key events on a timeline

	To recognise significant historical events, people and places in their own locality. (Florence Nightingale) **Geography** To identify, name and locate the areas of the world that Florence Nightingale is connected to on a world map. To use an atlas to identify, name and locate the areas of the world that Florence Nightingale is connected to on a world map. Name and locate world's continents and oceans. **Art** **Music –** theme tunes and Soundscapes. Listen with concentration and understanding to a range of high-quality live and recorded music	Great Fire of London **Geography** To identify and name key London landmarks (Gunpowder Plot) **Music** Nativity: Use their voices expressively and creatively by singing songs Play tuned and untuned instruments Listen with concentration and understanding to a range of high-quality live and recorded music Soundscapes Listen, respond and discuss soundscapes, using basic vocabulary to describe what the sounds are like and exploring with a variety of tuned and untuned instruments. **Design Technology** Baking bread Design, create and evaluate a house similar to those in 1666. **Art:**	To understand the role of a monarch To understand the purpose of a coat of arms To understand and explain what a coronation is To understand and explain how William the Conqueror became King, using the Bayeux Tapestry To explore how William the Conqueror ruled by investigating Norman castles To understand how William the Conqueror kept order and control of England, by investigating the Domesday Book To analyse how effective castles were by exploring and identifying their features To evaluate how monarchy has changed over time To research the history of Rochester Castle **Geography** Using a map of Rochester to locate and identify key landmarks. **Music –** composition of mediaeval banquet music. **Art** Recreating parts of the Bayeaux Tapestry to retell the story of the Battle of Hastings To design a coat of arms **DT-** Castle construction.	regarding the history of flight. To understand and explain the historical significance of the first aeroplane flight and the achievements of those involved (Wright Brothers) **Geography:** Map Zeraffa Giraffa's journey from Africa to France. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To name and locate the world's seven continents and five oceans.

Additional Knowledge/ Skills:	**Computer systems and networks: Information technology around us.** Identifying IT and how its responsible use improves our world in school and beyond.	**Creating Media: Digital photography** Capturing and changing digital photographs for different purposes. **Programming: Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions.	**Data and information: pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer. **Creating media:** **Making music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Programming: Programming Quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Religious Education	**Creation and Covenant** Learn about different parts of the Bible. Consider what it means to turn away from God and notice that God's promise requires people to love God by taking responsibility.	**Prophecy and Promise** Sequence and simply retell the narrative of Luke's Gospel Explore how artists depict the presence of the Holy Spirit in the Annunciation to Mary and Visitation. Make links between images of light and darkness and the words of Isaiah with reference to Luke's accounts of the birth of John the Baptist and Jesus and the liturgical season of Advent. Explore how Christians in a different country prepare for Jesus.	**Galilee to Jerusalem** **Deserts to Gardens**	
Physical & Outdoor Education:	**Fitness** Physical: run, stamina, skip, co-ordination, agility, strength, balance, jump. Social: encourage others, communication Emotional: determination, perseverance Thinking: comprehension, identify strengths and areas for improvement	**Fundamentals** Physical: run, speed, agility, dodge, balance, jump, hop, skip Social: collaboration, respect, take turns, communication, encourage others Emotional: determination, honesty, perseverance Thinking: comprehension, make decisions, creativity, use tactics, recall **Gymnastics** Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence and	Visit to Rochester Airport. Using compass directions around the school	**Athletics** Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy, balance Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills

		independence Thinking: select and apply actions, creativity		
Trips & Enrichment:	Visit from a Nurse.	Fire Brigade visit. Talk from Jeremy from Guildhall Museum, Rochester Term 3 KS1 Music programme with music specialist: experiment with, create, select and combine sounds using the inter-related dimensions of music Medway Music Association Key Stage 1 Concert	Rochester Airport Term 4 KS1 Music programme with music specialist. experiment with, create, select and combine sounds using the inter-related dimensions of music	Trip to Rochester Castle
Community Links:	Nurse Talk	Fire safety Talk Talk from Jeremy from Guildhall Museum, Rochester (Term 2) Medway Music Association Key Stage 1 Concert (Term 3) at Chatham Central Theatre	Aeroplane talk Rochester Airport	Rochester Castle/Cathedral

Year 3

	Term 1 Topic 1	**Term 2 & Term 3 Topic 2**	**Term 4 & Term 5 Topic 3**	**Term 6 Topic 4**
Focus:	Water Water Everywhere. Exploring the River Medway. River Systems Historical Innovation and Developments- Bridges	Are we civilised? Ancient civilisation of Shang China.	What changes have occurred from the Stone Age to the Iron Age? The Stone Age to Iron Age	How can we improve our local area? The bumblebee project

Inquiry Question:	How do river systems shape our local and global environment?	Are we civilised?	How did Human Life Develop From the Stone Age to the Iron Age?	How do we make our school environmentally bee friendly?
Quality Texts:	Oliver and the Seawigs by Phillip Reeve The Rhythm of Rain *by Grahame Baker-Smith* *The Iron Man by Ted Huges*	The Willow Pattern Story *by Allan Drummond* *Selection of China inspired poems.* The Pebble in my Pocket. *by Meredith Hooper*	Ug *by Raymond Briggs* *The Secrets of Stonehenge- Mick Manning and Brita Granstrom* *Stone Age Boy by Satoshi Kitamura*	Bee and Me *by Alison Jay* The Bee Book *by Charlotte Milner* *One Plastic Bag Isatou Ceesay*
Connected Curriculum:	Geography (Human and physical geography) describe and understand key aspects of: physical geography, including: rivers, mountains and the water cycle. Rivers - Understanding and describing rivers and the water cycle. Analysing what makes a water cycle successful and developing our own water cycles. Understanding how the river Medway is used and where it leads too. To analyse how the water cycle might impact the river Medway. DT - Research, design, make and evaluate different types of bridges. -Building Rochester Bridge and testing what materials create a bridges strength and critiquing why. Music – Recorders - use and understand staff and other musical notation	History- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of 'The Shang Dynasty of Ancient China.' Develop knowledge of local, British and global history on the wider timeline from the Shang Dynasty, including the Stone Age to modern day. Place events of British and global history on a timeline, using dates. Begin to understand the scale of history (the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.) Geography- Recognise the different types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Music- play and perform in solo and ensemble contexts, using	History- Changes in Britain from the Stone Age to the Iron Age. This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture. History – Understanding how Britain was different in the stone age by looking at how the stone age people lived and how they survived. Contrasting different stone age locations such as Skara Brae and Stonehenge to make connections to how the stone age people lived. Music – Recorders. Understanding tempo and rhythm. DT - To develop a product for a purpose. Children are going to be given the resources to build their	Geography- 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. - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. DT- Research, design and make a bug hut for the school grounds. This must be innovative, functional, appealing products that are fit for purpose, aimed at helping mason bees and other wildlife. The bug huts must be discussed, annotated, 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,

	Listen with attention to detail and recall sounds with increasing aural memory. Art- To join 2D shapes to make 3D structures -To join materials in different ways when working in 3D - To develop ideas for 3D artwork - To apply knowledge of sculpture when working in 3D - To evaluate and improve an artwork	their voices and playing musical instruments with increasing accuracy, fluency, control and expression. This includes the carol concert, Wreath Service and the performance at the local care home. Art- Inspired by the 'Willow Pattern't using the chinoiserie pattern sketch, master painting techniques. Explore this type of ceramic. In this drawing and collage unit, children will develop their drawing skills and learn how to observe and draw the features of a face. They will learn how lines and shapes help us draw realistic facial features. They will learn about drawing textures and be inspired by the work of multiple artists they will encounter again throughout their primary studies.	own Stonehenge or Skara Brae house. They will evaluate what made this successful or not. Art-In this painting unit children will learn what illustration is. They will learn how art can have a range of purposes. They will develop their painting skills by learning about watercolour paints and how they should be used. They will know about the work of a range of illustrators. They will describe the differences and similarities between work and between different mediums (watercolour and acrylic).	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. -Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world DT- Food Seasonality of food. · To know that climate affects food growth -To understand the advantages of eating seasonal foods grown in the UK - To create a recipe that is healthy and nutritious using seasonal vegetables - To safely follow a recipe when cooking Art- In this sculpture unit using clay, children will build on their knowledge and skills of sculpture and clay that they have studied through their previous units. Children will learn from great artists and begin to evaluate and analyse creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences. They

				will begin to develop proficiency in sculpture techniques. The elements of art that will be focused on in this unit are form, shape, colour and texture.
Additional Knowledge/ Skills:	**Computer systems and networks: Connecting computers.** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Computing:** **Creating Media:** **Stop-frame Animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story. **Computing: Programming A: Sequencing sounds** Creating sequences in a block-based programming language to make music.	**Computing:** **Data and information:** **Branching Databases** Building and using branching databases to group objects using yes/no questions. **Creating Media:** **Desktop Publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Computing:** **Programming B:** **Events and actions in Programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Science	**Animals including humans** 1. Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food 2. Identify that humans and some other animals have skeletons and muscles for support, protection and movement	**Forces and Magnets.** 1. Compare how things move on different surfaces 2. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 3. 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 4. Describe magnets as having 2 poles	**Plants** 1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2. 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 3. Investigate the way in which water is transported within plants 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Light** 1. Recognise that they need light in order to see things and that dark is the absence of light 2. Notice that light is reflected from surfaces 3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object 5. Find patterns in the way that the size of shadows change

		5. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. **Rocks** 1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock 3. Recognise that soils are made from rocks and organic matter		
AT1	➢ Asking relevant questions and using different types of scientific enquiries to answer them. ➢ Setting up simple practical enquiries, comparative and fair tests. ➢ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ➢ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ➢ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ➢ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ➢ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ➢ Identifying differences, similarities or changes related to simple scientific ideas and processes ➢ Using straightforward scientific evidence to answer questions or to support their findings.			
Religious Education	T1: The Christian Family	T2: Mary our Mother T3: Called to Change	T4: Eucharist T5: Celebrating Easter & Pentecost	T6: Being a Christian
Physical & Outdoor Education: Get Set for PE	Dance- Create a sequence of rhythmic moves based on the theme of machines. Physical- actions, dynamics, space, relationships. Social- share ideas, respect, collaboration, inclusion, leadership and work safely.	Fitness Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. Regular exercise boosts their focus in school. Physical- balance, run, dodge, hop, jump, skip.	Gymnastics Focus on balance, rolling and jumping to create an individual and/or collaborative sequence of moves. Focusing on shape, smooth transitions and sequences of moves. Physical-point and patch balances, jumps, straight roll barrel roll and forward roll.	Swimming (As previous) Athletics Enhance running, jumping and sporting techniques. Physical- sprint, jumping for distance, pish throw. Social- Collaboratively working safely.

	Emotional- confidence, inclusion, work safety. Thinking- creativity, observing and providing feedback. Fundamentals Enhance the basic skills of hopping, running, jumping and balancing. Physical- balance, run, dodge, hop, jump and skip. Social- respect, communication, co-operate and safety. Emotional- determination, perseverance, honesty and independence. Thinking- comprehension, select and apply, tactics, exploration.	Social- respect, communication, co-operation, safety. Emotional- determination, perseverance, honesty, independence. Thinking- comprehension, select and apply, exploration. Ball skills Physical- track, throw, catch, dribble and kick. Social- respect, co-operation, communication. Emotional- perseverance, motivation and self regulation. Thinking- select and apply feedback and make decisions. Yoga Physical- balance, strength, flexibility and coordination. Social- collaboration, share ideas, work safely, support others. Emotional- honesty, confidence, awareness of others Thinking- comprehensive, select and apply, identify areas of strength and areas for development. Hockey- Physical- run, dribble, pass, receive, intercept and shoot. Social- communication, collaboration, work safely, respect, cooperation. Emotional- honesty, perseverance, determination, support others. Thinking- decision making, selecting and applying information, identifying areas for development.	Social- work safely, collaboration supportive. Emotional- perseverance, confidence, independence. Thinking- observe and provide feedback, creativity, select and apply skills. Swimming Physical- submission, float, glide, front crawl, backstroke, breaststroke, water safety and huddle position. Social- communication, keeping others safe, collaboration. Emotional- confidence, honesty, determination, independence and perseverance. Thinking- comprehension, observe and provide feedback from tactics. Rounders Understand the principles of striking and fielding. Physical-underarm and overarm throw, catch, bowl, track, field and retrieve ball, bat. Social- communication, collaboration, co-operation, respect. Emotional- honesty, confidence, determination. Thinking- comprehension of the rules and tactics.	Emotionally- show determination and perseverance. Thinking- Observe and provide feedback, comprehension and explore technique.

Trips & Enrichment:	River walk- Study of the River Medway	Gurdwara Visit local care home KS2 Choral festival Perform in ensemble contexts, using their voices	Horton Kirby	
Community Links:		Litter picking by the River Medway Rochester Bridge Society visit Carols at local care home		Creating a Bumblebee hospital Planting bee-friendly flowers in local area

Year 4

	Term 1 Topic 1	**Term 2 & Term 3 Topic 2**	**Term 4 & Term 5 Topic 3**	**Term 6 Topic 4**
Focus:	**The Romans**	**Exploring our planet Earth**	**Ancient Egypt**	**The Mayans**
Inquiry Question:	What did the Romans leave us in Britain?	What is our world made up of? (North and South America)	How did the Egyptians advance in technology?	How can we possibly know what life was like for the Mayan people 1,000 years ago?
Quality Texts:	**Term 1** ● Roman Diary of a Slave Girl by Richard Platt. ● The Romans; Gods, Emperors and Dormice! By Marcia Williams.	**Term 2 - North America & South America** ● Tales of Wisdom & Wonder by Hugh Lupton ● The Great Kapok Tree by Lynne Cherry **Term 3 - Volcanos**	**Term 4** ● Marcy and the Riddle of the Sphinx by Joe Todd Stanton **Term 5** ● Totally Chaotic History - Ancient Egypt by Greg Jenner	**Term 6** ● The Maya Sacrifice by Josh Lacey ● The Great Chocoplot by Chris Callaghan

		• The Bluest of Blues by Anna Atkins		
Connected Curriculum:	**History** This term, our history focus is on the Roman Empire and its impact on Britain. Children will explore key concepts such as invasion and settlement, and learn how the Romans came to Britain and what life was like before and after their arrival. They'll investigate who lived in Britain at the time, discover the story of Boudica from different perspectives, and find out how Roman culture, technology, and ideas have shaped the world we live in today. Through engaging activities and evidence-based learning, pupils will develop a deeper understanding of this fascinating period in history.	**Geography** In this geography unit, Year 4 pupils will deepen their understanding of how the world is represented through maps. They will explore the countries and capital cities of Europe and compare their local region with Campania in Italy. The unit includes learning about plate tectonics, earthquakes, and volcanoes, helping children understand how physical processes shape the Earth. Pupils will use maps and atlases to locate places and describe geographical features, building on their previous learning about the UK and its regions. This unit encourages children to think globally while making meaningful comparisons with their own surroundings. Assessment will be ongoing through quizzes and activities, with vocabulary and concepts supported by a knowledge organiser.	**History** This half term, Year 4 pupils will be exploring the fascinating world of Ancient Egypt. They will learn about the geography of the Nile, daily life, and the incredible achievements of this ancient civilisation, including pyramids, writing systems, and religious beliefs. Through engaging lessons and activities, pupils will discover how these achievements shaped Egyptian society and influenced the wider world. The unit encourages historical enquiry, critical thinking, and creativity as children compare life in Ancient Egypt with life today.	**History** This half term, Year 4 pupils will be learning about the fascinating Maya civilisation. They will explore who the Maya were, where they lived, and what life was like in their society. The unit covers key achievements such as writing, mathematics, and architecture, as well as daily life, beliefs, and traditions. Pupils will develop historical enquiry skills by asking questions, using evidence, and comparing the Maya civilisation with life today. This topic encourages curiosity and critical thinking while helping children understand how ancient cultures have shaped the world.

Additional Knowledge/ Skills:	**ART** - This term in Art, children will be learning how to create depth in their drawings by exploring perspective techniques, including the use of a vanishing point and horizon line. They will also study monochromatic art, using different shades of a single colour to produce striking visual effects. This unit builds on previous learning in mark making and shading, and supports the development of key drawing skills such as line, shape, and tone. Pupils will use a range of materials and vocabulary to deepen their understanding of how artists create realistic and expressive artwork. **Science -** This term in science, Year 4 will be learning all about electricity. Children will explore how electrical circuits work, identify conductors and insulators, and investigate how switches control the flow of electricity. They'll also learn how different components like bulbs, buzzers, and motors function within a circuit. Safety around electrical appliances will be a key focus, alongside understanding how electricity powers many devices in our daily lives. Through hands-on experiments and investigations, pupils will develop a strong foundation in electrical science and its real-world applications	**D.T -** This half term, Year 4 pupils are working on a creative project inspired by dart frogs. They began by exploring the frogs' characteristics, habitats, and adaptations, then designed their own dart frog-themed beanbags with colour, pattern, and purpose in mind. Pupils created success criteria and are now planning the steps to make their beanbags. This cross-curricular project blends science, design, and creativity, and links to future National Curriculum objectives in both geography and design technology. **Science** - This term, our science focus is on States of Matter. Children will explore the properties of solids, liquids, and gases, learning how to group materials based on their state. They'll observe how some materials change when heated or cooled and investigate the temperatures at which these changes occur. Pupils will also study the water cycle, identifying the roles of evaporation and condensation and how temperature affects these processes.	**Passion Play** (Term 4) - This half term, Year 4 pupils are developing their drama skills in preparation for the Passion Play. They are learning how to use voice, movement, and expression to portray key moments from the Easter story. Through rehearsals and role play, children are building confidence, teamwork, and empathy as they reflect on the meaning of the events and characters they are representing.editing **ART** (Term 4) **-** This term, Year 4 pupils will explore the theme of Chromatic Art, focusing on how colour can be used to create mood and meaning in artwork. They will learn about the colour wheel, including primary, secondary, and tertiary colours, and experiment with mixing, blending, and shading techniques. Pupils will study how artists use colour to express ideas and emotions, then apply these skills to produce their own vibrant compositions. This unit encourages creativity, confidence in using colour, and an appreciation of how colour choices impact artistic expression.	**ART -** This term, Year 4 pupils will be exploring sculpture as an art form. They will learn about different materials and techniques used to create 3D artwork, studying examples from famous sculptors for inspiration. Pupils will experiment with shaping, joining, and finishing methods to design and make their own sculptures. This unit encourages creativity, problem-solving, and an appreciation of how artists use form and texture to express ideas. **Science -** This half term, Year 4 pupils will be investigating *Sound*. They will learn how sounds are made and discover that many are caused by vibrations. Children will explore how these vibrations travel through different materials to reach the ear. They will find patterns between the pitch of a sound and the features of the object that produced it, as well as between volume and the strength of vibrations. Pupils will also observe how sounds become fainter as the distance from the source increases. Through practical experiments and discussions, this topic will develop scientific understanding and enquiry skills.

	Computing - This half term, our Year 4 computing unit focuses on understanding the internet and the World Wide Web. Children will learn how networks connect to form the internet, explore how websites are created and shared, and understand who owns online content. They'll also develop critical thinking skills by evaluating the reliability of online information and discussing the impact of false or misleading content. Through hands-on activities and discussions, pupils will gain a deeper understanding of how the internet works and how to use it safely and responsibly. **Music -** This year in Music, children will be learning to play the recorder, which provides a fantastic introduction to reading music and performing with an instrument. They will develop key skills such as reading musical notation, playing in time, and controlling breath and pitch. This supports the Music National Curriculum, which encourages pupils to perform, compose, and appreciate music from different traditions. Playing the recorder helps build confidence, coordination, and musical understanding, laying the foundation for future instrumental learning.	Through hands-on experiments and enquiry-based learning, children will develop a deeper understanding of how materials behave and change, building key scientific knowledge and skills that support future learning. **Computing** (Term 2) - This term, Year 4 pupils will learn about data logging in computing. They will explore how digital devices can collect and record data over time, such as temperature or sound levels. Pupils will understand why data logging is useful, how sensors work, and how to interpret the information collected. They will also learn to present data in charts and graphs, making links to real-life applications like weather monitoring or scientific investigations. This unit develops skills in using technology purposefully and understanding how data supports decision-making.	**Science -** This half term, Year 4 pupils will be learning about *Animals Including Humans*. They will describe the simple functions of the basic parts of the human digestive system and understand how food is broken down in the body. Pupils will also identify the different types of teeth in humans—incisors, canines, and molars—and learn their roles in eating. In addition, children will construct and interpret food chains, identifying producers, predators, and prey, to understand how energy flows through living things. This topic combines practical activities, diagrams, and discussion to build scientific knowledge and enquiry skills. **Computing** (Term 4) - This term, Year 4 pupils will learn about repetition in games as part of their computing curriculum. They will explore how loops and repeated actions are used in programming to make games more efficient and interactive. Pupils will design and create simple games using block-based coding, applying repetition to control characters and actions. This unit helps children develop problem-solving skills, logical thinking, and creativity while understanding key programming concepts used in real-world technology.	**Computing** - This term, Year 4 pupils will learn about audio production in computing. They will explore how sound can be recorded, edited, and combined to create digital audio projects. Pupils will develop skills in using audio software to trim, layer, and adjust sound clips, as well as add effects to enhance their work. They will also consider how audio is used in media and why clear, well-structured sound is important for communication. This unit encourages creativity and technical understanding while linking to real-world applications such as podcasts and digital storytelling. **Music** - Recorders

		Computing (Term 3) - This term, Year 4 pupils will learn about repetition in shapes as part of their computing curriculum. They will use block-based programming to create patterns and designs by repeating sets of instructions. Pupils will explore how loops make code more efficient and allow them to produce complex shapes with fewer commands. This unit develops problem-solving, logical thinking, and creativity while introducing key programming concepts used in real-world applications. **Music** - Recorders	**Computing** (Term 5) - This term, Year 4 pupils will learn about photo editing in computing. They will explore how digital images can be changed and improved using editing tools. Pupils will experiment with cropping, resizing, adjusting colours, and adding filters to create effective images. They will also discuss why photo editing is used in everyday life and consider the importance of using these tools responsibly. This unit encourages creativity while developing technical skills and an understanding of digital media. **Music** - Recorders	
Science (AT1)	➢ asking relevant questions and using different types of scientific enquiries to answer them ➢ setting up simple practical enquiries, comparative and fair tests ➢ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ➢ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ➢ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ➢ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ➢ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			

	➢ identifying differences, similarities or changes related to simple scientific ideas and processes ➢ using straightforward scientific evidence to answer questions or to support their findings.			
Religious Education	**R.E.** (Term 1) This term in R.E., children are learning about The Bible as a sacred text made up of many books that tell one continuous story of God's relationship with his people. They will explore key figures such as Abraham, Moses, David, Jonah, and Mary, and reflect on how these stories reveal God's love, guidance, and promises. Pupils will also learn how to find Bible references and understand the structure of the Old and New Testaments. This unit supports the RE curriculum by helping children understand how religious texts influence beliefs and values, and encourages personal reflection through prayer, discussion, and creative activities.	**R.E** (Term 2)This half term in RE, Year 4 pupils are learning about the theme *Trust in God*. Through Bible stories and class discussions, children will explore how individuals showed faith during times of uncertainty and challenge. They will reflect on what it means to trust in God today and how this trust can guide choices, build resilience, and encourage kindness in everyday life. (Term 3) This half term in RE, Year 4 pupils are learning about *Jesus, the Teacher*. They will explore how Jesus used stories, known as parables, to teach important lessons about kindness, forgiveness, and faith. Through discussion and reflection, children will consider how these teachings can guide their own choices and help them understand the values at the heart of Christian belief.	**R.E.** (Term 4) This half term in RE, Year 4 pupils are learning about *Jesus the Saviour*. They will explore key Bible stories that show how Jesus brought hope, forgiveness, and salvation to others. Through discussion and reflection, children will consider what it means to be a saviour and how Jesus' actions continue to inspire Christians today. The unit encourages pupils to think about themes of compassion, sacrifice, and faith. (Term 5) This half term in RE, Year 4 pupils are learning about the *Mission of the Church*. They will explore how Christians are called to share God's love through words and actions, and how the Church works to serve others both locally and globally. Pupils will reflect on examples of Christian service and consider how they, too, can make a positive difference in their communities.	**R.E.** (Term 6) This half term in RE, Year 4 pupils are learning about *Belonging to the Church*. They will explore what it means to be part of the Christian community and how people express their faith through worship, service, and celebration. Pupils will reflect on the importance of belonging, shared values, and how the Church supports individuals and families in their spiritual journey.

Physical & Outdoor Education:	**Indoor Dance** - This term in PE, children will explore dance. They will learn how to create and perform simple sequences using movement, rhythm, and expression. Lessons will focus on developing coordination, balance, and creativity while working individually and in groups. Through dance, pupils will build confidence and enjoy expressing ideas through movement in a fun and supportive environment. **Outdoor Basketball** - This term, our PE lessons will focus on basketball. Children will develop key skills such as dribbling, passing, shooting, and teamwork. They will learn the basic rules of the game and practice strategies to play fairly and safely. These sessions aim to build confidence, coordination, and a love for physical activity while encouraging cooperation and respect among peers.	**Indoor Fitness** (Term 2) - This half term, Year 4 pupils will focus on fitness in PE. They will take part in activities designed to improve stamina, strength, agility, and coordination. Through fun challenges and circuits, pupils will learn how exercise benefits the body and why staying active is important for health. The unit also encourages teamwork, resilience, and setting personal goals, helping children build confidence in their physical abilities. **Indoor Yoga** (Term 3) - This term, our PE lessons will introduce children to yoga. They will learn simple poses and breathing techniques that help improve flexibility, balance, and strength. Yoga also supports mindfulness and relaxation, encouraging pupils to focus and manage stress in a positive way. These sessions aim to promote physical well-being and mental calm in a fun, supportive environment. **Outdoor Rugby** (Term 2) - This half term, Year 4 pupils will be learning Tag Rugby in PE. They will develop key skills such as passing, catching, and moving with the ball, as well as learning how to work as a team in attack and defence. Pupils will also practise tagging safely and understand the basic rules of the game. This unit promotes fitness, coordination, and strategic thinking while encouraging teamwork and fair play.	**Indoor Gymnastics** (Term 4) - This term in PE, children will focus on gymnastics. They will learn to perform a range of movements including balances, rolls, and jumps, while developing strength, flexibility, and coordination. Lessons will encourage creativity as pupils link actions into sequences and work individually and in pairs. Gymnastics helps build confidence and body awareness in a safe and supportive environment. **Indoor Swimming** (Term 5) - This term in PE, children will take part in swimming lessons. They will learn essential water safety skills, develop confidence in the water, and practice basic strokes such as front crawl, backstroke, and breaststroke. Lessons will focus on improving technique, stamina, and understanding how to stay safe around water. Swimming is an important life skill that supports health, fitness, and overall well-being. **Outdoor Tennis** (Term 4) - This term in PE, children will be learning tennis. They will practice key skills such as racket control, forehand and backhand shots, and serving. Lessons will also focus on movement, coordination, and understanding the basic rules of the game. Pupils will develop confidence and enjoy playing in pairs and small groups, promoting teamwork and fair play.	**Indoor Swimming** - This term in PE, children will take part in swimming lessons. They will learn essential water safety skills, develop confidence in the water, and practice basic strokes such as front crawl, backstroke, and breaststroke. Lessons will focus on improving technique, stamina, and understanding how to stay safe around water. Swimming is an important life skill that supports health, fitness, and overall well-being. **Outdoor Athletics** - This term in PE, children will focus on athletics. They will develop skills in running, jumping, and throwing, learning techniques to improve speed, strength, and coordination. Lessons will encourage pupils to set personal goals, work on stamina, and understand the importance of fair play and perseverance. Athletics helps build confidence and promotes a healthy, active lifestyle.

		Outdoor Netball (Term 3) - This term in PE, children will be learning netball. They will develop key skills such as passing, catching, footwork, and shooting, while understanding the basic rules of the game. Lessons will focus on teamwork, communication, and fair play, helping pupils to build confidence and enjoy competitive sport in a supportive environment.	**Outdoor Rounders** (Term 5) - This term in PE, children will be learning rounders. They will develop skills such as batting, bowling, and fielding, while understanding the rules of the game. Lessons will focus on teamwork, communication, and strategic thinking, helping pupils to enjoy competitive play in a fun and supportive environment. Rounders promotes coordination, fitness, and fair play.	
Trips & Enrichment:	Guildhall museum trip to study Roman influence in Rochester and a local walk to Rochester to discover links to the past. (Jeremy is visiting the school this year instead of the visit to the Guildhall.)			**Kingswood Outdoor Adventure Trip -** We are excited to announce our upcoming trip to the Kingswood Outdoor Adventure Centre! This experience will give children the opportunity to take part in a range of exciting activities such as climbing, archery, team challenges, and nature exploration. The trip is designed to build confidence, resilience, and teamwork while encouraging pupils to try new things in a safe and supportive environment. It promises to be a memorable adventure that combines fun with valuable life skills.

				Aylesford Priory - Year 4 will be attending a special Mass at Aylesford Priory alongside many other schools as part of the MISSIO celebration. This event is a wonderful opportunity for pupils to come together in prayer, reflect on the importance of mission work, and learn how they can make a positive difference in the world. It will be a day of faith, community, and spiritual growth, helping children to live out Gospel values in their everyday lives.
Community Links:			Invitations to family, friends and people of importance in our community to come and watch the play including past staff.	Aylesford Priory MISSIO Mass

Year 5

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	The History of Space Exploration	Anglo-Saxons and Vikings	Polar Exploration	Locations around Europe
Inquiry Question:	How has space exploration changed over the past 80 years?	What benefits did the raiders bring?	Can a polar bear eat a penguin?	How similar or different are European countries to the UK?
Quality Texts:	The Jamie Drake Equation *by Christopher Edge* Curiosity: The Story of a Mars Rover *by Markus Motum.*	Beowulf *by Michael Morpurgo* Viking Boy *by Tony Bradman* Bede's Ecclesiastical History of the English	Shackleton's Journey *by William Grill* Sky Song *by Abi Elphinstone* Survivors *by David Long*	The Colour of the Sun *by David Almond* Heroes *by David Long* Poems from a Blue & Green Planet

	Spaced Out *by Various Poets.*		Poems from a Blue & Green Planet *by Various*	*by Various*
Connected Curriculum:	**English** Reviews Narrative Newspaper Reports Formal Letters Poetry **History** The history of the last 80 years of space exploration. Creating a timeline of many major events from this time. Learning about important historical scientists related to space travel (Copernicus, Galileo, Newton). Who the first space astronauts were. To know how man landed on the moon. To know the history of space probes and the Mars rovers. To know and research future missions into space. **To**: Extend chronological understanding by exploring a theme over time. **To**: Understand how knowledge of the past is constructed from a range of sources **To**: Examine in depth an aspect of history from a period beyond 1066. **To**: Construct informed responses that involve thoughtful selection and organisation of relevant historical information	**English** Poetry Recount Instructional Persuasive Explanatory Reviews **History** Learning the chronology of the Saxon 'invasion' of Britain leading into the Viking 'invasion'. Studying and comparing primary and secondary sources around this topic. Address and devise historical questions. Construct informed responses based upon a range of historical information and resources. **To**: Explore trends, looking at continuity/change and similarity /difference/significance. **To**: Examine different aspects of history e.g. social, cultural, political and religious. **To**: Gain historical perspective by making connections between local, national and international history. **To**: Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political. **To**: Address and devise a wide range of historically-valid questions about change and cause. **To**: Understand how evidence is used rigorously to make historical claims.	**English** Non-chronological reports Advertising First-person recount Speech writing **Geography** Name and locate countries in and around the polar regions. Compare and contrast the two polar regions. Understand the land use of the polar regions. **To**: Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world. **To**: Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle). **To**: Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) **To**: Understand the interaction between physical and human processes and features. **To**: Identify position of latitude, longitude and N/S Hemispheres. **To**: Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic. **To**: Identify position of Prime/Greenwich Meridian and time zones.	**English** Descriptive narrative Recounting **Geography** Learning to identify and locate the Hemispheres, Continents, Countries, Capital Cities within Europe. Counties in England and Towns/ Cities in Kent. **To**: Use 8-point compass, grid references and Ordnance Survey maps. **To**: Locate the majority of the world's countries & cities using maps (focus on Europe) and identify environmental regions, key physical/human features. **To**: Examine geographical similarities and differences (regions of UK, European countries) and communicate geographically.

		To: Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments e.g. propaganda.		

Additional Knowledge/ Skills:	**Science** **Earth and Space:** Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Computing:** Systems and Networks. Computer systems and networks - sharing information. Develop understanding of computer systems and how information is transferred between systems and devices. **Music:** Learning to play, follow notation, perform as a class and perform solo. **French:** **T1**: Building on last term colours learning with a focus on the grammatical side of understanding *Les couleurs.* Children will begin to understand how adjectives agree in French, noticing how colours can change depending on the noun they describe and how different the words order can be. Our new song this term will consolidate our colours learning through *les couleurs de l'arc-en-ciel,* our rainbow song. Our cultural topic will see us focus on All Saints Day customs and celebrations.	**Science:** **Properties of Materials:** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution **Changes to Materials** Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Computing:** We will explore how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and by constructing programs using the Scratch	**Science:** **Animals including Humans:** Describe the changes as humans develop to old age. **Living Things and their Habitats:** Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. **Computing:** Creating media - Video production. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Creating Media - Introduction to Vector drawings. Using drawing tools, creating images, making effective drawings, layers and objects, manipulating objects, and creating a vector drawing. **Music:** Learning to play, follow notation, perform as a class and perform solo. **French:** T4: Focus on learning the months of the year in French and use them in simple sentences, such as talking about their birthday or special events. This will prepare them to express dates and personal information for future conversations about time and celebrations. Our song, *Les mois de l'année* will expand their vocab and introduce the	**Science:** **Forces:** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect **Computing:** Children will explore how data is transferred over the internet - addressing and data packets - and how the internet facilitates online communication and collaboration. We complete shared projects online and evaluate communication methods. Finally, we consider responsible communication on the internet. **Music:** Learning to play, follow notation, perform as a class and perform solo. **French:** T6: Consolidate and revise all our previous topics and vocabulary and produce a 'can-do' passport. We will record, practice all the statements implemented in previous units. We will go back to our Early Start videos filmed with families and communities in Northern France. We will also consolidate the songs we covered in previous terms. **DT:**

	Art: Children will build on their knowledge and skills they have studied through KS2 and KS1. Children will explore different styles of drawing to develop an understanding of their own style. They will develop their vocabulary to be able to describe the style of art.They will learn specific skills and techniques so that they can confidently use shape and value to create form in their drawings. They will understand when they might choose different pencils and the effect their choice may have. They will be able to articulate their observations. They will evaluate their own work.	programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program. Flat File Databases. Data and Information. Know how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. Create graphs and charts from their data to help solve problems. **Music:** Learning to play, follow notation, perform as a class and perform solo. **French:** **T2**: Learning numbers from 1 to 20, an easy topic which will be covered through games, songs and simple mathematical activities. Children will also begin using numbers in practical contexts in order to prepare them for more complex number work later in their curriculum. Our cultural topic will see us focus on Christmas customs and celebrations. **T3**: Build on their knowledge of numbers by learning how to ask and answer the question *Quel âge as-tu?* This new linguistic skill will help them take the next step in holding short, meaningful conversations and share personal information in French. Our *Quel âge as-tu?* song will reinforce the new vocab. Our cultural topic will see us focus on the Epiphany galette tradition.	seasons in French. Our cultural topic will see us focus on Easter customs and celebrations. T5: Continue developing their number skills by learning numbers from 13 up to 31 in French. These numbers will be reinforced in practical contexts such as giving dates, counting days, and talking about birthdays. This will help year 5 children to combine their number knowledge with previous topics like months and ages. Our song, *1 à 21* will reinforce pronunciation through singing. Our cultural topic will see us focus on the Carnaval season in France. **Art:** Children will build on their knowledge and skills of sculpture and clay that they have studied through LKS2 and KS1. Children will learn from great artists and evaluate and analyse creative works using the language of art. Children will produce their own creative work, exploring their ideas and recording their experiences. They will begin to demonstrate proficiency in sculpture techniques.	Children will learn about atmosphere and storytelling in textiles, focusing on the design and creation of a spooky moonlit wall hanging. They will explore how texture, colour and stitching techniques influence mood, and use this knowledge to incorporate features like appliqué and layered fabrics to enhance the eerie effect. They will also explore the work of different textile artists, comparing how artists use materials and techniques to express ideas and atmosphere in fabric art. Through activities such as precision cutting, decorative stitching and assembly, they will develop practical skills while understanding the artistic and expressive significance of textiles. Children will evaluate their finished wall hangings, reflecting on how their design choices created an atmospheric effect. They will become more confident in planning, creating and refining their designs to meet a specific aesthetic purpose.

		Art: Children will learn about the seven elements of art and portraiture. They will use measurements to create a face with realistic proportions. They will revise how to use watercolour paints. They will understand that art does not need to be realistic to be 'good'. They will encounter a range of portrait artists from across history and the world. They will create a self-portrait using a collage. They will develop their ability to evaluate their own work. They will become more confident whilst creating their own more divergent outcomes.		

Science (AT 1)	● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● Using test results to make predictions to set up further comparative and fair tests ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations ● Identifying scientific evidence that has been used to support or refute ideas or arguments			
Religious Education	**Stewards of Creation** Gifts from God. Starting with the creation story, we consider the gifts that God has given us. Thinking about how Adam and Eve created original sin in the Garden of Eden and considering how to be a co-creator in our local community as well as globally.	**The Ten Commandments** To know that God loves us and calls us into a relationship with him and that God gave Moses the Ten Commandments on Mount Sinai. To understand that the Ten Commandments are a gift from God to help us. **Inspirational People** What qualities do inspirational people have? Can we research them? What inspires them? What does it mean to be a follower of Jesus? Compare the lives of followers. Discuss how Jesus described a true disciple. Know that we are called to show love for those rejected by society.	**Reconciliation** Understanding there are consequences to our actions that we need to ask forgiveness from God for when we have sinned. Learning from the story of the Prodigal Son. Understanding some of the key beliefs of Islam including learning about the Qur'an, mosques, Ramadan and other festivals. **Life in the Risen Jesus** The children will be learning about what it means to be a Christian following the Resurrection of Christ at Easter. We will continue to have Collective Worship sessions, focusing on themes taken from the Gospel.	**People of Other Faiths** The children will be learning about world faiths and other religions, and how we relate to believers of other faiths.
Physical & Outdoor Education:	Football	Hockey	Outdoor Adventurous Activities	Athletics

	Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. Dance Each dance unit covers four different themes, with three lessons of planning for each theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.	Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. Netball Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. Forest School Swimming	In this unit, pupils develop a skill set that is transferrable to OAA (outdoor adventurous activities). Pupils work individually, collaboratively in pairs and groups to solve problems and are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils develop map reading skills including the use of cardinal points, scale and direction to create, plan and follow routes around a course. Rounders Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. Swimming	In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. Gymnastics In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. **NC:** All schools must provide swimming instruction either in key stage 1 or key stage 2.	This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. **NC:** All schools must provide swimming instruction either in key stage 1 or key stage 2. Badminton Badminton is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	
Trips & Enrichment:		KS2 Carol festival at Rochester Cathedral. Visit to St Justus' Church		Visit from the Thorne Trio Appreciate and understand a wide range of high-quality live music

		Dover Castle - Saxon Church		
Community Links:		Visit to St Justus' Church of England church as part of Christian Unity Week	Easter Concert at Central Theatre	

Year 6

	Term 1 Topic 1	Term 2 & Term 3 Topic 2	Term 4 & Term 5 Topic 3	Term 6 Topic 4
Focus:	The Ancient Greeks	Conflict	Rainforest	Identity
Inquiry Question:	What did the Ancient Greeks do for us?	Can War be Justified?	How do Rainforests Affect the World?	Who Am I?
Quality Texts:	The Adventure of Odysseus By Hugh Lupton Horrible Histories: Groovy Greeks By Terry Deary	Memorial By Gary Crew & Shaun Tan Where the Poppies Now Grow By Hilary Robinson Rose Blanche By Roberto Innocento & Ian McEwan Poems from the Second World War Selected by Gaby Morgan	Journey to the Last River By Unknown Adventurer Journey to the River Sea By Eva Ibbotson Floodlands By Marcus Sedgewick	The Journey By Francesca Sanna The Fantastic Flying Books of Mr Morris Lessmore By W.E Joyce
Connected Curriculum:	**English** Non-chronological reports - Greek Gods/Godesses - Mythical Creatures Playscript - Cyclops battle Myths - Greek Myths **Art:** Still Life drawing Use sketch books to collect and record, re-visit and evaluate ideas	**English** Instructional texts: Recipes Narratives Balanced arguments Newspaper reports **History** Develop a chronologically secure knowledge and understanding of British, local and world history. Address and devise historical questions about change, cause, similarity and differences	**English** Deforestation arguments Formal letters Non-chronological reports: layers of the rainforest Poetry Rainforest narratives Setting descriptions **Science** Living Things and their Habitats	**English** Autobiographies Narratives based on Mr Morris Lessmore Switched identity narratives Letters to future schools **Science** Animals including humans ● identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

		Construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of sources **D&T** Make do and Mend, learning to sew ● use research and develop design criteria to inform the design of innovative, functional, appealing products ● generate, develop, model and communicate their ideas through discussion, annotated sketches and, prototypes **Art** Still Life drawing Use sketch books to collect and record, re-visit and evaluate ideas **Music** Music throughout the War Develop an understanding of the history of music. MacBeth improvise and compose music for a range of purposes using the inter-related dimensions of music	● describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences ● give reasons for classifying plants and animals based on specific characteristics **Geography** Study a region of the Americas (Brazil) Understand latitude, longitude, equator and hemispheres Understand biomes, vegetation belts, land use, economic activity and distribution of resources **Art:** Rainforest Botanicals Rainforest animals Use sketch books to collect and record, re-visit and evaluate ideas	● recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ● describe the ways in which nutrients and water are transported within animals, including humans. **Art** Still Life drawing Use sketch books to collect and record, re-visit and evaluate ideas **Computing** Data and Information - Introduction to Spreadsheets Planning end of year party **PSHE** Transition to secondary school
Additional Knowledge/ Skills:	**Science** Evolution and Inheritance ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	**Science** Light ● recognise that light appears to travel in straight lines ● use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye	**Computing** Creating Media - 3D Modelling Programming B - Sensing movement **Music** Recorders Use and understand staff and other musical notations **Art: Sculpture**	**Music** Year 6 Production play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Recorders Use and understand staff and other musical notations

	● recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Computing** Computer systems & networks - Communication and Collaboration **Music** Recorders Use and understand staff and other musical notations **Art: Monochromatic** Use close observation when drawing, use values to create form, select different pencils for different effects, use proportion when drawing, use shapes to guide our observations and drawings.	● explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ● use the idea that light travels in straight lines to ● explain why shadows have the same shape as the objects that cast them. **Electricity** ● associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ● compare and give reasons for variations in how components function ● use recognised symbols when representing a simple circuit in a diagram ● select from and use a wider range of tools and equipment to perform practical tasks ● accurately select from and use a wider range of materials and components, including construction materials and textiles ● 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 **Computing** Creating media - Web page Creation Programming A - Variables in games **DT** – Mini enterprise project. ● use research and develop design criteria to inform the design of innovative, functional, appealing products	Pupils will learn how brush choices influence outcomes, demonstrate proficiency with clay, design a sculpture, consider the emotional response created, consider the viability of design, knowing that you can sculpt clay around something, like foil, to build larger structure, and using colour to create a life-like sculpture.	**D&T** Design and make props for end of year production

		• generate, develop, model and communicate their ideas through discussion, annotated sketches and, prototypes **Music** Christmas Carol Service Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression **Recorders** Use and understand staff and other musical notations **Art: Chromatic** Pupils will use precision while creating collages, pencil rubbings to transfer a design sketch, the grid method to transfer an image and water colour paints for proficiency.		
AT 1 skills	These are skills that will be taught throughout all Science topics in the school year ➢ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ➢ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ➢ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ➢ using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ➢ identifying scientific evidence that has been used to support or refute ideas or arguments.			
Religious Education	RE The Kingdom of God	RE Justice Jesus, the Bread of Life	RE Jesus, the Son of God The Work of the Apostles	RE Called to Serve
Physical & Outdoor Education:	Swimming Pupils focus on swimming more fluently with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Netball	Term 2 Swimming Pupils focus on swimming more fluently with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Tag Rugby	Term 4 Badminton Use of running, jumping, throwing and catching in isolation and in combination. In this unit pupils develop their understanding of the principles of net and wall games. In badminton, they try and get an object away from their opponent. Fitness	Dance They will focus on developing an idea of theme into dance choreography. They consider choreography tools to create dances including formations, timing and dynamics. They consider their performance skills to convey ideas, emotions, feelings and characters. Athletics

	Use of running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Pupils develop their understanding of the attacking and defending principles of invasion games.	Use of running, jumping, throwing and catching in isolation and in combination. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. Term 3 Dodgeball Use of running, jumping, throwing and catching in isolation and in combination. They improve on key skills in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to games to outwit their opponents. Tennis Use of running, jumping, throwing and catching in isolation and in combination. Pupils develop their understanding of the principles of net and wall games. Pupils are given opportunities to work co-operatively with others as well as independently.	Use of running, jumping and throwing in isolation and in combination. They will explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Term 5 Volleyball Use of running, jumping, throwing and catching in isolation and in combination. Pupils develop their understanding of the principle of net and wall games. Cricket Use of running, jumping, throwing and catching in isolation and in combination. They expand their knowledge of the different roles of bowler, wicket keeper, fielder and batter.	In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put. Residential: Outdoor and Adventurous activities
Trips & Enrichment:		Guildhall WW2 KS2 Carol festival Perform in ensemble contexts, using their voices Synagogue: to support RE lessons	Kew Gardens	Visit from the Thorne Trio Appreciate and understand a wide range of high-quality live music Visits to secondary schools Residential Mote Park
Community Links:	Natural History Museum Outreach	Parents and grandparents help with D&T (sewing)	Litter picking in the local area	Talks with new teachers Talks with past pupils