

UKS2 Curriculum Map

Year A 2023/24	Autumn Raiders and Traders!	Spring Extreme Environments	Summer Step Back in Time	Autumn A Whole New World	Spring Spaceship Earth	Summer It's all Greek to Me	Year B 2022/23
English	<p>We will read whole books and extracts from texts written for a variety of purposes, focussing on developing comprehension skills and identifying the techniques used by the authors.</p> <p>We will plan, draft, write, edit and improve our own texts across a variety of fiction and non-fiction genres with consideration for our own role as authors.</p> <p>We will extend our technical skills in grammar, vocabulary and presentation both orally and in written form.</p>			<p>We will read whole books and extracts from texts written for a variety of purposes, focussing on developing comprehension skills and identifying the techniques used by the authors.</p> <p>We will plan, draft, write, edit and improve our own texts across a variety of fiction and non-fiction genres with consideration for our own role as authors.</p> <p>We will extend our technical skills in grammar, vocabulary and presentation both orally and in written form.</p>			English
Mathematics	<p>We will use the school calculation policy to cover the statutory areas of:</p> <p>Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions (including decimals and percentages), Measurement, Geometry – properties of shapes and position and direction, Statistics , Ratio and Proportion (Y6) and Algebra (Y6)</p>			<p>We will use the school calculation policy to cover the statutory areas of:</p> <p>Number and Place Value, Addition and Subtraction, Multiplication and division, Fractions (including decimals and percentages), Measurement, Geometry – properties of shapes and position and direction, Statistics , Ratio and Proportion (Y6) and Algebra (Y6)</p>			Mathematics
Science	<p>We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Properties and Changes of Materials, Forces, Living things and their habitats, Earth and Space, Animals including humans, Evolution and Inheritance, Light and Electricity. Changes in Humans to be taught in Summer term in line with PSHE</p>			<p>We will improve how we work scientifically through activities related to our themes and covering all of the statutory requirements in: Properties and Changes of Materials, Forces, Living things and their habitats, Earth and Space, Animals including humans, Evolution and Inheritance, Light and Electricity. Changes in Humans to be taught in Summer term in line with PSHE</p>			Science
	<p>YEAR 5 Properties and changes 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 *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</p> <p>YEAR 6 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 *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</p> <p>Living things and their Habitats *describe how living things are classified into broad groups according to common</p>	<p>YEAR 5 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 animals. 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 *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.</p> <p>YEAR 6 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 *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.</p>	<p>YEAR 5 Animals including Humans *describe the changes as humans develop to old age 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</p> <p>YEAR 6 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 *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, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>YEAR 5 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 animals. Animals including Humans *describe the changes as humans develop to old age</p> <p>YEAR 6 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 *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 Living things and their Habitats *describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals *give reasons for classifying plants and animals based on specific characteristics</p>	<p>Year 5 and Year 6 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.</p> <p>NB Forces (Yr 5) and Electricity (Yr6) can be split between Spring and Summer depending on the length of the spring term.</p>	<p>YEAR 5 Properties and changes 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 *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 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</p> <p>YEAR 6</p>	

	observable characteristics and based on similarities and differences, including micro-organisms, plants and animals *give reasons for classifying plants and animals based on specific characteristics		*use recognised symbols when representing a simple circuit in a diagram.			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 *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 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, including the brightness of *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	
Art & Design	All units of work will include opportunities to: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history			All units of work will include opportunities to: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history			Art & Design
	Printing Investigating texture, colour, pattern and shape. We will explore how we can add 2 or more layers to our prints as well as look at how we can print with different textures.	Painting Investigating colour, line, shape form and space. We will experiment with a variety of mediums such as water colours, poster paints, pen and ink. We will then use this information to create our own piece of art.	Textiles Investigating pattern, texture and colour. We will look at stitching, weaving and colouring fabrics as we explore textiles.	Sculpture techniques Investigating shape, form, texture and line. We will use different tools to create texture and pattern as we explore different sculpture techniques . – look at Maya masks and patterns for pottery	Digital art Investigating shape, form and space. We will explore using different digital technology to create a piece of art.	Drawing Investigating line, shape, form and space. We will use different pencils to practise a range of techniques that show movement, perspective, shadows and reflections.	
Computing	All units of work will have teaching on: the use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			All units of work will have teaching on: the use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			Computing
	We are cryptographers (yr5) (understand how algorithms work and work securely) - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs We are game developers (yr5) (using algorithms to develop games and debug) - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs We are computational thinkers (yr6) (design, write and debug programmes with specific aims) - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs We are travel writers (yr6) (research and use a range of programmes) - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital	We are web developers (yr5) (using software to develop and publish a website) - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration We are bloggers (yr5) (publish a blog) - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information We are network technicians (yr6) (develop an understanding of computer networks) - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. We are publishers (yr6) (using a range of programmes to produce a publication) - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information We are advertisers (yr6) (combine media for a specific aim) - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating	We are architects (yr5) (creating 3D images) - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use sequence, selection, and repetition in programs; work with variables and various forms of input and output We are Artists (yr5)(use digital media) - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information We are network technicians (yr6) (develop an understanding of computer networks) - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 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	devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. We are adventure gamers (yr6) (using text-based programming) - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	We are adventure gamers (yr6) (using text-based programming) - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	All units of work will include: Design: "use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups "generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: "select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately " select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 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			All units of work will include: Design: "use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups "generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: "select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately " select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 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		
Design and Technology	Year 5: Skill focus: Cooking and Nutrition - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Year 6: Skill focus: Textiles - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities	Year 5: Skill focus: Structures including Computer aided design - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - apply their understanding of computing to program, monitor and control their products. Year 6: Skill focus: Cooking and Nutrition - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Year 5: Skill focus: Mechanisms - understand and use mechanical systems in their products [focus on springs, gears, cams, pulleys and levers] Year 6: Skill focus: Electrical Systems - understand and use electrical systems in their products [series circuits incorporating switches, lamps, buzzers, motors more than one element]	Year 5: Skill focus: Cooking and Nutrition - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Year 6: Skill focus: Textiles - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components according to their functional properties and aesthetic qualities	Year 5: Skill focus: Mechanisms - understand and use mechanical systems in their products [focus on springs, gears, cams, pulleys and levers] Year 6: Skill focus: Cooking and Nutrition - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Year 5: Skill focus: Structures including Computer aided design - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - apply their understanding of computing to program, monitor and control their products. Year 6: Skill focus: Electrical Systems - understand and use electrical systems in their products [series circuits incorporating switches, lamps, buzzers, motors more than one element]
Geography	Pupils will be taught the specific vocabulary surrounding the topics covered. All units will develop pupils geographical skills including to: □use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			Pupils will be taught the specific vocabulary surrounding the topics covered. All units will develop pupils geographical skills including to: □Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
	Vikings, where they came from, settled and traded Locational Knowledge: □ locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography: □ human geography, including: types of settlement and land use, economic activity including trade	Antarctic, Mountains and Deserts Locational Knowledge: □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Human and physical geography: describe and understand key aspects of: □ physical geography, including: climate zones, rivers, mountains.	Local area study of the New Town of Hemel Hempstead Locational Knowledge: □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical Skills and Fieldwork: 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. Local study of the river	Mayans, where they were and how they traded Locational Knowledge: □ locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge: □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North or South America Human and physical geography: □ human geography, including: types of settlement and land use, economic activity including trade links, and the	Looking after the World and the impact of humans on it Locational Knowledge: □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Human and physical geography: describe and understand key aspects of: □ physical geography, including: rivers and the water cycle.	The Ancient Greeks Locational Knowledge: □ locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place Knowledge: □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, Human and physical geography: □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including

	links, and the distribution of natural resources including energy, food, minerals and water			distribution of natural resources		energy, food, minerals and water	
History	Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. They look at connections, contrasts and trends over time and develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will use the understanding they have to respond to a range of questions. They will look at how the knowledge of the past is constructed from a range of sources.			Pupils will develop a chronologically secure knowledge and understanding of British, local and world history. They look at connections, contrasts and trends over time and develop the appropriate use of historical terms. They will devise historically valid questions about change, cause, similarity and difference, and significance. They will use the understanding they have to respond to a range of questions. They will look at how the knowledge of the past is constructed from a range of sources.			History
	The Viking struggle for the kingdom of England to the time of Edward the Confessor: <ul style="list-style-type: none"> ▲ Viking raids and invasion ▲ resistance by Alfred the Great and Athelstan, first king of England ▲ further Viking invasions and Danegeld ▲ Anglo-Saxon laws and justice ▲ Edward the Confessor and his death in 1066 	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> - use the opportunity to re-enforce historical enquiry skills. - Chronology of Antarctic exploration, the life of Ernest Shackleton as a historical figure. 	A local history study <ul style="list-style-type: none"> ▲ an aspect of history or a site dating from a period beyond 1066 that is locally significant - the building and design of the new town of Hemel. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> ▲ changes in an aspect of social history, - the impact of political and economical changes on growing up since 1945, tracking the changes in modern life and how it reflects the changing society of a diverse, modern United Kingdom. 	A non-European society that provides contrasts with British history; <ul style="list-style-type: none"> ▲ Mayan civilization c. AD 900. 	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> - use the opportunity to re-enforce historical enquiry skills. - The Space Race and significant scientific figures focus on the role of minorities (Hidden history). 	Ancient Greece <ul style="list-style-type: none"> ▲ a study of Greek life and achievements and their influence on the western world. 	
Languages	<ul style="list-style-type: none"> ▲ listen attentively to spoken language and show understanding by joining in and responding ▲ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▲ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▲ speak in sentences, using familiar vocabulary, phrases and basic language structures ▲ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▲ present ideas and information orally to a range of audiences* ▲ read carefully and show understanding of words, phrases and simple writing ▲ appreciate stories, songs, poems and rhymes in the language ▲ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▲ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▲ describe people, places, things and actions orally* and in writing 			<ul style="list-style-type: none"> ▲ listen attentively to spoken language and show understanding by joining in and responding ▲ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▲ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▲ speak in sentences, using familiar vocabulary, phrases and basic language structures ▲ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▲ present ideas and information orally to a range of audiences* ▲ read carefully and show understanding of words, phrases and simple writing ▲ appreciate stories, songs, poems and rhymes in the language ▲ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▲ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▲ describe people, places, things and actions orally* and in writing 			Languages
	Year 5 – Getting to know you /All about ourselves	Year 5 - School life / Time travelling	Year 5 – Food And Drink / writing basic conversations	Year 5 – Getting to know you /All about ourselves	Year 5 - School life / Time travelling	Year 5 – Food And Drink / writing basic conversations	
	Year 6 – This is France (where in the world is French used)	Year 6 – Lets go shopping	Year 6 – All in a day.	Year 6 – This is France (where in the world is French used)	Year 6 – Lets go shopping	Year 6 – All in a day.	
Music	Each term pupils will have opportunities to: <ul style="list-style-type: none"> ▲ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▲ improvise and compose music for a range of purposes using the inter-related dimensions of music ▲ listen with attention to detail and recall sounds with increasing aural memory ▲ use and understand staff and other musical notations ▲ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▲ develop an understanding of the history of music. 			Each term pupils will have opportunities to: <ul style="list-style-type: none"> ▲ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▲ improvise and compose music for a range of purposes using the inter-related dimensions of music ▲ listen with attention to detail and recall sounds with increasing aural memory ▲ use and understand staff and other musical notations ▲ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▲ develop an understanding of the history of music. 			Music
	Genre Focus: – Blues (protest songs)	Genre Focus: – African Drumming	Genre Focus: – The Best of Modern British Music.	Genre Focus: – Rock and Roll	Genre Focus: – Classical (the planets), Film scores (Star Wars etc...)	Genre Focus: – Pop	
PE	We will work with our sports specialist to devise activities that develop the fitness, teamwork and competitive instincts of the children. Additional curriculum-linked activities may be added.			We will work with our sports specialist to devise activities that develop the fitness, teamwork and competitive instincts of the children. Additional curriculum-linked activities may be added.			PE
	Year 5 Games (maintaining possession) Gymnastics (bridges, jumping and landing) Dance (historical dances) Year 6 Games (attacking a team, defending as a team) Adventurous Activities Gymnastics (using counter-balance)	Year 5 Games (tactics in a team, developing hand/eye coordination) Gymnastics (rolls) Dance (Haka) Year 6 Games (team formations, fitness and stamina) Adventurous Activities Gymnastics (mirroring a partner)	Year 5 Games (individual shots, striking and fielding) Adventurous Activities Athletics (target setting with running, jumping and throwing) Year 6 Games (individual shots, striking and fielding) Dance (creating a dance for a performance) Athletics (target setting with running, jumping and throwing)	Year 5 Games (maintaining possession) Gymnastics (bridges, jumping and landing) Dance (historical dances) Year 6 Games (attacking a team, defending as a team) Adventurous Activities Gymnastics (using counter-balance)	Year 5 Games (tactics in a team, developing hand/eye coordination) Gymnastics (rolls) Dance (Haka) Year 6 Games (team formations, fitness and stamina) Adventurous Activities Gymnastics (mirroring a partner)	Year 5 Games (individual shots, striking and fielding) Adventurous Activities Athletics (target setting with running, jumping and throwing) Year 6 Games (Individual shots, striking and fielding) Dance (creating a dance for a performance) Athletics (target setting with running, jumping and throwing)	

PHSE + C	<p>Year 5 Autumn 1 Me and my Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Autumn 2 Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p> <p>Year 6 Autumn 1 Me and my Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships Autumn 2 Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Year 5 Spring 1 Rights and Responsibilities Rights and responsibilities relating to my health/money Making a difference Decisions about lending, borrowing and spending Spring 2 (RSE content) Keeping Myself Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p> <p>Year 6 Spring 1 Rights and Responsibilities Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy Spring 2 (RSE content) Keeping Myself Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Year 5 Summer 1 Being my Best Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community Summer 2 (RSE content) Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help Puberty</p> <p>Year 6 Summer 1 Being my Best Aspirations and goal setting Managing risk Looking after my mental health Summer 2 (RSE content) Growing and Changing Coping with changes Keeping safe Puberty Body Image Sex education Self-esteem</p>	<p>Year 5 Autumn 1 Me and my Relationships Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs Autumn 2 Valuing Difference Recognising and celebrating difference, including religions and cultural Influence and pressure of social media</p> <p>Year 6 Autumn 1 Me and my Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships Autumn 2 Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p>Year 5 Spring 1 Rights and Responsibilities Rights and responsibilities relating to my health/money Making a difference Decisions about lending, borrowing and spending Spring 2 (RSE content) Keeping Myself Safe Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills</p> <p>Year 6 Spring 1 Rights and Responsibilities Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy Spring 2 (RSE content) Keeping Myself Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p>Year 5 Summer 1 Being my Best Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community Summer 2 (RSE content) Growing and Changing Managing difficult feelings Managing change How my feelings help keeping safe Getting help Puberty</p> <p>Year 6 Summer 1 Being my Best Aspirations and goal setting Managing risk Looking after my mental health Summer 2 (RSE content) Growing and Changing Coping with changes Keeping safe Puberty Body Image Sex education Self-esteem</p>	PHSE + C
RE	<p>Year 5 Sources of Wisdom- show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers Ultimate questions- present a range of views and answers to challenging questions about belonging, meaning and truth</p> <p>Year 6 Prayers, worship and reflection – through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces Beliefs and Practices –describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p>	<p>Year 5 Identity and Belonging – show and express insights into the challenges of individual commitment, belonging and faith – raise questions on guidance and leadership in their own and others’ lives</p> <p>Year 6 Symbols and Actions – compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities – identify and describe similarities and differences between and within communities</p>	<p>Year 5 Human responsibilities and Values – explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility – use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p>Year 6 Justice and Fairness – evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>	<p>Year 5 Sources of Wisdom- show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers Ultimate questions- present a range of views and answers to challenging questions about belonging, meaning and truth</p> <p>Year 6 Prayers, worship and reflection – through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces Beliefs and Practices –describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p>	<p>Year 5 Identity and Belonging – show and express insights into the challenges of individual commitment, belonging and faith – raise questions on guidance and leadership in their own and others’ lives</p> <p>Year 6 Symbols and Actions – compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities – identify and describe similarities and differences between and within communities</p>	<p>Year 5 Human responsibilities and Values – explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility – use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p>Year 6 Justice and Fairness – evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>	RE