

# UKS2 Curriculum Map

Year A 2025/26	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 2024/25						
<b>English</b>	<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>			<b>English</b>						
<b>Mathematics</b>	<p>We will use the school calculation policy to cover the statutory areas of:</p> <p><b>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)</b></p>			<p>We will use the school calculation policy to cover the statutory areas of:</p> <p><b>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)</b></p>			<b>Mathematics</b>						
<b>Science</b>	<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. <b>Changes in Humans to be taught in Summer term in line with PSHE</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; vertical-align: top;"> <p><b>YEAR 5</b> <b>Properties and changes of materials</b> *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><b>YEAR 6</b> <b>Animals including Humans</b> *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><b>Living things and their Habitats</b> *describe how living things are classified into broad groups according to common</p> </td> 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Art & Design	<b>All units of work will include opportunities to:</b> ♣ 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	<b>All units of work will include opportunities to:</b> ♣ 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			<b>All units of work will include opportunities to:</b> ♣ 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		
	<b>Printing</b> 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.	<b>Painting</b> 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.	<b>Textiles</b> Investigating pattern, texture and colour. We will look at stitching, weaving and colouring fabrics as we explore textiles.	<b>Sculpture techniques</b> Investigating shape, form, texture and line. We will use different tools to create texture and pattern as we explore different <b>sculpture techniques</b> .	<b>Digital art</b> Investigating shape, form and space. We will explore using different digital technology to create a piece of art.	<b>Drawing</b> Investigating line, shape, form and space. We will use different pencils to practise a range of techniques that show movement, perspective, shadows and reflections.	Art & Design
Computing	<b>All units of work will have teaching on:</b> 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.			<b>All units of work will have teaching on:</b> 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.			
	(Yr5) We are game developers - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and solving 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. <b>E-Safety</b> To consider personal implications of playing games including violent, costly or addictive computer games (Yr5) We are adventure gamers - Use search technologies effectively. - Use a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, including presenting information. - Use technology safely, respectfully and responsibly <b>E-Safety</b> To develop safe search habits when looking for digital content and to be aware of how algorithms and recommendation systems can shape our online experience (Yr6) We are computational thinkers (yr6) - Design, write and debug programs that accomplish specific goals. - 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. <b>E-Safety</b> To understand the need to observe terms and conditions, age restrictions, and parental consent when registering an account on a website or social media app (Yr6) We are Advertisers	(Yr5) We are VR developers - 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. - 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 information. - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (Yr5) We are cryptographers - 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 information. <b>E-Safety</b> To consider privacy issues online such as location sharing and sharing personal information (Yr5) We are architects - 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	(Yr5) We are web developers - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting information. <b>E-Safety</b> To understand the implications of our 'digital footprint' and online reputation, including social media and on messaging apps (Yr5) We are cryptographers - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - 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. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <b>E-Safety</b> To know the importance of password security and understand what makes a secure password (Yr6) We are Toy Makers - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.	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Key words: misinformation, disinformation (Yr6) We are Toy Makers - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.	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Key words: misinformation, disinformation (Yr6) We are Toy Makers - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.	Computing

	<ul style="list-style-type: none"> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>- 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.</li> <li>- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li><b>E-Safety</b> To respect the intellectual property rights of others and the need to observe license terms for any content we do not create ourselves</li> </ul>	<p>collecting, analysing, evaluating and presenting information.</p> <p><b>E-Safety</b> To consider copyright when creating digital content, including awareness of issues around AI generated content and being able to 'fact check' content we see online Key words: misinformation, disinformation</p> <p>(Yr6) We are Connected</p> <ul style="list-style-type: none"> <li>- Understand the opportunities computer networks offer for communication and collaboration.</li> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.</li> <li><b>E-Safety</b> To understand the importance of being respectful in online comments, moderating comments, and changing settings to not allow comments from people we don't know on social media sites.</li> <li>(Yr6) We are AI developers</li> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>- Use and combine a variety of software 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.</li> <li><b>E-Safety</b> To understand what safe and responsible use of AI looks like, including honesty around content that is AI produced, and being able to recognise AI content that is intended to mislead people</li> </ul>	<ul style="list-style-type: none"> <li>- Use sequence, selection, and repetition in programs; work with various forms of input and output.</li> <li>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li><b>E-Safety</b> To understand why games have PEGI ratings and recognise the importance of self-regulating use of technology, including games</li> <li>(Yr6) We are Publishers</li> <li>- Understand computer networks including the Internet and the opportunities they offer for communication and collaboration.</li> <li>- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>- 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.</li> <li>- Use technology safely, respectfully and responsibly.</li> <li><b>E-Safety</b> To consider the implications of including photographs of ourselves and other pupils in our work and what we post online, recognising the importance of permission</li> </ul>	<p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>E-Safety</b> To understand the need to observe terms and conditions, age restrictions, and parental consent when registering an account on a website or social media app</p> <p>(Yr6) We are AI developers</p> <ul style="list-style-type: none"> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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<h2 style="text-align: center;">Design and Technology</h2>	<p><b>All units of work will include:</b> <b>Design:</b> *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 <b>Make:</b> *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 <b>Evaluate:</b> *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</p>			<p><b>All units of work will include:</b> <b>Design:</b> *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 <b>Make:</b> *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 <b>Evaluate:</b> *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</p>			<h2 style="text-align: center;">Design and Technology</h2>
	<p><b>Year 5:</b> <b>Skill focus: Cooking and Nutrition</b> - 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</p> <p><b>Year 6:</b> <b>Skill focus: Textiles</b> - 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</p>	<p><b>Year 5:</b> <b>Skill focus: Structures including Computer aided design</b> - 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.</p> <p><b>Year 6:</b> <b>Skill focus: Cooking and Nutrition</b> - 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</p>	<p><b>Year 5:</b> <b>Skill focus: Mechanisms</b> - understand and use mechanical systems in their products [focus on springs, gears, cams, pulleys and levers]</p> <p><b>Year 6:</b> <b>Skill focus: Electrical Systems</b> - understand and use electrical systems in their products [series circuits incorporating switches, lamps, buzzers, motors more than one element]</p>	<p><b>Year 5:</b> <b>Skill focus: Cooking and Nutrition</b> - 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</p> <p><b>Year 6:</b> <b>Skill focus: Textiles</b> - 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</p>	<p><b>Year 5:</b> <b>Skill focus: Mechanisms</b> - understand and use mechanical systems in their products [focus on springs, gears, cams, pulleys and levers]</p> <p><b>Year 6:</b> <b>Skill focus: Electrical Systems</b> - understand and use electrical systems in their products [series circuits incorporating switches, lamps, buzzers, motors more than one element]</p>	<p><b>Year 5:</b> <b>Skill focus: Structures including Computer aided design</b> - 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.</p> <p><b>Year 6:</b> <b>Skill focus: Cooking and Nutrition</b> - 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</p>	
<h2 style="text-align: center;">Geography</h2>	<p><b>Pupils will be taught the specific vocabulary surrounding the topics covered. All units will develop pupils geographical skills including to:</b> □ 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</p>			<p><b>Pupils will be taught the specific vocabulary surrounding the topics covered. All units will develop pupils geographical skills including to:</b> □ 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</p>			<h2 style="text-align: center;">Geography</h2>
	<p><b>Saxons and Vikings, where they came from, settled and traded</b> <b>Local Knowledge:</b> □ 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</p>	<p><b>Antarctic, Mountains and Deserts</b> <b>Local Knowledge:</b> □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</p>	<p><b>Local area study of the New Town of Hemel Hempstead</b> <b>Local Knowledge:</b> □ name and locate countries 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</p>	<p><b>Mayans, where they were and how they traded</b> <b>Local Knowledge:</b> □ 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</p>	<p><b>Looking after the World and the impact of humans on it</b> <b>Local Knowledge:</b> □ 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</p>	<p><b>The Ancient Greeks</b> <b>Local Knowledge:</b> □ 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 <b>Place Knowledge:</b></p>	

	<p>□ 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</p> <p><b>Human and physical geography:</b></p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Possible enquiry question:</b> Do we import more food from Europe than we grow? (research, survey)</p>	<p><b>Human and physical geography:</b></p> <p>describe and understand key aspects of: □ physical geography, including: climate zones, rivers, mountains.</p> <p><b>Possible enquiry question:</b> How does the weather in Hemel Hempstead compare to Antarctica/the Sahara? (data collection, research)</p>	<p>understand how some of these aspects have changed over time</p> <p><b>Geographical Skills and Fieldwork:</b></p> <p>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.</p> <p><b>Possible enquiry question:</b> How clean are the rivers in Hemel Hempstead? (field trip to the river)</p>	<p><b>Place Knowledge:</b></p> <p>□ 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</p> <p><b>Human and physical geography:</b></p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p> <p><b>Possible enquiry question:</b> Could a Mayan farm work in the UK? (research, data collection).</p>	<p>time zones (including day and night)</p> <p><b>Human and physical geography:</b></p> <p>describe and understand key aspects of: □ physical geography, including: rivers and the water cycle.</p> <p><b>Possible enquiry question:</b> How much rubbish do families at Tudor Primary produce in a year? (survey, mapwork)</p>	<p>□ 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,</p> <p><b>Human and physical geography:</b></p> <p>□ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Possible enquiry question:</b> Would Hemel Hempstead be suitable place to hold the Olympics? (research, land use survey, research)</p>	
	<p>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.</p>			<p>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.</p>			
<b>History</b>	<p><b>Britain's settlement by Anglo-Saxons.</b></p> <p>▲ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>▲ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>▲ Anglo-Saxon art and culture</p> <p>▲ Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><b>The Viking struggle for the kingdom of England to the time of Edward the Confessor:</b></p> <p>▲ Viking raids and invasion</p> <p>▲ resistance by Alfred the Great and Athelstan, first king of England</p> <p>▲ further Viking invasions and Danegeld</p> <p>▲ Anglo-Saxon laws and justice</p> <p>▲ Edward the Confessor and his death in 1066</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>- use the opportunity to re-enforce historical enquiry skills.</p> <p>- Chronology of Antarctic exploration, the life of Ernest Shackleton as a historical figure.</p>	<p><b>A local history study</b></p> <p>▲ an aspect of history or a site dating from a period beyond 1066 that is locally significant</p> <p>- the building and design of the new town of Hemel.</p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>▲ 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.</p>	<p><b>A non-European society that provides contrasts with British history:</b></p> <p>▲ Mayan civilization c. AD 900.</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>- use the opportunity to re-enforce historical enquiry skills.</p> <p>- The Space Race and significant scientific figures focus on the role of minorities (Hidden history).</p>	<p><b>Ancient Greece</b></p> <p>▲ a study of Greek life and achievements and their influence on the western world.</p>	<b>History</b>
	<p>▲ listen attentively to spoken language and show understanding by joining in and responding</p> <p>▲ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>▲ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>▲ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>▲ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>▲ present ideas and information orally to a range of audiences*</p> <p>▲ read carefully and show understanding of words, phrases and simple writing</p> <p>▲ appreciate stories, songs, poems and rhymes in the language</p> <p>▲ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>▲ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>▲ describe people, places, things and actions orally* and in writing</p>			<p>▲ listen attentively to spoken language and show understanding by joining in and responding</p> <p>▲ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>▲ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>▲ speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>▲ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>▲ present ideas and information orally to a range of audiences*</p> <p>▲ read carefully and show understanding of words, phrases and simple writing</p> <p>▲ appreciate stories, songs, poems and rhymes in the language</p> <p>▲ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>▲ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>▲ describe people, places, things and actions orally* and in writing</p>			
<b>Languages</b>	<p><b>Year 5</b> – Pleased to meet you /All about ourselves</p> <p><b>Year 6</b> – This is France/ Let's visit a French town</p>	<p><b>Year 5</b> - School life / Time travelling</p> <p><b>Year 6</b> – Lets go shopping</p>	<p><b>Year 5</b> – That's Tasty / Family and Friends</p> <p><b>Year 6</b> – All in a day.</p>	<p><b>Year 5</b> – Pleased to meet you /All about ourselves</p> <p><b>Year 6</b> – This is France/ Let's visit a French town</p>	<p><b>Year 5</b> - School life / Time travelling</p> <p><b>Year 6</b> – Lets go shopping</p>	<p><b>Year 5</b> – That's Tasty / Family and Friends</p> <p><b>Year 6</b> – All in a day.</p>	<b>Languages</b>
	<p><b>Each term pupils will have opportunities to:</b></p> <p>▲ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>▲ improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>▲ listen with attention to detail and recall sounds with increasing aural memory</p> <p>▲ use and understand staff and other musical notations</p> <p>▲ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>▲ develop an understanding of the history of music.</p>			<p><b>Each term pupils will have opportunities to:</b></p> <p>▲ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>▲ improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>▲ listen with attention to detail and recall sounds with increasing aural memory</p> <p>▲ use and understand staff and other musical notations</p> <p>▲ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>▲ develop an understanding of the history of music.</p>			
<b>Music</b>	<p><b>Genre Focus:</b> – Blues (protest songs)</p>	<p><b>Genre Focus:</b> – Rhythmical Beats</p>	<p><b>Genre Focus:</b> – The Best of Modern British Music.</p>	<p><b>Genre Focus:</b> – Rock and Roll</p>	<p><b>Genre Focus:</b> – Classical (the planets), Film scores (Star Wars etc...)</p>	<p><b>Genre Focus:</b> – Pop</p>	<b>Music</b>
<b>PE</b>	<p>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.</p> <p>Year 5</p>			<p>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.</p> <p>Year 5</p>			<b>PE</b>

	<p><b>Games</b> Applying rules of the game (team sports)  <b>Dance</b> Dance through the decades  <b>Games</b> Applying rules of the game (striking and fielding)  <b>Games</b> Shooting in a variety of sports</p> <p>Year 6  <b>Games</b> Individual attacking techniques  <b>Games</b> Attacking as a team  <b>Games</b> Individual defending techniques.  <b>Games</b> Defending as a tem</p>	<p><b>Games</b> Tactics to maintain possession.  <b>Gymnastics</b> Union and Canon  <b>Games</b> Basic shots in net and wall sports  <b>Dance</b> Exploring cultural dances</p> <p>Year 6  <b>Outdoor and Adventurous Activities</b>  <b>Gymnastics</b> Creating a complex sequence  <b>Games</b> Understanding roles and positions in teams sports  <b>Games</b> Roles of batter/bowler, fielders and wicket keepers.</p>	<p><b>Athletics</b> Target setting with running, jumping and throwing  <b>Outdoor and Adventurous Activities</b>  <b>Games</b> Advanced shot in net and wall sports  <b>Gymnastics</b> Creating sequences with music</p> <p>Year 6  <b>Athletics</b> Target setting with running, jumping and throwing  <b>Dance</b> Incorporating dramatic expression  <b>Games</b> Fitness and Stamina  <b>Skiing</b></p>	<p><b>Games</b> Applying rules of the game (team sports)  <b>Dance</b> Dance through the decades  <b>Games</b> Applying rules of the game (striking and fielding)  <b>Games</b> Shooting in a variety of sports</p> <p>Year 6  <b>Games</b> Individual attacking techniques  <b>Games</b> Attacking as a team  <b>Games</b> Individual defending techniques.  <b>Games</b> Defending as a tem</p>	<p><b>Games</b> Tactics to maintain possession.  <b>Gymnastics</b> Union and Canon  <b>Games</b> Basic shots in net and wall sports  <b>Dance</b> Exploring cultural dances</p> <p>Year 6  <b>Outdoor and Adventurous Activities</b>  <b>Gymnastics</b> Creating a complex sequence  <b>Games</b> Understanding roles and positions in teams sports  <b>Games</b> Roles of batter/bowler, fielders and wicket keepers.</p>	<p><b>Athletics</b> Target setting with running, jumping and throwing  <b>Outdoor and Adventurous Activities</b>  <b>Games</b> Advanced shot in net and wall sports  <b>Gymnastics</b> Creating sequences with music</p> <p>Year 6  <b>Athletics</b> Target setting with running, jumping and throwing  <b>Dance</b> Incorporating dramatic expression  <b>Games</b> Fitness and Stamina  <b>Skiing</b></p>	
PHSE + C	<p><b>Year 5</b>  <b>Autumn 1</b>  <b>Me and my Relationships</b>  Feelings  Friendship skills, including compromise  Assertive skills  Cooperation  Recognising emotional needs  <b>Autumn 2</b>  <b>Valuing Difference</b>  Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media</p> <p><b>Year 6</b>  <b>Autumn 1</b>  <b>Me and my Relationships</b>  Assertiveness  Cooperation  Safe/unsafe touches  Positive relationships  <b>Autumn 2</b>  <b>Valuing Difference</b>  Recognising and celebrating difference  Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping</p>	<p><b>Year 5</b>  <b>Spring 1</b>  <b>Rights and Responsibilities</b>  Rights and responsibilities relating to my health/money  Making a difference  Decisions about lending, borrowing and spending  <b>Spring 2 (RSE content)</b>  <b>Keeping Myself Safe</b>  Managing risk, including online safety  Norms around use of legal drugs (tobacco, alcohol)  Decision-making skills</p> <p><b>Year 6</b>  <b>Spring 1</b>  <b>Rights and Responsibilities</b>  Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy  <b>Spring 2 (RSE content)</b>  <b>Keeping Myself Safe</b>  Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law)</p>	<p><b>Year 5</b>  <b>Summer 1</b>  <b>Being my Best</b>  Growing independence and taking responsibility  Keeping myself healthy  Media awareness and safety  My community  <b>Summer 2 (RSE content)</b>  <b>Growing and Changing</b>  Managing difficult feelings  Managing change  How my feelings help keeping safe  Getting help  Puberty</p> <p><b>Year 6</b>  <b>Summer 1</b>  <b>Being my Best</b>  Aspirations and goal setting  Managing risk  Looking after my mental health  <b>Summer 2 (RSE content)</b>  <b>Growing and Changing</b>  Coping with changes  Keeping safe  Puberty  Body Image  Sex education  Self-esteem</p>	<p><b>Year 5</b>  <b>Autumn 1</b>  <b>Me and my Relationships</b>  Feelings  Friendship skills, including compromise  Assertive skills  Cooperation  Recognising emotional needs  <b>Autumn 2</b>  <b>Valuing Difference</b>  Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media</p> <p><b>Year 6</b>  <b>Autumn 1</b>  <b>Me and my Relationships</b>  Assertiveness  Cooperation  Safe/unsafe touches  Positive relationships  <b>Autumn 2</b>  <b>Valuing Difference</b>  Recognising and celebrating difference  Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping</p>	<p><b>Year 5</b>  <b>Spring 1</b>  <b>Rights and Responsibilities</b>  Rights and responsibilities relating to my health/money  Making a difference  Decisions about lending, borrowing and spending  <b>Spring 2 (RSE content)</b>  <b>Keeping Myself Safe</b>  Managing risk, including online safety  Norms around use of legal drugs (tobacco, alcohol)  Decision-making skills</p> <p><b>Year 6</b>  <b>Spring 1</b>  <b>Rights and Responsibilities</b>  Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy  <b>Spring 2 (RSE content)</b>  <b>Keeping Myself Safe</b>  Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law)</p>	<p><b>Year 5</b>  <b>Summer 1</b>  <b>Being my Best</b>  Growing independence and taking responsibility  Keeping myself healthy  Media awareness and safety  My community  <b>Summer 2 (RSE content)</b>  <b>Growing and Changing</b>  Managing difficult feelings  Managing change  How my feelings help keeping safe  Getting help  Puberty</p> <p><b>Year 6</b>  <b>Summer 1</b>  <b>Being my Best</b>  Aspirations and goal setting  Managing risk  Looking after my mental health  <b>Summer 2 (RSE content)</b>  <b>Growing and Changing</b>  Coping with changes  Keeping safe  Puberty  Body Image  Sex education  Self-esteem</p>	PHSE + C
RE	<p><b>Year 5</b>  <b>Ultimate questions</b> - present a range of views and answers to challenging questions about belonging, meaning and truth  <b>Sources of Wisdom</b> - show awareness, respond to and interpret a range of stories, scared writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p> <p><b>Year 6</b>  <b>Prayers, worship and reflection</b> - through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces  <b>Beliefs and Practices</b> - 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><b>Year 5</b>  <b>Identity and Belonging</b> - 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><b>Year 6</b>  <b>Symbols and Actions</b> - 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><b>Year 5</b>  <b>Human responsibilities and Values</b> - 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><b>Year 6</b>  <b>Justice and Fairness</b> - 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><b>Humanism - a non-religious worldview</b> - examine and reflect on the ideas of people from history and their influence on</p>	<p><b>Year 5</b>  <b>Ultimate questions</b> - present a range of views and answers to challenging questions about belonging, meaning and truth  <b>Sources of Wisdom</b> - show awareness, respond to and interpret a range of stories, scared writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p> <p><b>Year 6</b>  <b>Prayers, worship and reflection</b> - through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces  <b>Beliefs and Practices</b> - describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key</p>	<p><b>Year 5</b>  <b>Identity and Belonging</b> - 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><b>Year 6</b>  <b>Symbols and Actions</b> - 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><b>Year 5</b>  <b>Human responsibilities and Values</b> - 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><b>Year 6</b>  <b>Justice and Fairness</b> - 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><b>Humanism - a non-religious worldview</b> - examine and reflect on the ideas of people from history and their influence</p>	RE

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