

Year A KS2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Rocks. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.</p>	<p>Forces and magnets. compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two</p>	<p>States of matter compare and group materials together, according to whether they are compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the</p>	<p>Plants and pollination identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p>Living things and their habitats. recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. IT - research/ images</p>	<p>Living things and their habitats recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. Link to French, DT, PSHE</p>

		<p>poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Link to Inventors, Autumn 1.</p> <p>IT - research</p>	<p>rate of evaporation with temperature.</p> <p>IT -data handling/research</p>	<p>formation and seed dispersal.</p> <p>Links to geography</p> <p>IT - research/microscope</p>		
RE	<p><i>What is it like to follow God?</i></p> <p>Understanding Christianity</p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in</p>	<p><i>What are the deeper meanings of festivals?</i></p> <p>Durham and Newcastle Diocese RE scheme of work.</p> <p>Making sense of belief:</p> <p>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions).</p> <p>Make clear links between these beliefs and the</p>	<p><i>How and why do believers show their commitments during the journey of life?</i></p> <p>Durham and Newcastle Diocese RE scheme of work.</p> <p>Making sense of belief:</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what</p>	<p><i>How and why do believers show their commitments during the journey of life?</i></p> <p>Durham and Newcastle Diocese RE scheme of work.</p> <p>Making sense of belief:</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what</p>	<p><i>What does it mean to be a Sikh in Britain today?</i></p> <p>Durham and Newcastle Diocese RE scheme of work.</p> <p>Making sense of belief: Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</p> <p>Make clear links between the Mool</p>	<p><i>When Jesus left, what was the impact of Pentecost?</i></p> <p>Understanding Christianity</p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p>

	<p>school and the wider world. The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>IT - research/images.</p>	<p>stories recalled at the festivals. Understanding the impact: Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals. Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition). Making connections: Raise questions and suggest answers about what is worth celebrating and remembering in</p>	<p>they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today. Understanding the impact: Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at</p>	<p>they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today. Understanding the impact: Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at</p>	<p>Mantar and Sikh beliefs and actions Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today. Understanding the impact: Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa) Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today. Making connections: Raise questions</p>	<p>Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p>PUPILS WILL KNOW THAT: Christians believe that Jesus inaugurated the</p>
--	---	---	--	--	---	--

		<p>religious communities and in their own lives. Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas. Talk about what they have learned, how and why their thinking has changed.</p> <p>IT - research/images.</p>	<p>festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> <p>Local -</p>	<p>festivals). Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). Making connections: Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>	<p>about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today Talk about what they have learned and whether they have changed their thinking.</p> <p>British Values IT - research/images</p>	<p>'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the</p>
--	--	---	--	---	--	---

			<p>Northumbrian Saints.</p> <p>IT - research/images.</p>	<p>Local - Northumbrian Saints. British values.</p> <p>IT - research/images.</p>		<p>beginning of the Church.</p>
Art	<p>Autumn</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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] .</p> <p>Geography - weather.</p> <p>Science.</p> <p>IT -</p>		<p>Fruit and Vegetables</p> <p>IT - mention 3D printers.</p>		<p>Insects (Link to Science Living things and habitats)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>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].</p> <p>About great artists, architects and designers in history.</p>	

					<p>Indian spice art Link to science - plants Link to collective worship</p> <p>IT - displaying/sharing work - photos, slide show book.</p>	
Computing	<p>Online safety. Use technology safely, respectfully and responsibly; Recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact.</p>	<p>Spreadsheets. 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. Design, write and debug programs that accomplish</p>	<p>Touch typing use technology safely, respectfully and responsibly.</p>	<p>Email 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.</p>	<p>Branching databases 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. Design, write and debug programs</p>	<p>Simulations 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. Design, write and debug programs that accomplish</p>

		<p>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.</p>			<p>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.</p>	<p>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.</p>
DT		<p>Mechanisms. Making a moving Christmas Story</p> <p>understand and use mechanical</p>		<p>Textiles</p> <p>Key stage 2 Through a variety of creative and practical</p>		<p>Nutrition - Learn how to cook The edible garden understand and apply the</p>

		<p>systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Link to science, forces - pushes and pulls</p>		<p>activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to: Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</p>		<p>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>Link to french/science/ geography</p> <p>IT - garden show video</p>
--	--	---	--	--	--	---



				<p>individuals or groups</p> <p>Link to geography.</p> <p>IT - research/3D modelling/ presentation - information leaflet/ pitch/ advert</p>		
French	<p>Greetings. How are you? Names. Classroom instructions. 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</p>	<p>Numbers to 31/100 Classroom equipment Christmas 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</p>	<p>School.</p> <p>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.</p>	<p>Describing appearance and members of the family.</p> <p>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</p>	<p>Food</p> <p>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</p>	<p>The very hungry caterpillar</p> <p>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</p>

	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
--	--	--	--	--	--	--

	<p>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.          Understand basic grammar appropriate to the language being</p>	<p>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.          Understand basic grammar appropriate to the language being</p>	<p>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.          Understand basic grammar appropriate to the language being studied, including</p>	<p>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.          Understand basic grammar appropriate to the language being</p>	<p>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.          Understand basic grammar appropriate to the language being</p>	<p>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.          Understand basic grammar appropriate to the language being</p>
--	--	--	--	--	--	--

	<p>studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>IT - youtube songs and videos.</p>	<p>studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>IT - youtube songs and videos.</p>	<p>(where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>IT - youtube songs and videos.</p>	<p>studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>IT - youtube songs and videos.</p>	<p>studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>IT - youtube songs and videos. Menu.</p>	<p>studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>IT - youtube songs and videos.</p>
Geography		<p>Extreme Earth <i>In what ways could our planet be considered extreme?</i></p> <p>describe and understand key aspects of: physical geography, including: climate</p>		<p>All about the UK. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>Land Use <i>How and why is land used?</i> Look at our local area and contrast with cityscape.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and</p>	<p>Our European neighbours. <i>In what ways is the UK similar and different to other parts of Europe?</i></p> <p>Locational knowledge locate the world's countries, using</p>

		<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>IT - Research/image. Data gathering for forecasting.</p>		<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>IT - soundscapes/ research/ images</p>	<p>maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Link to French.</p> <p>IT - languages/maps</p>
History	<p><i>Tools were the most valuable objects to people living in the Stone Age, Bronze Age, Iron Age.</i></p> <p>Stone Age, Bronze Age, Iron Age.</p> <p>Changes in Britain from the Stone Age to the</p>		<p><i>Why couldn't the Anglo-Saxons and the Vikings just be friends?</i></p> <p>Anglo Saxons and Vikings the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward</p>		<p><i>Does punishment always fit the crime?</i></p> <p>Crime and punishment. A study of an aspect or theme in British history that extends pupils' chronological knowledge</p>	



	<p>increasing accuracy, fluency, control and expression. 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 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>increasing accuracy, fluency, control and expression. 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 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>increasing accuracy, fluency, control and expression. 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 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>increasing accuracy, fluency, control and expression. 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 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>increasing accuracy, fluency, control and expression. 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 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>increasing accuracy, fluency, control and expression. 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 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>
--	--	--	--	--	--	--

Outdoor learning and STEM	Commando Joe's - Nellie Bly.	Commando Joe's - Nellie Bly.	Commando Joe's - Leif Erikson. Link to States of matter.	Commando Joe's - Leif Erikson. Link to States of matter.	Commando Joe's - Pocahontas. Link to history,	Commando Joe's - Pocahontas. Link to history,
PE	<p>Team games Multi skills Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending . Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] .</p>	<p>Team games Multi skills Dance - Extreme Earth Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending . Develop flexibility, strength, technique, control and balance [for example, through</p>	<p>Gymnastics  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns.</p>	<p>Gymnastics  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns.</p>	<p>Athletics  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Athletics  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination.</p>



	Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	athletics and gymnastics] . Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
PSHE Jigsaw Scheme of Work.	Being me in my world.  I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit in. I understand how democracy	Celebrating difference.  I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how	Dreams and goals.  I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on	Healthy Me.  I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I understand there are people who take on the roles of	Relationships.  IT - images. I can recognise situations which can cause jealousy in relationships. I can identify someone I love and can express why they are special to me. I can tell you about someone I	Changing me.  Link to science I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.

	<p>works. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community.</p> <p>IT - images</p>	<p>people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>Link to</p>	<p>positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement.</p> <p>IT - images.</p>	<p>leaders or followers in a group, and I know the role I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p>	<p>know that I no longer see. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I know how to show love and appreciation to the people and animals who are special to me.</p>	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what</p>
--	--	--	---	--	--	---

		<p>geography, RE, Science.</p> <p>IT - images</p>		<p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p>IT - images.</p>		<p>I am looking forward to when I move to a new class.</p> <p>IT - images.</p>
<p>Collective Worship</p>	<p>Respect for property Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Diverse world, racism and multiculturalism. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Rights and responsibilities. Human rights and liberty. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Democracy. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Looking after our environment. Water cycle/ natural resources. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>	<p>Safety. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral.</p> <p>Friday worship presentations - encouraged to use powerpoint (IT)</p>