

Year B KS2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<p>Light and reflection. recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p>	<p>Sound. Identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Electricity. identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise</p>	<p>Animals including humans. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		<p>STEM Consolidate scientific knowledge gathered over the year through experiments, talks from visitors and scientists. Conducting investigations and making predictions based on previous learning.</p> <p>Working scientifically pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and</p>

			some common conductors and insulators, and associate metals with being good conductors.		using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific
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					language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to
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						answer questions or to support their findings.
RE	<p>What do Christians learn from the Creation story?</p> <p>Understanding Christianity</p> <p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and</p>	<p>What kind of world did Jesus want?</p> <p>Understanding Christianity</p> <p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good</p>	<p>What is the Trinity?</p> <p>Understanding Christianity</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Understanding Christianity</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Durham and Newcastle Diocese RE scheme of work. Describe Hindu beliefs about God. Find out more about how Hindus worship god. Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non religious child. Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs. Describe two of</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>Durham and Newcastle Diocese RE scheme of work. Describe Hindu beliefs about God. Find out more about how Hindus worship god. Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non religious child. Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs. Describe two of</p>

	<p>suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe</p>	<p>news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and</p>	<p>the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p>	<p>events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to</p>	<p>the four aims in Hindu life; Dharma and Moksha Find out more about the metaphor of the journey of life for Hindus and for themselves. Look for similarities and differences between duty for Hindu children and for themselves. Describe the Hindu belief in Karma. Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs. Describe some key events in the life of Gandhi. Describe how the life of Gandhi shows Hindu beliefs in action. Describe how</p>	<p>the four aims in Hindu life; Dharma and Moksha Find out more about the metaphor of the journey of life for Hindus and for themselves. Look for similarities and differences between duty for Hindu children and for themselves. Describe the Hindu belief in Karma. Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs. Describe some key events in the life of Gandhi. Describe how the life of Gandhi shows Hindu beliefs in action. Describe how</p>
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	God made our wonderful world and so we should look after it.]	better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.	vibrant British Hindu life is. Describe examples of where the life of a Hindu can be seen in Britain. Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching.	vibrant British Hindu life is. Describe examples of where the life of a Hindu can be seen in Britain. Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching.
Art		British artists to create sketch books to record their observations and use them to review and revisit	European Art and Artists to create sketch books to record their observations		Bodies 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.	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.		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.	
Computing	<p>Online safety Effective searching. Hardware Investigators.</p> <p>Using a Search Engine • Children can structure search queries to locate specific information. 2 Use Search Effectively to Answer Questions •</p>	<p>Spreadsheets 4.3</p> <p>Creating Pie Charts and Bar Graphs • Children can create a table of data on a spreadsheet. • Children can use a spreadsheet program to automatically create charts and graphs from data. 2 Using</p>	<p>Writing for different audiences</p> <p>Font Styles • Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text. • Children can use text formatting to make a piece of writing fit for its</p>	<p>Logo</p> <p>Introduction to 2Logo • Children know what the common instructions are in 2Logo and how to type them. • Children can follow simple 2Logo instructions to create shapes on paper. • Children</p>	<p>Animation</p> <p>Animating an Object • Children have put together a simple animation using paper to create a flick book. • Children understand animation frames. • Children have made a simple animation using</p>	<p>Coding 4.1</p> <p>Design, Code, Test and Debug • Children can explore different object types in 2Code. • Children can use a background and objects to create a scene. • Children can plan an algorithm for their scene and use 2Code to</p>

	<p>Children have used search to answer a series of questions. • Children have written search questions for a friend to solve. 3</p> <p>Reliable Information Sources • Children can analyse the contents of a web page for clues about the credibility of the information. Hardware • Children can name the different parts of a desktop computer. • Children know what the function of the different parts of a computer is. 2</p> <p>Parts of a Computer • Children have created a leaflet to show the function of</p>	<p>more than and Spin Button Tools • Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. • Children can use the 'spin' tool to count through times tables. 3</p> <p>Advanced Mode and Cell Addresses • Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. • Children can find specified locations in a spreadsheet.</p>	<p>audience and purpose. 2 & 3</p> <p>Using a Simulated Scenario to Produce a News Report • Children can role-play the job of a journalist in a newsroom. • Children can interpret a variety of incoming communications and use these to build up the details of a story. • Children can use the incoming information to write their own newspaper report. 4 & 5</p> <p>Writing for a Campaign • Children can use 2Connect to mind-map ideas for a community campaign. • Children can use these ideas to write a persuasive letter</p>	<p>can follow simple instructions to create shapes in 2Logo. 2</p> <p>Creating Letters using 2Logo • Children can create 2Logo instructions to draw patterns of increasing complexity. • Children understand the pu and pd commands. • Children can write 2Logo instructions for a word of four letters. 3</p> <p>Using the 'Repeat' Command in 2Logo • Children can follow 2Logo code to predict the outcome. • Children can create shapes using the Repeat command. • Children can find the most efficient way to draw shapes. 4</p> <p>Using</p>	<p>2Animate. 2</p> <p>2Animate Tools • Children know what the Onion Skin tool does in animation. • Children can use the Onion Skin tool to create an animated image. • Children can use backgrounds and sounds to make more complex and imaginative animations. 3</p> <p>Stop Motion Animation • Children know what 'stop motion' animation is and how it is created. • Children have used ideas from existing 'stop motion' films to recreate their own animation. • Children have shared their animations and commented on each other's work using display</p>	<p>program it. 2. IF Statements • Children can create a program that includes an IF statement. • Children can interpret a flowchart that depicts an IF statement. 3.</p> <p>Co-ordinates • Children can make use of the X and Y properties of objects in their coding. • Children can create a program that includes an IF statement. 4.</p> <p>Repeat Until and IF/ELSE Statements • Children can read code that includes repeat until and IF/ELSE and explain how it works. • Children can create a program that includes an</p>
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	computer parts.		<p>or poster as part of the campaign. • Children can assess their texts using criteria to judge their suitability for the intended audience.</p>	<p>Procedures • Children can use the Procedure feature. • Children can create 'flowers' or 'crystals' using 2Logo.</p>	boards and blogs in Purple Mash.	<p>IF/ ELSE statement. • Children can interpret a flowchart that depicts an IF/ ELSE statement. 5. Number Variables • Children can explain what a variable is in programming. • Children can create and use variables when programming. 6. Making a Playable Game • Children can read code that includes repeat until and IF/ ELSE and explain how it works. • Children can create a program that includes and IF/ ELSE statement. • Children can interpret a flowchart that depicts an IF/</p>
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						ELSE statement.
DT	Let's go fly a kite.			Battery operated lights. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.		Great British bake off. 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.
French	Greetings. Counting to 30 and beyond. Listen attentively to spoken	Identifying French speaking countries on a map. Christmas. Listen attentively to spoken	Months. Instructions. Listen attentively to spoken	Sports and hobbies. Listen attentively to spoken	Clothes. Listen attentively to spoken	Where do you live? Shops. Listen attentively to spoken

	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
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	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
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	<p>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 (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</p>	<p>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 (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</p>	<p>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 (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</p>	<p>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 (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</p>	<p>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 (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</p>	<p>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 (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</p>
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	videos.	videos.	videos.	videos.	videos.	videos.
Geography		<p>Land Use <i>How and why is land used?</i> Look at our local area and contrast with cityscape.</p> <p>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>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>Use maps and atlases to describe land use in the</p>	<p>Around the world Continents, Countries and significant features. <i>Is the highest mountain in the same country as the longest river?</i></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>understand geographical similarities and differences</p>			<p>The Amazon Rainforest <i>What is life like in the Amazon rainforest?</i></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

		<p>context of thinking about urban and rural areas and also agriculture.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Use fieldwork to observe, measure, record and present the human features in the local area</p>	<p>through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>			
History	<p><i>Who were the Border Reivers?</i></p> <p>The border reivers and the Scots. Local History Study</p> <p>NS-Roman withdrawal from Britain in c. AD 410</p>			<p><i>Were the Victorians Great Inventors?</i></p> <p>Victorian inventions. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Local Case Study</p> <p>Cragside</p>	<p><i>Who were the Ancient Mayans?</i></p> <p>Early civilisations. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient</p>	

					Egypt; The Shang Dynasty of Ancient China	
Music	<p>Peripatetic teacher</p> <p>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</p>	<p>Peripatetic teacher</p> <p>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</p>	<p>Peripatetic teacher</p> <p>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</p>	<p>Peripatetic teacher</p> <p>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</p>	<p>Peripatetic teacher</p> <p>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</p>	<p>Peripatetic teacher</p> <p>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</p>

	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. IT - Youtube	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. IT - Youtube	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. IT - Youtube	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. IT - Youtube	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. IT - Youtube	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. IT - Youtube
Outdoor learning and STEM		Commando Joes - The Queen		Commando Joes - The Queen		
PE	Multi skills, problem solving, invasion games, fitness. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton,	Multi skills, problem solving, invasion games, fitness. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton,	Tag rugby, multiskills, yoga .Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,	Gymnastics, athletics. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns. Compare their performances	Athletics, tennis, orienteering. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns. Compare their performances	Racket sports, striking and fielding. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] . Perform dances using a range of movement patterns. Compare their

	<p>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] . 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.</p>	<p>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] . 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.</p>	<p>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] . 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.</p>	<p>with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination. 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 .</p>	<p>performances with previous ones and demonstrate improvement to achieve their personal best. Use running, jumping, throwing and catching in isolation and in combination. 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 .</p>
PSHE	Being me in my	Celebrating	Dreams and	Healthy me.	Relationships.	Changing me.

	<p>world.</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>differences.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>goals.</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestion about how I might manage my feelings when changes happen.</p>
Collective Worship	<p>Awe and Wonder, friendship wall.</p> <p>Following the Church calendar, Ely Cathedral.</p> <p>Friday worship</p>	<p>Awe and Wonder, friendship wall.</p> <p>Following the Church calendar, Ely Cathedral.</p> <p>Friday worship</p>	<p>Human rights and liberty.</p> <p>Awe and Wonder, friendship wall.</p> <p>Following the Church calendar, Ely Cathedral.</p> <p>Friday worship</p>	<p>Awe and Wonder, friendship wall.</p> <p>Following the Church calendar, Ely Cathedral.</p> <p>Friday worship</p>	<p>Awe and Wonder, friendship wall.</p> <p>Following the Church calendar, Ely Cathedral.</p> <p>Friday worship</p>	<p>Awe and Wonder, friendship wall.</p> <p>Following the Church calendar, Ely Cathedral.</p> <p>Friday worship</p>

	<p>presentations - encouraged to use powerpoint (IT)</p> <p>People who help us.</p>	<p>presentations - encouraged to use powerpoint (IT)</p> <p>Drugs.</p>	<p>Friday worship presentations - encouraged to use powerpoint (IT)</p> <p>Animals and us.</p>	<p>presentations - encouraged to use powerpoint (IT)</p> <p>The law.</p>	<p>presentations - encouraged to use powerpoint (IT)</p> <p>Gender stereotypes/ families of all kinds.</p>	<p>presentations - encouraged to use powerpoint (IT)</p> <p>First aid.</p>
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