Our curriculum synopsis document gives a brief overview of the taught content in all subjects apart from English and Maths. There are additional long term plans in place for English and Maths.

A Synopsis of Year 1

	Autumn	Spring	Summer
Art & Design	In this unit of work children will draw and paint a picture of a favourite toy. They will use basic shapes and their control of line to create the outlines and explore the use of different sized brushes to fill larger spaces and add detail as well as understand how to make colours lighter and darker. They will also create portraits in the style of Picasso focusing on the shape and position of facial features as well as the use of bold colours to express their thoughts.	In this unit of work children will create a large scale mural of their local area. They will develop their use of basic shapes to create what they observe in their local environment and apply this through the medium of collage where they will cut, tear and join a range of materials to create 3D images of things they have seen in the local area.	In this unit of work children will further develop their use of shape to create drawings of fruit linked to their topic on food. Children will begin to shade tones neatly and accurately using charcoals and pastels. They will also print using fruit with a focus on the use of primary and secondary colours.
Computing	Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work.	Learners will begin to explore the online world around them. Including feelings of sad, anger or embarrassment. Pupils will be given the tools to combat those feelings online. Learners will recognise why it is important to ask for permission online as well as be a kind and respectful online user. Learners will then explore ways they can be a responsible online user as well as identify rules to keep themselves and others safe online. Learners will understand what is meant by personal information and why it is important to protect it online. Finally learners will understand the concept of copyright by learning that work they have created is owned by them.	Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. Learners are also introduced to the early stages of program design through the introduction of algorithms. Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
Design & Technology	In this unit of work children will be making playground structures to support their understanding how we play. They will	In this unit of work children will make a moving picture of their local area. They will build on their early experiences of working	Food In this unit of work children will make kebabs selecting a range of fruit and

	generate ideas based on simple design criteria and their own experiences through mock-ups and drawings. They will then build on their prior experience of using basic tools and materials to select their own equipment to make their structure, explaining their choices, whilst understanding how to make freestanding structures stronger, stiffer and more stable. They will evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	with paper and card to make simple flaps and hinges in order to make levers and sliders so as to understand that different mechanisms produce different types of movement. They will continue to generate ideas based on simple design criteria and their own experiences through mock-ups and drawings using paper and card. They will build on their experience of simple cutting, shaping and joining skills in order to develop the use of simple finishing techniques suitable for the product they are creating. They will continue to evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	vegetables according to their characteristics and the taste preferences of the user: communicating their ideas through talk and drawings. They will use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely. They will also learn to understand where fruit and vegetables come from, as well as the basic principles of a healthy and varied diet using The Eatwell plate. They will learn to evaluate their ideas and finished products against design criteria, including intended user and purpose.
Geography		In this unit of work children will be building on their prior knowledge of the environment they are in by studying the human and physical features of their local area. They will use atlases and globes to identify the UK, its countries and their capital cities. They will also locate Cape Hill and be able to say where it is on the map. Children will use simple directional language to describe a route, location and features on a map, they will also draw their own map of the area using symbols to identify landmarks.	In this unit of work children will be building on their prior knowledge of the position of the UK on a world map or globe in order to name and locate the continents where our food comes from. They will develop simple maps to show the journey their food takes, as well as understand the seasonal and daily weather patterns which determine where our food grows. Children will also identify the key physical and human features of the places where our food is grown and transported from.
History	In this unit of work children will learn how toys have changed over time using the key terms 'then' and 'now'. They will learn to identify the main differences between old and new toys as well as recount the changes that have occurred in their own life.	In this unit of work children will built on their knowledge of 'then' and 'now' in order to understand how their local area has changed using the terms 'in the past' and 'present'. Children will also begin to learn key dates, such as the year our school was built. They will begin handle evidence showing the past.	In this unit of work children will build on the vocabulary they know to show the passing of time to begin to understand how our food was transported 'long ago.' They will begin to handle a wider range of evidence to represent the past, such as stories, accounts and pictures.
Music	Introducing Beat - How can we make friends when we sing together? In this unit, children will be introduced to some of the very basic concepts and	Introducing Dynamics and Tempo – How Does Music Make The World a Better Place? Children will continue to focus on tempo and dynamics and will begin to embed them when	Having Fun with Improvisation – What Songs Can We Sing to Help Us Through the Day?

	terminology in music (e.g. duration, pulse, pitch, beat & tempo). Children will also begin to compose and improvise simple pieces of music on a tuned instrument (recorder).	playing, performing and composing. The overall theme of the unit centres around how music can act as a 'changemaker' and the songs appraised as part of the unit will delve into this theme in some detail. Different note values and the concept of a time signature will be explored and children will explore melodic patterns using a variety of different notes.	The theme for this unit is how music is a friend, guide and support. Within the unit, children will focus upon improvisation within their playing, performing, composing and improvising. They will continue to do this on a tuned instrument and will continue to develop their skills and knowledge around key fundamental elements of music (as well as also continuing to be exposed to varying genres of music).
	Christmas Production Year 1 will be carrying out a whole year group production which will involve children primarily playing and performing songs from a range of different genres.	Combining Pulse, Rhythm and Pitch – How Does Music Help Us to Understand Our Neighbours? Pulse, rhythm and pitch will be explored in slightly greater depth as will different time and key signatures (to expand upon previously acquired musical knowledge). Crotchets and minims will be explored and utilised when composing and improvising as will previously taught notes. Children will continue to use a tuned instrument and will explore a range of different genres of music.	Explore Sound and Create a Story – How Does Music Teach Us About Looking After Our Planet? The broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. As well as continuing to focus on the key fundamentals of music explored as part of previous units of work, the focus of the unit will be on children creating a story through the medium of composition and this will be carried out on a tuned instrument.
PE	In this unit children will explore a variety of balances using small and large parts of their bodies. They will create different shapes (stretch, tuck, straddle and pike) using different body parts and develop their flexibility by stretching and curling. They will explore jumping, including the stag jump, safety in different ways and begin to use small apparatus. They will begin to perform simple rolls such as the 'log' and 'egg' roll. They will begin to work independently or with a partner to link different actions and movements together.	Dance: In this unit children will be using a piece of music to represent Chinese New Year where they will move the beat of the music and be able to mirror and copy simple dance moves. They will work with a partner to express their ideas and perform to others. Children will give positive comments about performances they have seen.	Rhythmic Gymnastics: In this unit children will explore a variety of balances using small and large parts of their bodies. They will create different shapes (stretch, tuck, straddle and pike) using different body parts and develop their flexibility by stretching and curling. They will explore jumping, including the stag jump, safely in different ways and begin to use small apparatus. They will begin to perform simple rolls such as the 'log' and 'egg' roll. They will begin to work independently or with a partner to link different actions and movements together.
	Introduction to Invasion Games: In this unit children will explore different ways of using a ball. They will be able to	Introduction into Striking and Fielding: In this unit children will explore passing and receiving a ball in different ways developing	Athletics: In this unit children will use underarm to throw a ball and understand that throwing

	send and receive a ball using different techniques such as throwing, rolling and kicking with increasing control. They will begin to perform a range of throws including under arm. Children will be able to travel in different ways including running and jumping and use this to help them participate fairly in simple team games.	some control and accuracy. They will explore different ways of striking a ball and moving into different spaces. Children will perform fielding techniques and understand the term 'stop zone' They will begin to follow some simple rules to be able to play in team games.	with more power affects the distance of a throw. Children will work with a partner to develop the accuracy of their throws. Children will know how to land safely and with control. They will be able to perform a variety of jumps with control. Children will know and be able to describe the basic running technique. They will be able to run over various distance and be able to jog or sprint with control when running in a straight line or when changing direction. They will be able to slow down when they approach a turning point and maintain control.
PSHE	In this unit children will, show how to keep fit & stay healthy: sugar, night time routines, and personal hygiene. Explain role of Emergency Services.	In this unit children will, recognise people aspire to earn money for different purposes: comfort, shelter, warmth, food, bills & saving for the future. Identify how to make a positive contribution to my classroom environment. Recognise the positive benefits to the internet: communication with others, researching useful information and learning. Understand there are different forms of media. Care for plants and recognise why *(to continue Spring 2).*	In this unit children will, recognise how families care & support us, even though they're not all the same. Identify people who are special to me and share why? Explore friendship: -how to make a friend? - recognising what others are feeling. Understand: - you can share digital content online. -what personal information is & the need to keep private.
	In this unit children will, describe when happy or sad. Talk about feelings. Share personal success with class. Talk about rules to follow to stay safe in different places and situations: online, in the sun, roads, at home, harmful substances, matches.	In this unit children will, complete the environment Project: Bumble Bees. Awareness of different environments within the world I live, which need protection. Understand I live in the British country called England & I belong to local community of Smethwick in Sandwell. Understand that in Britain we have to follow the 'rule of law'. Discuss the need to follow rules when using the internet. Care for plants and watch them grow -*continued from Spring 1.*	In this unit children will, investigate what love is. Investigate different structure of families. Understand what makes a good online friend & need to be kind & thoughtful online as in the real world. I Explain how others are feeling & how they show these feelings.

RE	In this unit of work children will know the story of the Lost Son from the bible and recognise the idea of God as a forgiving father. They will also explore examples of ways in which Christians show their belief in God as loving and forgiving.	In this unit of work children will recognise special times in religion and their own lives. They will recognise symbols related to these special times and the emotions involved. The children will generate their own questions and make comparisons.	In this unit of work children will re-tell simply some stories of Guru Nanak. They will understand the meaning of these stories and the message they give Sikhs about how they should be living their lives.
	In this unit of work children will recognise that stories of Jesus' life come from the Gospels. They will also explore ways in which the nativity story provides guidance.	In this unit of work children will recognise that Incarnation and Salvation are part of a 'big story' of the Bible. They will explore Holy Week and Easter. They will think, talk and ask questions about whether the story of Easter is only for Christians or does it have a message for everyone.	In this unit of work children will know the place of worship for Sikhs in the Gurdwara. They will visit this place of worship and learn about the practises and procedures. They will focus of the Langar and its significance in the Sikh religion.
Science	In this unit of work children will observe, name, label and draw parts of the body. They will learn about the senses and which body part is associated with them. Children will use each of their senses in lessons to explore how the sense works and use words to describe sounds, taste, smell, touch and things that can be seen.	In this unit of work children will further investigate the properties of materials, including waterproofing, melting and freezing of water and evaporation of puddles. Children will record their observations in a variety of ways, ask and answer questions about what they see and perform a range of tests.	In this unit children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will also identify and describe the basic structure of a variety of common flowering plants, including trees. Children will explore the school grounds and observe plants that grow there. They will learn about the parts of a flower and learn that plants and trees grow from seeds. Children will learn the terms 'evergreen' and 'deciduous' and identify which trees belong to each group and how we know. They will learn about the parts of trees and their functions.
	In this unit of work children will use their senses to investigate a range of materials. They will need to name a variety of every day materials and describe their properties. They will learn about the properties of the materials and that the object is different to the material that it is made from. They will sort objects and explore magnetism. They will also explore which material is best for building the houses of the three little pigs and why.	In this unit the children will learn to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Children will observe the features of animals, compare them and sort them. They will also learn about what animals eat and how they can be herbivores, omnivores and carnivores.	In this unit the children will put together all of their observations from throughout the year about the Seasons. They will have observed the weather, day lengths and how we need to dress for certain weather types. They will make observations about plants, animals and what is happening around them and create pieces of work to represent their findings.

A Synopsis of Year 2

	Autumn	Spring	Summer
Art & Design	In this unit of work children will develop their knowledge of shape and the proportions of the face and its features through the use of a grid to create portraits of significant individuals. They will focus on the use of mark making techniques to create tonal variation, building on their knowledge from year 1.	In this unit of work children will build on their printing skills from year 1 to create aboriginal art using greater fine motor control and techniques to create dots and marks of different shapes and sizes. Children will be introduced to the idea of creating a colour palette of earth tones. They will build on their knowledge of how to make colours lighter and darker to introduce tints and shades of earth colours.	In this unit of work children will create a landscape painting of the seaside using watercolours. They will focus on composition in relation to the horizon line and introduce a figurative element through the ability to use shapes and simple lines to add images. They will develop their knowledge of tints and shades to create tonal variations of the sea and sky.
Computing	Learners will build on prior knowledge of becoming a responsible online user. They will be able to explain how people may look and act differently on and offline. Learners will recognise that information shared online is there for a long time. The importance of permission and who to task for help or support when needed. Learners will be able to explain what bullying is, how people may bully others and how bullying can make someone feel. They will be able to explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. Learners will explain how passwords can be used to protect information, accounts and devices.	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.	This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them. Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.
Design & Technology	In this unit of work children will be making a vehicle associated with one of the significant individuals they are studying. They will build upon their prior learning of assembling vehicles with moving wheels using construction kits in order to explore and use wheels, axles and axle holders, distinguishing	In this unit of work children will make bridges linked to their topic on Australia. They will continue to build on their ability to generate ideas based on simple design criteria and their own experiences through more detailed mock-ups and drawings. They will then build on their prior experience of using tools and materials to	Textiles In this unit of work children will make a textile pouch using their understanding of how to make a simple 3-D textile products using a template to create two identical shapes. They will understand how to join fabrics using different techniques e.g.

	between fixed and freely moving axles. Children will build on their ability to generate ideas based on simple design criteria and their own experiences through more detailed mock-ups and drawings. They will select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Children will also select from and use a range of materials and components according to their characteristics. They will evaluate their ideas throughout and their products against original criteria.	select their own equipment to make their structure, explaining their choices, whilst understanding how to make freestanding structures stronger, stiffer and more stable using a range of techniques. Children will continue to select from and use a range of materials and components according to their characteristics and will continue to evaluate their ideas throughout and their products against original criteria.	running stitch, glue, over stitch, stapling. They will also explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Children will design a functional and appealing product for a chosen user and purpose based on simple design criteria and continue to generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. They will select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. as well as select from and use textiles according to their characteristics. They will continue to evaluate their ideas throughout and their final products against original design criteria.
Geography	History based unit so light touch Geography. In this unit of work children will be building on their knowledge of the continents to identify the journeys made by Amy Johnson and the Wright brothers in their topic about significant individuals. As part of this they will identify the oceans of the world using maps and globes as well as learning and using the four points of a compass to describe location of features and routes on a map.	In this unit of work children will be building on what they have learnt about their local area, in order to complete a contrasting locality study focusing on Birdsville in Australia. They will continue to secure their knowledge of the five oceans, seven continents and the four points of the compass to describe Australia's position on the globe in relation to the UK. Children will use aerial photographs to ask questions and draw conclusions about the human and physical features of Birdsville. They will also build on their map drawing skills from year 1, in order to create simple maps of Birdsville, using realistic symbols in line with those used in ordinance survey maps.	In this unit of work children will be securing their locational knowledge of the UK through their understanding of coastal towns and cities in relation to where they live. They will identify the seas surrounding the UK as well as any significant rivers. Children will learn to identify the physical and human features of coastal locations and how these differ from where they live. They will continue to build on their knowledge of OS symbols when creating their own maps of the localities studied.
History	In this unit of work children will learn about significant individuals in relation to flight and how they have contributed to our lives today. They will develop the ability to use a wider		In this unit of work children will learn how visits to the seaside in Britain have changed. They will continue to develop their chronological understanding by placing

	range of historical sources such as newspapers to find answers about the past. Children will develop their chronological understanding by placing events, people and artefacts in order on a timeline without a scale given, as well as recall key dates, such as the first flight taken by the Wright brothers.		events, people and artefacts in order on a timeline without a scale given, as well as recall key dates, such as how the seaside was different 100/50 years ago compared to now. They will continue to develop the ability to use a wider range of historical sources, such as newspapers, to find answers about the past.
Music	Exploring Simple Patterns – How does music help us to make friends? Children will develop their recognition of musical notes on a stave and associate them with a related pitch (high or low). They will also begin to recognise basic 4/4 time as well as style indicators for a variety of different genres. Children will continue to compose and improvise on a tuned instrument.	Exploring Feelings Through Music - How Does Music Make The World a Better Place? Children will continue to be exposed to range of different songs and associated genres. The songs in question deal with themes of music acting as a 'changemaker' in wider society as well as exploring a variety of emotions and feelings. Within this, there will be continued opportunities for listening, appraising, performing, composing and improvising on a tuned instrument.	Music that Makes You Dance – How Does Music Make Us Happy? The theme for this unit is how music is a friend, guide and support. Within the unit, children will explore music designed to make us dance and this will be discussed alongside the broader foundations of music. To accompany the unit, children will listen to and appraise a range of different songs from across many different genres and will also continue to play, perform, compose and improvise using a tuned instrument.
	Christmas Production Year 2 will be carrying out a whole year group production which will involve children primarily playing and performing songs from a range of different genres.	SATS preparation Music teaching will be put on hold for this half-term in order to allow for extra booster sessions to be provided in order to help children towards their SATs tests.	Exploring Improvisation - Teach Us about Looking After Our Planet? The broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. Children will also focus on the art of improvisation in music and will develop their improvisational skills alongside continuing to incorporate the key foundations of music. Listening, appraising, playing and performing will continue in earnest (with the aid of tuned instruments) and children will continue to be exposed to a range of different genres and styles of music.
PE	Gymnastics: In this unit children will continue exploring a variety of balances using small and large parts of their bodies. They will perform shapes that they have learnt previously as well as the arch and dish shape with good	Dance: In this unit children will be using a piece of music to represent Australia where they will begin to understand the beat of the music and mirror, copy and perform simple dance moves. They will work with a partner or a small group	Introduction into Striking and Fielding: In this unit children will be able to accurately pass and receive a ball with good control. They will be able to send a ball off a tee using a bat or racket.

	strength, flexibility and control. Children will be able to perform a variety of jumps (stag and cat jump) with control and whilst traveling in flight. Children will be able to perform a controlled forward roll with balance and accuracy. They will develop short sequences showing contrasts in speed and directions and be able to talk about elements of performances that have been performed well.	to express their ideas and perform to a group. Children will give positive comments about performances they have seen.	Children will be able to understand and play as a fielder, bowler and batsperson and use this to help them play in team games.
	Introduction to Invasion Games: In this unit children will confidently send the ball to others in a range of ways. They will explore passing the ball and dribbling with their hands and feet over longer distances. Children will stop, pick up/collect and send a ball accurately to other players. Children will understand the basic tactics for attacking and defending and apply this knowledge into a variety of skill/game based activities.	Introduction into Striking and Fielding: In this unit children will be able to accurately pass and receive a ball with good control. They will be able to send a ball off a tee using a bat or racket. Children will be able to understand and play as a fielder, bowler and batsperson and use this to help them play in team games.	Athletics: In this unit children will use two hands to send a ball to a target by throwing high, low near and far. They will know how to change a small part of their throw to achieve a greater distance. Children perform jumps using different take offs and landings with control and balance. They will be able to estimate and measure the distance jumped. Children will be able to run with improved technique and running action. They will be able to show that they are able to travel using different speeds. They can show changes in speed and direction as they travel. Children can maintain a run over a variety of time lengths.
	Swimming: In this unit children will develop confidence in around the water and understand basic pool safety skills. Children will be able to enter and exit the water safely. Children will begin to use some different strokes when swimming 10m unaided. They will develop kick action on front and back with support aids if needed. Children will be able to put their face in/under water and begin to do this whilst swimming.		
PSHE	In this unit children will, describe how to keep fit & healthy with exercise, food choices, limited stationary periods, hygiene routines. Know who Emergency Services are, their role, how to reach. Asks for basic First Aid.	In this unit children will, identify how money is earned & investigate purposes. Explore the values of humans being different around world. Give reasons for following rules within class & school.	In this unit children will, investigate what love is. Investigate different structure of families. Understand what makes a good online friend & need to be kind & thoughtful online as in the real world. I Explain

		Explore the benefits of sharing, taking turns and returning borrowed items. Recognising that not all information found online is true.	how others are feeling & how they show these feelings.
	In this unit children will, describe when angry or moody. Discuss simple ways to manage emotions. Share personal successes and relate to responsibility. Identify adult rules which keep me safe: at school, at home, with medicines, fire, crossing roads, online safety, busy, places.	Environment project: Plastic In Our Oceans. In this unit children will, understand that I am living in Britain where its citizens have to follow the 'rule of law'. Understand human effect on the World's environment & need to protect it. Explain how to follow safety rules when using the internet. Understand that the digital content we make belongs to us &others need to ask permission to use it.	In this unit children will, understand how my actions may make others feel. Understand how to resist teasing or bullying. Explain different ways others can be teased or bullied & understand it's wrong. Explain the importance of talking to someone if I am worried, hurt or sad. Understand the difference between a 'secret' where I feel sad or uncomfortable and fun secret which makes me happy. Discuss the use of Cape's empowerment slogan 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me. Discuss the 'PANTS' rule. Listen & discuss the story about Little Bear, by Jane Evans (and if it resonates any concerns I can speak to an adult or they will identify me. –DA). **Health and Wellbeing (Summer 2).**Discuss & prepare to move to Year 3.
RE	In this unit of work children will learn about the Prophet Muhammad and how his stories guide the Muslim people. They will learn how Muslims put into practise what they have learnt from the stories.	In this unit of work children will recognise that there are special places where people go to worship and talk about what people do there. They will give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. They will make comparisons between these places of worship.	In this unit of work children will learn about the 5 Pillars of Islam. Learn about how Muslims use the Shahadah to show what matters to them. They will explore how Muslim belief is put into action.
	In this unit of work children will develop ideas about God from the Bible. They will be able to name the holy book and the signs of respect for the holy writings. They will	In this unit of work children will understand that religious stories help us answer some big questions in life. They will learn that our actions are dependent on our belief on God.	In this unit of work children will listen to stories from the bible and the meaning of 'Gospel'. Know that Jesus provided guidance of how people should behave and Christians learn this through Bible stories.

	recognise that holy scriptures tell stories and have hidden messages.	They will also give simple examples of 'hidden messages' in faith stories or wise sayings.	
Science	In this unit of work the children will understand that all animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air) They will describe the importance for humans of exercise, eating the right amounts of different food, and hygiene.	In this unit children will find out how the shapes of solid objects that are made from some materials can be changed by squashing, bending, twisting and stretching. They will investigate the bounciness, elasticity, rigidity and strength of materials.	They will identify and name a variety of plants and animals in their habitats, including micro-habitats. They will identify that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend upon each other. They will investigate food chains and understand how plants and animals rely on each other to survive.
	In this unit children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will learn about absorbency and develop their understanding of waterproofing. They will learn about heating to change the shape of objects and further develop their knowledge of man-made and natural objects.	In this unit of work the children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will research larger habitats and learn about how animals are adapted to suit their surroundings. They will identify that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend upon each other.	In this unit children will observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. They will learn about different types of seeds and how they are dispersed. They will grow beans and cress seeds and what they need to grow

A Synopsis of Year 3

	Autumn	Spring	Summer
Art & Design	In this unit of work children will learn to join and shape clay to create a scarab beetle. They will then develop their 3D drawing skills from observing their own art work where they will build on their knowledge of tonal variation, understanding where the dark and light parts of the drawing are and learn how to shade in order to create a 3D image.	In this unit of work children will build on their knowledge of composition from year 2 in order to create a rainforest scene in the style of Abel Rodriguez. Children will develop their understanding of foreground, mid ground and back ground and create different hues from one colour. They will continue to develop their painting skills increasing control, & precision when painting detail, lines and edges of shapes	In this unit of work children will create a cartoon drawing based upon a roman myth. They will combine what they have learnt about creating 3D images using shading to show shadow and light as well as using what they know about foreground, mid ground and background to create a roman landscape.
Computing	This unit explores the concept of sequencing in programming through Scratch. They will	Learners will use a range of techniques to create a stop-frame animation using tablets.	Learners will be able to explain what is meant by the term 'identity' and explain

	be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Learners will explore the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite.	Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects.	ways in which someone might change their identity depending on what they are doing online. Learners will be able to explain what is meant by 'trusting someone online', why this is different from 'liking someone online'. Learners will explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. Learners will be able to explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. Learners will also build on their knowledge of permission, copyright and the importance of passwords.
Design & Technology	<u>Textiles</u> In this unit of work children will build on their knowledge from year 2 to make a cartouche cover. They will build on their prior knowledge of how to join fabric in simple ways so as to learn how to strengthen, stiffen and reinforce existing fabrics. Children will build upon their use of simple patterns and templates for marking out in order to understand how to securely join two pieces of fabric together.as well as the need for patterns and seam allowances. They will generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user as well as produce annotated sketches, prototypes, final product sketches and pattern pieces. Children will select and use a range of appropriate tools with some accuracy as well as select fabrics and fastenings according to their functional characteristics.	<u>Mechanical systems</u> In this unit of work children will build on their knowledge of sliders and levers in order to understand linkage mechanisms as well as distinguish between fixed and loose pivots to create their own pop-up book based on a rainforest theme. They will continue to generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user as well as produce annotated sketches, prototypes, final product sketches and pattern pieces. Children will continue to select and use a range of appropriate tools with some accuracy to cut, shape and join paper and card as well as select finishing techniques suitable for the product they are creating. They will continue to test their product against the original design criteria and with the intended user and consider others' views.	<u>Food</u> In this unit of work children will build on their knowledge of ways to prepare ingredients safely and hygienically as well as healthy eating and the Eatwell plate to create a Roman stew. They will learn to generate and clarify ideas through the use of annotated sketches to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. They will build on their knowledge from year 1 to learn about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. They will learn to carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using tables and simple graphs as well as evaluate the ongoing work and the final product with

	They will test their product against the original design criteria and with the intended user and consider others' views.		reference to the design criteria and the views of others.
Geography	History based unit so light touch Geography. In this unit of work children will focus on the human and physical features of Egypt as well as the importance of the river Nile in helping to shape the way the Ancient Egyptians lived. They will continue to use the 4 points of a compass, as well as letter and number co-ordinates to locate key features on a map. Children will begin to understand how climate zones, vegetation belts, natural resources and water influence where people choose to settle and how they use the land.	In this unit of work children will focus on the Amazonian rainforest and its position within the continent of South America as well as the importance of the river Amazon in helping to shape the way people live there. Children will continue to develop their understanding of how climate zones, biomes, vegetation belts, natural resources and water influence where people choose to settle and how they use the land. They will begin to develop their use of the 4 figure grid references to locate key features on a map.	History based unit so light touch Geography. In this unit of work children will focus on the physical and human features of Italy compared with the UK to link to their study of the Romans. They will continue to develop their use of 4 figure grid references to locate key features on a map. Children will continue to develop their understanding of how climate zones, natural resources and water influence where people choose to settle and how they use the land as well as the development of trade links across the Roman empire.
History	In this unit of work children will learn about the Ancient Egyptian civilization and its impact on History. They will develop their chronological understanding using a timeline with a given scale, as well as understand that timelines can be divided into BC and AD. They will begin to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.		In this unit of work children will learn about the impact of the Roman Empire on Britain. They will continue to develop their chronological understanding using a timeline with a given scale, as well as developing their understanding that timelines can be divided into BC and AD. Children will begin to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
MFL	In this unit the children will: Pinpoint Italy on a map of the world. Ask and answer the question 'How are you?'. Say 'Hello' and 'Goodbye'. Ask and answer the question 'What is your name?'. Count to ten. Say ten colours.	In this unit the children will: Name ten instruments. Match all the new Italian words to the appropriate picture. Remember the words for at least five instruments and their correct gender in Italian, unaided. To say that they play an instrument, of their choice correctly.	In this unit the children will: Sit and listen attentively to a familiar fairy tale in Italian. Use picture and word cards to recognise and retain key vocabulary from the story. Name and spell at least three parts of the body in Italian as seen in the story.
	In this unit the children will: Be introduced to ten animals.	In this unit the children will: Name and recognise up to 10 fruits. Attempt to spell some of these nouns.	In this unit the children will: Recognise some common Italian verbs/activities.

	Match all the new Italian words to the appropriate picture. Remember the words for at least five animals in Italian unaided. Attempt to spell at least three animals correctly.	Ask somebody in Italian if they like a particular fruit. Say what fruits they like and dislike.	Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with sapere - 'to know'.
Music	Ukulele skills Children will learn how to play the ukulele through provision from our local provider (SIPS music). Children will learn a variety of different songs and will also be given the opportunity to play in both a solo and ensemble setting.	Ukulele skills Children will learn how to play the ukulele through provision from our local provider (SIPS music). Children will learn a variety of different songs and will also be given the opportunity to play in both a solo and ensemble setting.	Ukulele skills Children will learn how to play the ukulele through provision from our local provider (SIPS music). Children will learn a variety of different songs and will also be given the opportunity to play in both a solo and ensemble setting.
PE	Gymnastics: In this unit children will know the principles of balancing and be able to apply them on floor and a variety of apparatus. They will be able to enter, hold and exit a shoulder balance with control and balance. Children will be able to continue to perform a range of shapes whilst lying and standing. They will be able to explore travelling whilst using various hand apparatus and apply this into a short sequence along with learnt skips, leaps, steps and jumps, individually or with a partner. Children will be able to talk about performances and how they are similar and how improvements can be made. Tennis: In this unit children will begin to learn about the rules of tennis. They will learn how to effectively hold the racket with the correct grip and be able to tap the ball off the racket with accuracy. They will learn the difference between backhand and forehand and start to perform these whilst hitting the ball. Children will be able to stand in a ready position holding the racket correctly and then change position before tapping the ball to a partner.	Dance: In this unit children will be using a piece of music to represent the Rainforest where they will understand the beat of the music and mirror, copy and perform more complex dance moves. Children will be exploring different space, direction and levels in their dance routines as well as working in a small group to express their ideas. Children will give positive comments about performances they have seen and suggest an idea for improvement. Cricket: In this unit children will develop an understanding of the sport Cricket. They will develop their confidence in passing and receiving the ball through different throwing techniques. They will confidently hold a cricket back to effectively strike a ball. Children will develop an understanding of kwik cricket and begin to apply this into game play	OAA: In this unit children will be able to use verbal and non-verbal communication strategies to help solve problems and complete challenges. They will be able to follow a school map to navigate around a simple course and read basic symbols on an orienteering map. Children can follow the instructions of others when working in a team.

	They will be able to perform rally games in partners using the techniques they have learnt		
	Basketball: In this unit children will explore bouncing, shooting, dribbling and throwing and catching a basketball. They will be able to use different passing movements including chest, bounce, overhead and javelin pass. Children will have an understanding of spatial awareness and the basic rules of basketball and use this knowledge in small game situations. Football: In this unit children will able to explore shooting and passing the ball and talk about the difference between them. They will be able to run in a straight line with the ball before using the correct technique for passing with their strong foot. They will begin to dribble the ball, making small touches and keep the ball under control. They can implement the skills and tactics into a small game situations and begin to show and explain basic rules of the game.	Rounders this unit children will be able to throw and strike a ball with accuracy. They will be able to understand and practice 'runs' in game based activities. Children will be able to understand the basic rules of Rounders and use this to help them play simple team games. Tag Rugby: In this unit children will know that a ball needs to be passed backwards. They will confidently move at different speeds whilst holding the ball and be able to throw it underarm. Children will know where to score a 'try' and know how to position the ball. They will know how to play	Athletics: In this unit children will develop control, fluency and accuracy when throwing a one handed over arm throw. They will develop the technique for a push throw and increase the distance being thrown. Children will know how to land safely when jumping. They will know and perform the difference between a one footed take off and a two footed take off. Children will be able to use the correct arm and leg action to help improve the height of their jump. Children will be able to run for sustained periods of time at a pace suitable for their fitness level. They will use the correct technique for sprinting and describe how it is different from a jog
PSHE	In this unit children will have an understanding of: -link between physical, emotional & mental health. -being different to others. -detrimental effects of long periods of device time. -changing needs as their bodies grow older. -routines which limit spread of bacteria/viruses. -how to call for Emergency Services. -how to use basic First Aid	In this unit children will, investigate economical awareness along with aspirations & pride. Examine job roles within community for males & females. Recognise people's differences and understand that it's alright to be different- spiritual, moral, social and cultural (SMSC). Understand that people belong to various groups & communities -rules are in place to help live in harmony & safety. Identify how media can portray people differently.	In this unit children will, explain how families come in different shapes & sizes but they are all capable of showing love, support and understanding. Understand that families & friends should care for each other, & know where to get help if there is a problem. Listen to other people's views, values & customs. Care about others feelings & point of view. Awareness that some people lie about who they are online. Understand when to share personal information & when not to.

	In this unit children will, define emotions: loss & separation, resilience & frustration. Understand need to seek help if feeling worried, hurt or sad. Recognise, name & deal with feelings positively. Describe how to stay safe in different situations: out on the street, online, in the home (household products, medicines).	Environment Project: Deforestation. In this unit children will, explain what democracy means & why Britain is a democracy. Understand that under English law, my well-being and safety are protected. Research, discuss & debate topical issues, problems & events. Recognise that humans are responsible for the World & need to take care of it. Recognise which type of websites are trustworthy for information. Recognise the benefits & risks of different apps & websites.	In this unit children will, identify racism, teasing, bullying & aggressive behaviours & know that they are unacceptable. Understand how to resolve differences by looking at alternative choices. Recognise how my behaviour affects 'me' & others – focus on telling the truth. Discuss how to keep myself safe within different situations. Identify who I can speak to, if I need help. Investigate the 'PANTS' rule and explain it to others. Explain when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.'
RE	In this unit of work children will learn about religious festivals from a range of religions. They will learn the significance of them and explore how they are celebrated. They will also learn the link between these religious festivals to the sacred scripts. They will describe how people show devotion to God and commitment to key values in these festivals.	In this unit of work children will learn where the story of God and Creation come in the Bible's Big Story. They will recognise that the story of the fall explains why things go wrong in the world and that Christians pray to God to say sorry and ask for forgiveness.	In this unit of work children will identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. They will make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. They will learn about the Jewish way of life and the celebrations of Passover. They will also learn about the importance of Shabbat.
	In this unit of work children will identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean. They children will learn how Hindus worship and about the practices and procedures they engage in to demonstrate their faith.	In this unit of work children will recognise what the 'Gospel' is. They will learn the meaning of Baptism and Trinity and how Christians show their belief in God the Trinity in worship. They will make links between some Bible texts studied and the idea of God in Christianity.	In this unit of work children will identify and describe some stories and sayings of the Prophet. They will learn the meaning of texts that Muslims use to understand Islam. They will learn why the Prophet was a good leader and why the Muslim people follow his example still today.
Science	In this unit of work children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their food; they get nutrition from what they eat. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement. They will learn about the	In this unit children will explore the requirements of plants for life and growth (air, light, water, nutrients from soils, and room to grow) and how they vary from plant to plant. They will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They will investigate the way in which water is transported within plants.	In this unit children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have lived are trapped within the rock. Children will compare and group together different kinds of rocks on the basis of appearance and simple physical properties.

	diaphragm, breathing and how our breathing is affected when we exercise.		They will describe in simple terms how fossils are formed when things that have lived are trapped within rock and recognise that soils are made from rocks and organic matter.
	In this unit children will compare how different objects move across a range of surfaces. They will notice that some forces need contact between two objects- but magnetic forces can act at a distance. They will 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. Children will observe how magnets (attract and repel each other and) attract some materials and not others. They will describe magnets as having two poles and predict whether they will attract or repel each other, depending on which poles are facing.	In this unit children will explore the part that the flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. They will explore the part that flowers play in the life cycle of flowering plants. Children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	In this unit the children will recognise that they need light in order to see things and that dark is the absence of light. They will notice that light is reflecting from surfaces and find patterns that determine the size of shadows. They will recognise that light from the sun can be dangerous and that there are ways to protect their eyes. They will Recognise that shadows are formed when the light from a light source is blocked by a solid object.

A Synopsis of Year 4

	Autumn	Spring	Summer
Art & Design	In this unit of work children will build on their portraiture skills from year 2 to create a portrait of Henry VIII. Children will pay greater attention to detail, measuring proportion more accurately, looking carefully at the shape of facial features as well as learning how to create texture through the drawing and shading of hair. They will use watercolours to create a backwash then build upon their knowledge of making tints and tones to create a suitable colour palette for their work.	In this unit of work children will create an image of the Northern Lights using watercolours. They will build on their knowledge of how to create a backwash but will add and blend a variety of colours, learning how to drag colours down the page. Pupils will develop their paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect. Children will add a figurative element to their work using black paint, applying and developing the skills learnt in year 2	In this unit of work children will create stone age jewellery using clay. They will build on their knowledge of how to create shapes with clay from year 3 in order to make cubes, spheres and dogtooth shapes. Children will also create megalithic structures using stones which then they will then draw developing their ability to accurately identify 3D geometric shapes when drawing from observation, becoming aware of proportion and scale. They will control line & shading with chalks and charcoal to describe shape, form and light and shade.

Computing	Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. Learners will explore the concept of repetition in programming using the Scratch environment. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.	Learners will describe positive ways for someone to interact with others online. They will understand that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Learners will describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). Learners will give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours including cyber bullying. Learners will be able to describe how some online services may seek consent to store information about them and know how to respond appropriately and who they can ask if they're not sure.	Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.
Design & Technology	<u>Structures</u> In this unit of work children will develop and use knowledge of how to construct strong, stiff shell structures as well as develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes in order to build a model of a Tudor house. They will build on their basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science. Children will generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product as well as develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. They will select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy and explain	<u>Electrical systems</u> In this unit of work children will construct a simple series electrical circuit using bulbs, switches and buzzers in order to make a torch as part of their explorers topic. Children will continue to generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product as well as develop ideas through the analysis of existing products and use annotated sketches from different views and prototypes to model and communicate ideas. They will select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Children will test and evaluate their own, as well as a range of existing battery powered products against design criteria and the intended user and purpose in order to identify their strengths and areas for improvement.	<u>Mechanical systems</u> In this unit of work children will build on their experience of axles, axle holders and wheels that are fixed or free moving from year 2 in order to understand how gears and pulleys can be used to speed up, slow down or change the direction of movement when designing a pulley system to lift the rocks used to make Stonehenge. Children will continue to generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product as well as develop ideas through the analysis of existing products and use annotated sketches from different views and prototypes to model and communicate ideas. They will select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Children

	their choice of materials according to functional properties and aesthetic qualities. Children will test and evaluate their own products against design criteria and the intended user and purpose.		will test products with the intended user in mind and critically evaluate the quality of the design, manufacture, functionality and its fitness for purpose.
Geography	History based unit so light touch Geography. In this unit of work children will focus on map reading skills, looking particularly at historical maps of London in order to study land use and settlement during the Tudor era and explain how this has changed over time. They will begin to develop their use of digital mapping by adding a range of annotation labels, text and photographs to help explain features and places on a map as well as continue to develop their use of 4 figure grid references and the 8 points of the compass when describing the location of features on a map.	In this unit of work children will focus on the polar regions and how the landscape has changed since the time of early polar explorers. They will continue to use 4-figure grid references, symbols and keys to build knowledge of the regions, as well as understand the significance of their position in relation to the equator and how this influences the climate. Children will begin to understand the challenges faced for those who choose to settle or travel there, using a range of maps, aerial photographs and digital mapping to identify the key physical and human features of the region.	History based unit so light touch Geography. In this unit of work children will continue to use maps in order to study land use and settlement during the stone age and explain how this changed over time. They will continue to develop their use of 4 figure grid references and the 8 points of the compass when locating the position of hill forts on a map.
History	In this unit of work children will learn about life during the Tudor Era and the impact Henry the eighths rule had on Britain. They will develop their chronological understanding further, comparing periods of History through duration and be able to place events on a timeline to the nearest century. Children will build on their understanding of the need to use more than one source of evidence for historical enquiry, to describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Light touch History In this unit of work children will build on their knowledge of significant individuals from year 2 to understand why Sir Ernest Shackleton was an important 'Antarctic' historical figure and what the crew of his expedition would have seen along their route. They will continue to develop their chronological understanding further, comparing periods of History through duration and be able to place events on a timeline to the nearest century.	In this unit of work children will learn about life during the stone age through the artefacts left behind. They will continue to develop their chronological understanding further, comparing periods of History through duration and be able to place events on a timeline to the nearest century. They will build on their understanding of using more than one source of evidence for historical enquiries in order to begin to suggest more suitable sources of evidence, giving clear reasons for the choices made.
MFL	In this unit the children will: Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.	In this unit the children will: Say the nouns with the correct definite article in Italian for members of their family. Tell somebody the members and age of a fictitious, historical or television family as a	In this unit the children will: Order a selection of foods and drinks from an Italian menu. Order an Italian breakfast. Order typical Italian snacks. Ask for the bill.

	Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members. Understand the concept of mio, mia, miei, mie in Italian.	Remember how to say hello, goodbye, please and thank you.
	In this unit the children will: Sit and listen attentively to Tudor history, concentrating well on the facts told to them in Italian, learning how to decode longer spoken and written Italian that is harder and unknown to them. Learn at least three adjectives in Italian. Tell somebody in Italian at least two key facts of Tudor history.	In this unit the children will: Recognise and repeat from memory simple classroom objects and use the correct gender. Say what they have and do not have in their pencil case. Recognise and respond to simple classroom commands and praise.	In this unit the children will: Repeat and recognise the vocabulary for various items of clothing in Italian. Use the appropriate genders and articles for these items of clothing. Use the verb INDOSSARE in Italian with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy.
Music	Interesting Time Signatures – How does music bring us together? Children will begin to explore ever more diverse genres of music (including reggae, hip-hop, soul and orchestral music) and will begin to develop fluency regarding some of the more common note values (crotchets, minims, semi-breves) as well as how to apply these to their own personal compositions.	Developing Pulse & Groove Through Improvisation – How Does Music Improve Our World? This unit continues to build upon previously explored themes of music acting as a 'changemaker'. Children will listen to appraise a number of different songs (of varying genres) that cover this particular theme and will also continue to develop their playing, performing, composing and improvisational skills – with the aid of a tuned instrument (glockenspiel). Children will also develop a further in depth understanding of a range of different note values and other increasingly complex musical vocabulary.	Connecting Notes and Feelings – How Does Music Shape Our Way of Life? The theme for this unit is how music is a friend, guide and support and the musical focus will be on notes and feelings and how to connect the two as part of music (whilst continuing to incorporate previously taught fundamentals of music). Children will build upon what they have already learnt throughout the year and will be challenged to include a wider range of notes and rhythmic patterns when composing and improvising – all of which will continue to be carried out on a tuned instrument.
	Combining Elements to Make Music – How Does Music Connect Us With Our Past? Children will begin to recognize tonality in more detail and will also begin to associate style indicators to genres such as: electronic	Creating Simple Melodies Together – How Does Music Teach Us about Our Community? The broader theme of this unit deals with how music is a builder of community and guardian of cultural identity. Within the unit, children	Purpose, Identity and Expression in Music – How Does Music Connect Us with The Environment? The broader social theme of this unit is music being a Nature Lover and Guardian of

	dance music, pop music, folk music. Use of a tuned instrument for playing and performing will continue.	will listen to and appraise a range of different songs around which their playing, performing, composing and improvising skills will be developed (whilst playing a tuned instrument). Children will be expected to continue to use a range of increasingly complex rhythmic patterns and notes in their own personal compositions.	the Earth. Children will focus on the intentions behind musical expression and their relationship with identity, while working implicitly with all the other elements of music as they go through the steps of the unit. Children will be expected to use an ever increasing range of notes and rhythmic patterns within their own compositions and improvisations (all on a tuned instrument) as well as being able to demonstrate their understanding of musical notation on a stave & note values.
PE	Gymnastics: In this unit children will be able to perform previously taught balances and begin to perform a stork balance and arabesque balance confidently and use this as part of a sequence. Children will be able to refine previously learnt jumps and perform a split jump taking off and landing with increasing control. They will perfect rolls and be able to perform these confidently in a planned sequence. Children will be able to work together, share ideas and advise others in performances as well as create and perform matching/mirroring sequences and suggests how improvements can be made. Tennis: In this unit children will be able to tap the ball back and forth to a partner over a small space and begin to tap the ball over a net. Children will be able to move from a ready position into a forehand or backhand position quickly. They will be able to move the racket from a low swing to a high swing and knowing when best to do this. Children will be able to get the ball into play by accurately serving the ball straight from hands to racket making sure it lands 'in' on the other side. They will be able to play a variety of shots in	Dance: In this unit children will be using a piece of music to represent Electricity where they will explore different directions, levels and speeds when creating and performing a dance routine. They will also use unison and cannon. Children will work in small groups to listen and express their ideas and perform and execute dance steps safely. Children will give positive comments about performances they have seen and suggest an idea for improvement. Cricket: In this unit children will demonstrate the correct body position whilst batting and be able to use different fielding techniques such as the nest and crocodile clap technique and a long barrier whilst being stationary. Children will investigate different ways of throwing and know when each one is appropriate (under/over arm) Children will develop an understanding of the wicket keeper and be able to apply this into game situations.	OAA: In this unit children will be able to use verbal and non-verbal communication within group activates to help complete challenges. They will be able to evaluate their own performance and others within a group. Children will be able to follow a school map to navigate that has been designed by others. They will be able to read basic symbols and start to create their own symbols. Children will be able to mark control points in correct positions and find their way to a base point.

	a rally situation and explore when different shots should be played.		
	Hockey: In this unit children will explore passing and moving with the ball. They will use the 'push pass' technique to make a direct pass and a 'slap pass' to pass with more power. Children will use speed to dribble into space and be able to change direction of travel by rotating and turning the stick to do this effectively. They will get involved in simple team games and attempt to score. Netball: In this unit children will develop netball skills such as pivoting, passing, marking and shooting. They will learn to use the bounce and chest pass and which pass is the best one to use in different scenarios. Children will be able to participate in team games, developing simple tactics for attacking and defending. They will know the different positions and discuss the rules.	Rounders: In this unit children will demonstrate the correct body position whilst batting and be able to use different fielding techniques such as the nest and crocodile clap technique and a long barrier whilst being stationary. Children will investigate different ways of throwing and know when each one is appropriate (under/over arm) Children will develop an understanding of the backstop and be able to apply this into game situations. Tag Rugby: In this unit children will be able to move with speed whilst travelling with the ball. They will be able to move into space to avoid defenders. Children will be able to pass backwards and in both directions on the move. They will be able to use the 'w' grip confidently. Children will begin to make a high pop pass to avoid defenders. They will play in small tag games.	Athletics: In this unit children will know, explain and perform the push throw. They will be able to measure and record performances. Children will know how to land safely and apply this to their jumps. They will know and perform a long jump using a one footed take off and two footed landing. Children will be able to select the right arm and leg action for the jump. Children will be able to use the sprint start and find a starting position that works for them. They will demonstrate improved technique for sprinting. Children will be able to develop control and fluency for the changeover in relay
	Swimming: In this unit children will be confident in around the water and understand how to stay safe in and around the water. Children will be able to put their face in the water whilst swimming and breath correctly when swimming in one identifiable stroke. Children will be able to swim at least 25m using one basic method. They will be able to use two different strokes swimming on both front and back.		
PSHE	In this unit children will, investigate benefits of: -regular exercise towards health & well-being. -damaging effects of bad habits including gaming. -completing daily hygiene practices. -foods essential for a healthy balanced diet. -being different to others. Know when to make an emergency call & how to perform basic first aid.	In this unit children will, explore how to manage money. Describe range of jobs & understand skills required. Raise my future aspirations. Reflect positively on the SMSC beliefs, experiences & views of others. Resolve differences by looking at alternative decisions. Discuss, debate and write about my opinions regarding things that matter to me & society.	In this unit children will, understand that families change but basics stay the same - love, support and understanding Recognise there are different types of relationships which aren't always good. Investigate features of a true friendship. Understand my actions (including my opinions) affect myself & others. Explore benefits of working with others to achieve shared goals.
	In this unit children will, explore the effect on emotions from changing family circumstances. Identify how to face new	Environment Project: Global Warming - Changing Weather. In this unit children will,	In this unit children will, identify there are different types of bad behaviour & know that

	challenges positively by sharing experiences, identifying mistakes and building future aspirations. Recognition of different risks and decide how to safely behave (roads, prescribed medicines, cigarettes, vaping, alcohol, peer pressure). Describe different ways to report unacceptable online contact and content.	explain why Britain is a democracy. Explain why and how rules are made and enforced. Understand further, that people living in England must live under the rule of law which is used to protect every citizen's well-being and safety. Identify & respect differences & similarities between UK's people. Recognise all living things have needs & now it's my responsibility to meet these. Identify how to look after my local environment by recognising what harms it. Awareness of the problems facing the World's environment & investigation into ways to protect. Understand we can search for info in a variety of ways & now we influence the outputs of searches depending on our input.	it is wrong. Explain where I can get help & support for different situations. Explain how to keep myself safe in different situations & I can explain reasons for doing so. Explain who to tell if concerned about content or contact online. Understand when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.' Recognise domestic abuse and know there is a solution. Understand the 'PANTS' rule and can explain clearly to others. Recognise what kind of physical contact is acceptable/unacceptable and know where to get help.
RE	In this unit of work children will identify and describe key Sikh beliefs and values including Waheguru and Sewa. They will learn the meaning of sacred text and how they influence the practice of Sikh people. They will describe how people show their Sikh identity in dress, behaviour and values.	In this unit of work children will identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. They will make suggestions and then find out about what Jesus' actions towards outcasts mean for a Christian. They will learn the importance of love and give examples of how Christians try to show love for all.	In this unit of work children will make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. They will learn its meaning to Christians. They will make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.
	In this unit of work children will identify and explain beliefs about why people are good and bad. They will compare this belief between Christians and Humanists. They will suggest reasons why it might be helpful to follow a moral code and why it might be difficult.	In this unit of work children will recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. They will learn about the importance of Holy Week and how communities celebrate. They will describe how Christians show their beliefs about Jesus in worship in different ways. They will ask questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'.	In this unit of work children will identify and describe the 5 Pillars of Islam and the beliefs they express. They will make simple connections between beliefs about Allah and the 5 Pillars and describe how people show devotion in Islam.
Science	In this unit children will learn about the parts of the digestive system and their functions. They will understand the differences between teeth and develop their understanding of	In this unit children will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Children will recall and	In this unit children will recognise that living things can be grouped in a variety of ways. They will explore and use classification keys to help group, identify and name a variety of

	herbivores, carnivores and omnivores. They will investigate the waste products of animals related to diet and feeling unwell. They will develop their knowledge of food chains and what happens if a food chain is broken.	identify some common conductors and insulators, and associate metals with being good conductors. They will identify whether or not a lamp will light in a circuit based on whether or not the lamp is part of a complete loop with a battery. They will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Children will also identify common appliances that run on electricity.	living things in their local and wider environment. They will begin to learn about branching databases to support the sorting of animals. They will observe features of living things to help write questions, create and use a range of classification keys.
	In this unit the children will identify how sounds are made, associating some of them with some vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and that sounds get fainter as the distance from the sound source increases. The children will find patterns between the pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it.	In this unit children will recognise that environments can change and that this can sometimes pose dangers to living things. They will discuss how has our local environment changed and consider aspects of our school grounds that have changed. They will have a class debate about a hypothetical scenario that would bring about environmental change. They will learn about climate change, deforestation and how living thigs adapt to changes.	In this unit children will compare and group materials together, according to whether they are solids, liquids or gasses. They will 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 (^{o}C) They will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

A Synopsis of Year 5

	Autumn	Spring	Summer
Art & Design	In this unit of work children will create their own painting of the black country whilst learning about the qualities of acrylic paint. They will focus on the techniques of three Victorian artists then choose their favourite technique to create their final piece. : Children will develop their ability to control colour when painting; for blending and reducing hue They will also build on knowledge from year 4 learning that darker and lighter colours can be added to create tints and shades instead of black and white.	In this unit of work children will create an underwater scene in the style of Baroque art. They will build on their knowledge of the qualities of watercolours from year 4 to create the background using a wash with a focus on improving the translucency of colour to create the sea as well as securing their knowledge that darker and lighter colours can be added to create tints and shades instead of black and white. Details will be added using an increasingly confident awareness of the 2D and 3D	In this unit of work children will design and make more complex forms in 3D in the shape of a Greek container/tile displaying images from Greek myths. Children will use a range of modelling materials to develop joining techniques learnt in year 3 in order to attach images to their container or tile. They will also learn to understand how to finish work to a good standard.

		geometric forms that comprise forms and objects.	
Computing	Learners will explain how identity online can be copied, modified or altered. They will learn that there are some people online who wish to cause harm to others. Learners will explore online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). Learners will recognise online bullying can be different to bullying in the physical world and can describe some of those differences. Learners will know how to block abusive users. They will know how to evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Finally, learners will be able to describe some strategies, tips or advice to promote health and wellbeing with regards to technology.	Learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion.	Learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. Learners represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.
Design & Technology	Mechanisms - Children will build on their work in year 4 involving gears and pulleys in order to understand how cams can be used to produce different types of movement and change the direction of movement when making a cam toy as part of their work on Victorians. They will generate innovative ideas by carrying out research in order to develop a design specification to guide their thinking which will be represented through prototypes as well as annotated and exploded diagrams. Children will select from and use a range of tools and equipment to make products that that are accurately assembled and well finished as well as learn to work within the constraints of time, resources and cost. They will test products with the intended user and critically evaluate	<u>Electrical systems</u> In this unit of work children will construct a simple series electrical circuit using bulbs, switches and buzzers in order to make a torch as part of their explorers topic. Children will continue to generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product as well as develop ideas through the analysis of existing products and use annotated sketches from different views and prototypes to model and communicate ideas. They will select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.	<u>Food</u> In this unit of work children will build on their knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet to investigate and make a traditional Greek recipe with greater emphasis on how the food is presented for the intended user. They will learn to generate innovative ideas through research, discussion, annotated sketches and IT to develop a design brief and criteria for a design specification linked to the user and purpose. They will build on their knowledge from year 3 to understand how to use utensils and equipment including heat sources to prepare and cook food as well as understand about

	the quality of the design, manufacture, functionality and fitness for purpose, whilst considering the views of others to improve their work.	Children will test and evaluate their own, as well as a range of existing battery powered products against design criteria and the intended user and purpose in order to identify their strengths and areas for improvement.	seasonality in relation to food products and the source of different food products. They will learn to carry out sensory evaluations of a range of relevant products and ingredients and record using tables/graphs/charts as well as evaluate the final product with reference back to the design brief and specification, considering the views of others when identifying improvements. Children will also learn to understand how key chefs have influenced eating habits to promote varied and healthy diets.
Geography	History based unit so light touch Geography. In this unit of work children will focus on the Black Country and its geographical significance in the development of industrial Britain during the Victorian era. They will begin to use 6-figure grid references to locate features of the area on a map whilst beginning to understand how the economic activity in an area is developed through trade links with other places.	In this unit of work children will focus on the Caribbean islands and how their location and physical and human features led to them becoming a safe haven for pirates. Children will continue to more accurately locate features on a map using 6-figure grid references and will also begin to describe route, direction and location, linking the 8 points of compass to degrees on compass They will focus on key features of rivers and be able to relate the formation and continuum of rivers to their knowledge of the water cycle.	History based unit so light touch Geography. In this unit of work children will focus on the country of Greece, its position within Europe and environmental regions. They will continue to develop their knowledge of using 6-figure grid references to locate key physical and human features on a map and in particular how the food, mineral and water aspects influenced settlements and land use as well as trade links across the country.
History	In this unit of work children will learn about what life was like in the Black Country during the Victorian era. They will develop their chronological understanding further, comparing periods of history through interval and when creating timelines, children will create their own scale when given the start and end date. Children will begin to use sources of evidence to form and investigate hypotheses as well as make good suggestions of suitable evidence which can be used to back up conclusions.	Light touch History In this unit of work children will learn about the golden age of piracy and which pirates were most infamous at the time. They will continue to develop their chronological understanding further, comparing periods of history through interval and when creating timelines, children will create their own scale when given the start and end date.	In this unit of work children will learn about legacies created by the ancient Greeks. They will continue to develop their chronological understanding further, comparing periods of history through interval and when creating timelines, children will create their own scale when given the start and end date. Children will build on their ability to use sources of evidence to form and investigate hypotheses, as well as make good suggestions of suitable evidence which can be used to back up conclusions but they will also begin to show an awareness of the concept of propaganda.
MFL	In this unit the children will:	In this unit the children will:	In this unit the children will:

	Repeat and recognise the vocabulary for weather. Ask what the weather is like today. Say what the weather is like today. Create an Italian weather map. Describe the weather in different regions of Italy using a weather map with symbols.	Name and recognise the planets in Italian on a solar system map. Spell at least five of the planets in Italian. Say an interesting fact about at least four of the planets. Explain the rules of adjectival agreement clearly in Italian and apply when using colours to describe objects.	Tell somebody in Italian the key elements animals and plants need to survive in their habitat. Tell somebody examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in Italian which animals and plants live in these different habitats.
	In this unit the children will: Repeat and recognise the months of the year in Italian. Ask when somebody has a birthday and say when they have their birthday. Say the date in Italian. Create an Italian calendar. Recognise key dates in the Italian calendar.	In this unit the children will: Sit and listen attentively to a story (as in year one of teaching Italian) and be able to recognise, understand and remember more of the new language. Increase their memory potential in Italian by using picture cards, word cards and phrase cards in Italian. Increase their thinking and reasoning skills in Italian, identifying strategies to use in the future for memorising new words and phrases.	In this unit the children will: Tell somebody in Italian the key facts of ancient and modern Olympic Games. Look for cognates and highlight key words when learning how to decode longer passages of text. Say the nouns in Italian for key sports/events in the current Olympic games. Conjugate the irregular verb FARE enabling the students to say what sports they do and do not play. Understand the concept of del, della, dell' and dello when you say you play a sport in Italian.
Music	Getting Started with Music Tech – How does music bring us together? This unit has a strong focus on Gospel music (and its origins) as well as continuing to develop fluency around the different types of notes, their individual values and how they can be applied in increasingly complex compositions. Children will continue to play and perform on a tuned instrument (recorder or glockenspiel).	Exploring Key & Time Signatures - How Does Music Improve Our World? Continuing to explore the theme of music acting as a 'changemaker', the unit will also offer considerable focus on different key signatures and time signatures with children developing an ever increasing knowledge of different keys and times within different pieces of music. Playing, performing, composing and improvising will continue in earnest with children expected to add additional complexity to their individual compositions based on taught lesson material.	Words, Meaning & Expression – How Does Music Shape our Way of Life? The theme for this unit is how music is a friend, guide and support. Children will continue to learn about all the Foundational Elements of Music with a focus on expression of musical meaning through words, while working implicitly with all the other elements of music as they go through the steps of the unit listening, appraising, playing, performing, composing and improvising will continue to factor into the unit and children will also continue to use a tuned instrument.
	Christmas Production Year 5 will be carrying out a whole year group production which will involve children	Introducing Chords - How Does Music Teach Us about Our Community? The broader theme of this unit deals with how music is a builder of community and guardian	Identifying Important Musical Elements - How Does Music Connect Us with The Environment?

	primarily playing and performing songs from a range of different genres.	of cultural identity. Within the unit, children will continue to learn about the foundational elements of music with a particular focus on chords (something covered as part of Year 3 music teaching). Children will continue to be exposed to range of different music from varying genres and will also continue to play, perform, compose and improvise on a tuned instrument.	The broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. Children will continue to learn about all the foundational elements of music with a focus on musical elements, while working implicitly with all the other elements of music as they go through the steps of the unit.
PE	Gymnastics: In this unit children will be able to perform a range of sitting, support, lying and standing shapes accurately. They will be able to perform a straight jump with a ¼ and ½ turn whilst maintaining balance. Children will attempt a completed a head stand safely whilst being supported by a partner and attempt to perform a cartwheel with increased speed and composure. Children will be able to choreograph complex and well executed sequences including mirroring/matching/ cannon with varying dynamics, levels and directions. They will be able to comment on the effectiveness of a performance. Tennis: In this unit children will be able to choose the correct technique to tap the ball using forehand or backhand motion effectively and know which one to use depending on where the ball is being played. They will be able to get their racket back into position upon recovery and get their selves into the 'ready' position. Children will be able to serve the ball correctly beginning to purposely aim for space to score. Children will start to understand the scoring system and apply this into game situations.	Dance: In this unit children will be using a piece of music to represent Pirates where they will explore choreography that includes unison, cannon, levels, speeds and dynamic movements. Children will perform rhythmically with expression. Children will co-ordinate a larger variety of dance steps and techniques whilst choreographing and performing. Children will have the option to lead as well as participate and reflect. Cricket: In this unit children will demonstrate the correct body position whilst battings and fielding. Children will begin to choose which fielding technique is needed for different situations. Children will begin to throw and catch whilst moving and attempt the push shot. Children will begin to vary their bowling technique, using quick or spin bowl and apply this into game based situations. Children will be able to explain the basic rules of cricket including bowls per over	OAA: In this unit children will be able to co-operate to share roles within a group and listens to each other's ideas when planning a task. They will be able to take responsibility for a role and begin to take the lead when needed. Children will be able to give clear instructions and adapt strategies when needed. Children will be able to plan a simple orienteering trial for others to complete using the local areas. They will be able to read some map symbols and begin to read a compass.
	Basketball:	Rounders:	Athletics:

	In this unit children will be able to use specific basketball skills confidently i.e. pivoting, dodging, bounce pass and previously learnt skills. they will be able to increase power and strength of passes, moving the ball over longer distances. Children will understand some of the rules and positions in basketball and be able to play efficiently in different positions on the court. Football: In this unit children will confidently use the correct technique when passing the ball (including their strong and weak foot) They will be able to change direction with the ball at speed and be able to pass the ball into a space rather than to a team mate. They will be able to dribble towards an opponent and attempt to beat the player. They can implement the skills and tactics into a game situation and confidently show and explain basic rules of the game. They will be able to explain the different positions of players and play in these positions.	In this unit children will demonstrate the correct body position whilst battings and fielding. Children will begin to choose which fielding technique is needed for different situations. Children will begin to throw and catch whilst moving and attempt the push shot. Children will begin to vary their bowling technique, using quick or spin bowl and apply this into game based situations. Children will be able to explain the basic rules of Rounders including 'how many Rounders?' Tag Rugby: In this unit children will be able to pass and receive a ball at speed. They will be able to catch the ball using a 'w' grip as well as use the 'w' grip confidently. Children will be able to 'play the ball' and use this in game situations. They will be able to develop tactics as a team and apply all learned skills in a game of tag rugby.	In this unit children will be able to explain and perform the correct technique for the shot putt developing their fluency and control. Children will be able to perform a basic long jump technique and be able to describe the different phases of the jump. They will be able to measure and judge a 'run up' to help them achieve a greater distance. Children will be able to describe and use the 3 phrases of sprint to start to correct and refine the technique. They will understand why reaction time is important as well as stamina. Children will be able to understand and decide on an appropriate running pace to cover a set distance.
PSHE	In this unit children will, explain importance of adopting healthy lifestyle choices for long term health benefits. Recognition of health warning signs including allergies. Maintenance of personal hygiene practices for social etiquette & reduction of bacteria and virus spread. Can offer basic First Aid & assess if Emergency Services are required.	In this unit children will, understand importance of saving for future. Identify jobs and careers interested in pursuing, & skills required to secure future employment. Empathise, show tolerance towards others differences & view-points. Appreciate & acknowledge differences between individual UK citizens. Identify different rules needed in different situations. Explore how the media present info. Demonstrate responsible use of online services and technologies, & know range of ways to report concerns.	In this unit children will, recognise how my actions affect myself & others (focus- hurt feelings). Understand that friendships have their ups & downs but I am aware of strategies to resolve and reconcile differences. Identify if a friendship (on or offline) is making me feel unsafe or uncomfortable. Explain where to get support when needed. Identify and maintain healthy relationships throughout life.

	In this unit children will, identify ways of gaining help to deal with grief & how to face such challenges. Discuss the acceptance of differences, personal achievements as well as mistakes in-order to set personal goals. Identify different risks & decide how to keep myself safe (illegal drugs, online safety, prescribed medicines, cigarettes, vaping, alcohol, knife crime, anti-social behaviour & peer pressure).	Environment Project: Global Warming – Melting Ice. In this unit children will, explain how Britain is a democracy & compare understanding of term 'dictatorship'. Explain that people living in England live under the rule of law which protects the well-being & safety of all its citizens. Discuss opinions on issues that affect me & society. Recognise reasons to improve and care for my local & global environment. Identify methods of improving the environment & explain reasons for doing so. Understand what makes a strong password & why this is important at school & in wider world.	In this unit children will, explain the nature and consequences of unhealthy relationships: including racism, bullying, inappropriate & aggressive behaviours. Explain where I can get help for myself or friends & family (include DA). Explain to others the 'PANTS' rule using understanding of puberty talk & links to unhealthy secrets including FGM awareness. Recognise what kind of physical contact is acceptable & unacceptable Explain when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it. Explain when & why to seek help & share problems. Explain how to keep myself safe online. Identify that people living within communities have different values, customs, genders & sexualities (LGBT) and beliefs but we can still be friends (tolerance, resilience, empathy). **Living In The Wider World (Summer 2)** Investigate insensitive labelling. **Health and Wellbeing (Summer 2).** Discuss we are all different & this is ok Recognise, as I approach puberty, how to deal with my changing moods as well as my emotions. Identify the physical and emotional changes that happen when approaching and during puberty.
RE	In this unit of work children will identify some different types of biblical texts and make connections between biblical texts and Christian ideas of God. They will show how Christians put their beliefs into practice in worship. They will weigh up how biblical ideas and teachings about God as holy and	In this unit of work children will explain beliefs about and the influence of prayer from Judaism and Islam. They will look at the differences in practice and discuss its importance for Muslims and Jewish people and those who do not pray or pray in different ways.	In this unit of work children will identify, explain and make clear links between Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. They will study Hindu beliefs through stories. They will connect Hindu ideas about the stages of life

	loving might make a difference in the world today.		[4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha]
	In this unit of work children will explain beliefs about the value of religious and cultural diversity in their local town. They will describe examples of texts which explain why honouring all humans is important. They will also make clear connections between belief in the 'Golden Rule' and the needs of a mixed community. They will give examples of the impact of inter faith work in our community and explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.	In this unit of work children will explain Muslim and Christian beliefs about temptation, sin and forgiveness. They will make clear connections between belief about God and moral choices and express their own response to Muslim and Christian teaching about temptation. They will also give good reasons for their views about moral choices and forgiveness.	In this unit of work children will outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. They will explain what Christians mean when they say that Jesus' death was a sacrifice. They will learn how Christians celebrate Holy Communion/Lord's Supper.
Science	In this unit children will explain that unsupported objects fall towards the Earth because of the gravity acting between the Earth and the Falling object. They will identify the effects of air resistance and how it acts between moving surfaces. They will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. They will identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	In this unit children will compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity (electrical and thermal), and response to magnets. They will give reasons, based on evidence from comparative and fair tests, for the practical uses of everyday materials, including metals, wood and plastic.	In this unit children will describe the life process of reproduction in some plants and animals. They will describe the differences in the life cycles of a mammal, an amphibian and a bird.
	In this unit children will describe the Sun, Earth and Moon as approximately spherical bodies. They will describe the movement of the Earth, and other planets, relative to the Sun in the solar system. They will describe the movement of the Moon relative to the Earth and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	In this unit children will compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets. They will know that some materials will dissolve in liquid to form a solution. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They will demonstrate that dissolving, mixing and changes of state are reversible changes.	In this unit children will describe the changes as humans develop to old age. They will learn about gestation periods for animals and explore foetal development. They will learn about what happens to our bodies as we get older, including puberty and growth.

A Synopsis of Year 6

	Autumn	Spring	Summer
Art & Design	In this unit of work children will be creating a piece climate change art. Building on their collage skills from year 3 children will collect images related to climate change, trace then overlap them to create their own composition for a magazine. Children will develop more accurate line work focusing on the skill of cross hatching.	In this unit of work children will create Celtic illuminated letters linked to their Anglo-Saxon topic using the qualities of gouache paint. Children will build on what they have learnt about creating different hues in order to make warm and cool shades of the dominant colours used at the time. Children will then use fine liners to add detail building on their knowledge of line and shape.	
Computing	Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. Learners will explore a microbit and its functions . They will code the microbit to show that it's happy or sad, or to act as a dice. Finally they will design and create a code that allows human disasters to be detected through microbit.	This term learners will explore the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project	Learners will be able to identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups. They will understand the importance of asking until I get the help needed and explain how sharing something online may have an impact either positively or negatively. Learners will be able to explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. Learners will know how to describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. Learners will be able to describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.
Design & Technology	Electrical systems In this unit of work children will build on their knowledge from year 4 of how to build a simple circuit so as to develop their understanding of the essential characteristics of a series circuit to create a battery-powered, functional, electrical product and apply their understanding of computing to	Textiles In this unit of work children will build on their knowledge of basic stitching, joining textiles, finishing techniques and experience of making and using simple pattern pieces to make a Viking purse. They will learn to understand that a 3-D textile product can be made from a combination of accurately made pattern pieces	

	program, monitor and control their products. They will research to develop an innovative design specification for a functional product that responds automatically to changes in the environment and communicate ideas through annotated sketches and pictorial representations of electrical circuits or circuit diagrams. Children will competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. They will continually evaluate and modify the working features of the product to match the initial design specification as well as test the system to demonstrate its effectiveness for the intended user and purpose. Children will also investigate famous inventors who developed ground-breaking electrical systems and components.	or fabric shapes and that fabrics can be strengthened, stiffened and reinforced where appropriate. Children will continue to generate innovative ideas through drawing, templates, mock-ups and prototypes as well as produce detailed lists of equipment and fabrics relevant to their tasks. They will continue to select from and use a range of tools and equipment to make products that are accurately assembled and well finished as well as work within the constraints of time, resources and cost. They will investigate and analyse textile products linked to their final product, as well as continue to critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.	
Geography	In this unit of work children will focus on countries around the globe prone to natural disasters. They will complete an in-depth study of locations across North America where natural disasters have changed the landscape, including volcanoes, flooding and drought. Children will learn to apply what they know about physical and human features, as well as climate zones, in understanding why some locations are more vulnerable to disasters than others. They will use a range of maps to study land use, climate zones, population densities, height of land as well as contours and slope.	History based unit so light touch Geography. In this unit of work children will focus on the physical features of the countries in Europe where the Anglo Saxons and Vikings travelled from. They will also learn to understand in more detail the reasons why people choose to settle where they do. Children will use a range of maps to locate towns and cities in England which originate from the Anglo Saxon and Viking era.	History based unit so light touch Geography. In this unit of work children will focus on the development of the Early Islamic Civilization through the rise of the city of Baghdad at its centre. They will begin to understand and explain how countries and geographical regions are interconnected and interdependent through the study of trade links made by the development of 'The Silk Road'. In digital mapping they will begin to use linear and area mapping tools to accurately describe the size and scale of an area.
History		In this unit of work children will learn about the struggle for power of Britain by the Anglo Saxons and Vikings. They will develop their chronological understanding further by creating timelines which compare periods of	In this unit of work children will learn to understand why the early Islamic civilization is known as the golden age of Islam. They will continue to develop their chronological understanding further by creating timelines which compare periods of history

		history concurrently through overlap where children also create their own scale. Children will build on their awareness of the concept of propaganda to understand how historians must understand the social context of evidence studied.	concurrently through overlap where they also create their own scale. Children will understand how some historical events occurred concurrently in different locations and be able to summarise what Britain may have learnt from other countries and civilizations.
MFL	In this unit the children will: Learn when, where and how to use definite, indefinite and partitive articles correctly. Learn about the gender of nouns and how to pluralise. Understand how, when and where to use adjectival agreement. Understand how, when and where to use possessive adjectives.	In this unit the children will: Ask what the time is in Italian. Tell the time accurately in Italian. Learn how to say what they do at the weekend in Italian. Learn to integrate conjunctions into their work. Present an account of what they do and at what time at the weekend.	In this unit the children will: Tell somebody key facts about things that animals and plants need to survive. Tell somebody examples of the most common habitats for particular plants and animals and give an example of where these habitats can be found. Tell somebody in Italian what types of animals and plants live in different habitats and what their particular adaptations are to best suit their environment.
	In this unit the children will: Repeat and recognise the vocabulary for school subjects. Say what subjects they like and dislike at school. Say why they like/ dislike certain school subjects. Tell the time (on the hour) in Italian. Say what time they study certain subjects at school.		In this unit the children will: Name and recognise ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are not considered good for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy lifestyle.
Music	Developing Melodic Phrases – How does music bring us together? This unit will introduce children to a wider variety of time signatures as well as exploring tonality and style indicators associated with pop, soul and 20th century orchestral music. Children will continue to play and perform using a tuned instrument (in this case the glockenspiel).	SATS preparation Music teaching will be put on hold for this half-term in order to allow for extra booster sessions to be provided in order to help children towards their SATs tests.	Samba Children will explore the origins of Samba music and the style indicators associated with this genre. Composition and improvising will involve using un-tuned percussive instruments to layer different rhythmic patterns on top of one another in the traditional Samba style.
	Gamelan In this unit, children will begin to explore Indonesian music and a gamelan (an	Auxy In this unit, children will explore electronically generated music and its origins. Children will	Leavers Production All year 6 children will partake in the end of year production which will focus on playing

	ensemble of musicians associated with this particular style of music). Utilising the knowledge they have acquired in previous units of work, children will compose their own piece of gamelan inspired music making use of increasingly complex rhythmic patterns.	compose and improvise using the Auxy application which will teach them the skills of multi-layering and experimenting with a range of every increasingly complex rhythmic patterns.	and performing skills both in an ensemble and solo context.
PE	Gymnastics: In this unit children will perform rotational jumps (including full rotations) accurately and with control. Children will enter and exit a handstand with control, supported by a partner if needed. They will perform a circle roll with good control. Children will be able to choreograph complex and well executed sequences including mirroring/matching/ cannon with varying dynamics, levels and directions. They will be able to transfer their sequence onto suitably arranged apparatus and floor. Children will use their gymnastics knowledge to comment and analyse performances and suggest improvements. Tennis: In this unit children will be able to show a range of grips when performing a backward and know which grip is needed for the best show. They will be able to turn and run to the ball getting into a forehand or backhand position whilst en route. They will be able to use 'move-hit-recover' technique. Children will be able to perform and understand the 'overhead clear' (ace) shot and the impact that playing it can have on winning points during game play.	Dance: In this unit children will be using a piece of music to represent Animals/ Adaptations where they will explore choreography that includes unison, cannon, levels, speeds, dynamic movements as well as performing with correct posture to suit the dance style. Children will co-ordinate a larger variety of dance steps and techniques whilst choreographing and performing. Children will have the option to lead as well as participate and reflect. Cricket: In this unit children will demonstrate the correct body position whilst batting, bowling and fielding. They will be able to select the best technique for fielding and bowling and apply this into game situations. Children will be able to perform the long barrier whilst moving and know when best to use this technique. Children will be able to explain the rules of cricket and be able to play in mini tournaments.	OAA: In this unit children will, together plan and share roles within a group based on each other's strengths. They will be able to change roles or ideas if they are not working. Children can take the lead within a group and give clear instructions. Children will be able to plan strategies and solve problems within a group. They will be able to recognise what went well and why and what can be improved. Children can read a wide variety of maps, symbols and compass points when given a route/map. They will be able to draw their own maps and set trails for others to follow.
	Hockey: In this unit children will be able to dribble using the 'Indian' dribble technique and use this method to advance towards a team's goal. They will be able to use a range of passes including square pass, straight pass	Rounders: In this unit children will demonstrate the correct body position whilst batting, bowling and fielding. They will be able to select the best technique for fielding and bowling and apply this into game situations. Children will be	Athletics: In this unit children will be able to explain and perform the correct technique for the javelin develop fluency and control. They will be able to measure and record distances thrown more accurately.

	and 'chip' and know which one to use depending on the distance of the pass. Children will be able to participate in team games, developing their simple tactics for attacking and defending. Netball: In this unit children will confidently use netball skills such as pivoting, passing, marking and shooting. They will know which pass to use in different game situations and be able to develop the accuracy and power in these passes. Children will be able to participate in team games, developing tactics for attacking and defending. They will know the different positions	able to perform the long barrier whilst moving and know when best to use this technique. Children will be able to explain the rules of Rounders and be able to play in mini tournaments.	Children will understand and use the correct technique for the triple jump. They will be able to measure and judge a 'run up' to help them achieve a greater distance. Children will be able to describe and use the 3 phrases of sprint to start to correct and refine the technique. They will be able to work together effectively to complete a full relay situation and describe and perform the relay 'change over' technique.
PSHE	In this unit children will, plan towards long term heath (exercise, nutrition, sleep) and avoidance of bad habits (inactivity, fatty or sugary products). Plan daily hygiene practices with a view to identify signs of physical illness. Can use First Aid techniques to deal with common injuries & know how to call Emergency Services.	In this unit children will, recognise how to provide future income, by setting aspirational goals. Identify jobs which interest me, with any specifically required education. Understand importance of budgeting. Awareness of different ways Government allocate money, & how these affect others. Discuss how I can contribute to future society. Respectfully listen & respond to a wide range of diff. people to myself. Evaluate websites for reliability of info & authenticity.	In this unit children will, recognise 'different types' of healthy relationships (friends, family & marriage) – identifying the characteristic which make them positive. Identify unhealthy relationships and their negative /dangerous characteristics. Demonstrate how to respond to racism, bullying aggression, harassment, etc. Explain who & where to go in-order to get help & support for yourself/ others.
	In this unit children will, identify that feelings change and range in intensity, & explore how to manage & respond appropriately. Identify positive things about oneself & set achievable goals. Explore how to face new challenges: collecting information, seeking help, making responsible choices and talking to others. Identify how to take responsibility for own safety along with possible consequences (grooming, drug awareness, county lines,	Environment Project: The World's Environmental Problems. In this unit children will, discuss what makes Britain a democracy, rather than a dictatorship. Explain how to take part in making & changing rules: elections, voting, Parliament. Recognise that as the UK is a democracy, there is a wide diversity of people with different views and identities (SMSC). Discuss how the 'rule of law' operates in England. Understand there are	In this unit children will, understand the 'PANTS' rule, making links to Puberty Talk - & can explain to others importance of keeping safe. Explain when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.' Recognise and now how to report abuse, including emotional, physical and sexual. Explain where I can get help or support and identify where family or friends

	carrying knives, railways, waterways, electricity pylons, fireworks, online).	consequences with anti-social and aggressive behaviours. Discuss & debate topical issues: respect other peoples' points of view constructively challenge opinions disagreed with. Investigate knowledge of local & global environmental problems to raise awareness of how we & our community can help follow strategies to reduce further harm. Plus, identify useful methods & explain reasons for doing so.	can too. Share the importance of respecting others. Understand gender stereotyping. **Health and Wellbeing Summer 2** Recognise that for some people gender identity does not correspond biologically. Understand that my body changes as I reach puberty & reasons why. Identify the external genitalia and internal reproductive organs in males and females, & how the process of puberty relates to human reproduction. Understand that Female Genital Mutilation (under any name) is against British law. What to do, and whom to tell, if they think they or someone else, may be at risk.
RE	In this unit of work children will explain beliefs about holy buildings and God's presence from different religions. They will study sacred texts which explain worship and sacred space. They will make clear connections, explain differences between and raise questions about the value and impact of worship and the significance of 'holy space'.	In this unit of work children will identify features of Gospel text and compare their own ideas with ways in which Christians interpret biblical texts. They will also make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community. They will make connections between Christian teachings, the issues, problems and opportunities in the world today.	In this unit of work children will explain beliefs and teachings about justice from Christian and Muslim texts. They will compare their ideas and make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity. They will explain some differences between two charities and explain the importance of the idea that God loves justice and is just.
	In this unit of work children will describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. They will identify beliefs about life after death in at least two religious traditions. They will also give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.	In this unit of work children will explain connections between biblical texts and the concept of the Kingdom of God. They will consider different possible meanings for the biblical texts studied and show awareness of different interpretations. They will make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. They will also relate the Christian 'Kingdom of God' model to issues, problems and opportunities in the world today.	In this unit of work children will explain some ways beliefs are shown in creative expression. They will give examples of the impact of beliefs on art, architecture and music.

Science	In this unit children will use recognised symbols when representing a simple circuit in a diagram. They will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will associate brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Children will use recognised symbols when representing a simple circuit in a diagram.	In this unit children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. They will give reasons for classifying plants and animals based on specific characteristics.	In this unit children will recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They will recognise that living things have changed over time. They will identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution. They will recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago.
	In this unit children will recognise that light appears to travel in straight lines. They will use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. They will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. They will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		In this unit children will identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will describe ways in which nutrients and water are transported within animals, including humans. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.