

The logo is a circular emblem with a gold, beaded border. Inside the circle, there is a depiction of a church building with a central tower and two side towers, set against a blue sky and green trees. The text is overlaid on this emblem.

Malmesbury
Church of
England

Curriculum
Handbook

Milepost 3 – Years 5 and 6

Geography – IPC

Program of Study: Key Stage 2: 5 and 6

Milepost 2 Years 3 & 4 Geography Areas of Study

Features Studied	Years 3 and 4	Years 5 and 6	Features Studied	Years 3 and 4	Year 5 and 6
Rivers	Year 3 and 4, Year A, Term 1 Egyptians (Flood plains, deltas, tributaries)	Year 5 – Year A and B, Term 6, Go with the Flow	Volcanoes	Year 3 and 4, Year A, Term 3 Active Planet	
Inland features		Year 5, Year A & B Term 6, Go with the Flow	Earthquakes	Year 3 and 4, Year A, Term 3 Active Planet	
Settlement types and land use	Year 3 and 4, Term 4, Year A, Rainforests [Land use]	Year 5, Year A & B Term 6, Go with the Flow. Year 5 and 6 Year A, Term 4, The Holiday Show.	Water Cycle	Year 3 and 4, Year A, Term 3 Active Planet	Year 5 – Year A and B, Term 6, Go with the Flow
Distribution of energy and resources	Year 4, Term 6, Chocolate, Year A [Resources]	Year 5 – Year A and B, Term 6, Go with the Flow	Climate zones	Year 3 and 4, Term 4, Year A, Rainforests [Tropical]	Year 6, Year A & B Term 6, out of Africa Year 5 and 6, Year B, Term 3, Extreme Survivors
Trade and economic links	Year 4, Term 6, Chocolate, Year A	Year 5 – Year A and B, Term 6, Go with the Flow	Coastal Features		Year 5 and 6 Year A, Term 4, The Holiday Show.
Coastal feature		Year 5 and 6 Year A, Term 4, The Holiday Show.	Mountains		Year 5 – Year A and B, Term 6, Go with the Flow

Geography – Milepost 3: Key Skills

Geography Mile Post 3 Years 5 & 6 Key Skills			
National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	3.2 Know about the main physical and human features and environmental issues in particular localities. 3.20 Be able to use and interpret globes and maps in a variety of scales 3.21 Be able to use maps in a variety of scales to locate the position and geographical features of their home country and town, and the countries and town where their peers have lived	The Holiday Show	Year A, Term 4
		Go With The Flow	Year A & B (Yr5) Term 6
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world	3.17 Be able to use instruments to make measurements 3.19 Be able to make plans and maps in a variety of scales using symbols and keys 3.20 Be able to use and interpret globes and maps in a variety of scales	Extreme Survivors	Year B, Term 3
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	3.7 Know about the geography of the area around the school 3.13 Be able to use a variety of sources to gather geographical information 3.14 Be able to use secondary sources to obtain geographical information 3.16 Be able to collect and record evidence to answer geographical questions 3.17 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings 3.18 Be able to use instruments to make measurements 3.19 Be able to make plans and maps in a variety of scales using symbols and keys 3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways	Go With The Flow	Year A & B (Yr5) Term 6

Geography – Milepost 3: Key Knowledge

Key Knowledge Geography Milepost 3 Years 5 + 6			
National Curriculum	IPC Learning Goal	Themes / topic	Year + term taught
Using maps, locate the world's countries including Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	3.01 Know that the study of geography is concerned with places and environments in the world around them 3.02 Know about the main physical and human features and environmental issues in particular localities 3.20 Be able to use and interpret globes and maps in a variety of scales	The Holiday Show	Year A Term 4
		WWII	Year A Term 2
		Extreme Survivors	Year B Term 3
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time	3.02 Know about the main physical and human features and environmental issues in particular localities 3.05 Know about recent and proposed changes in particular localities 3.06/08 Know about the major geographical features of the host/home country 3.21 Be able to use maps in a variety of scales to locate the position and geographical features of their home country and town, and the countries and town where their peers have lived	The Holiday Show	Year A Term 4
		The Great, The Bold, And The Brave	Year B Term 2
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	3.20 Be able to use and interpret globes and maps in a variety of scales 3.21 Be able to use maps in a variety of scales to locate the position and geographical features of their home country and town, and the countries and town where their peers have lived	Space Explorers	Year A Term 1
		Extreme Survivors	Year B Term 2
Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a	3.03 Know about similarities and differences between particular localities	Holiday Show	Year A Term 4

<p>region of a mainland European country and a region within North or South America</p>	<p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places</p>	<p>Go With The Flow (Rivers In Africa)</p>	<p>Year A + B (Yr5) Term 6</p>
<p>Describe and understand key aspects of: Physical geography, incl: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>3.01 Know that the study of geography is concerned with places and environments in the world around them</p>	<p>Go With The Flow</p>	<p>Year A + B (Yr5) Term 6</p>
	<p>3.02 Know about the main physical and human features and environmental issues in particular localities</p>	<p>Out Of Africa</p>	<p>Year A + B (Yr6) Term 6</p>
	<p>3.04 Know how the features of particular localities influence the nature of human activities within them</p> <p>3.9/10 Know about the weather and climatic conditions in their home/host country and how they affect the environment and lives of people living there</p> <p>3.11 Know how people affect the environment</p> <p>3.12 Be able to enquire into geographical factors and their effects on people</p> <p>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>3.23 Be able to explain how places are linked through movement of goods and people</p> <p>3.25 Understand how localities are affected by natural features and processes</p> <p>3.26 Understand how and why people seek to manage and sustain their environment</p> <p>3.27 Understand how the geographical features of the host country affect the lives of the people who live there</p>	<p>Extreme Survivors</p>	<p>Year B Term 2</p>

History – IPC Program of Study: Key Stage 2: 5 and 6

National Curriculum- Pupils should be taught about:	Suggested areas of study	IPC theme
Changes in Britain from the Stone Age to the Iron Age	Late Neolithic hunter-gatherers and early farmers e.g Skara Brae Bronze Age religion, technology and travel e.g Stonehenge Iron Age hill forts: Tribal kingdoms, farming, art and culture	Year 3 and 4 (Year B) - Scavengers & settlers: Term 1
The Roman Empire and its impact on Britain	'Romanisation' of Britain, The Roman Empire by 42AD and the power of its army, British resistance- Boudica	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 2
Britain's settlement by Anglo-Saxons and Scots	Roman withdrawal from Britain in 410AD, Anglo-Saxon invasion, place names and village life	Year 5 and 6 (Year B) The Great, The Bold & the Brave: Term 2
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking raids and invasion, resistance by Alfred the Great and Athelstan, 1 st King of England.	Year 2 and 3 (Year A) Invaders & Settlers (Vikings): Term 6
A local history study linked to one of the time periods above	Prehistoric Malmesbury & Avebury	Year 2 and 3 (Year A) Invaders & Settlers (Vikings): Term 6
	Vikings and Athelstan	Year 3 and 4 (Year B): Scavengers & settlers: Term 1
	Victorian Britain and Brunel (NOT NC)	Year 2 and 3 (Year B): Brilliant Brunel: Term 6
	Romans in Cirencester	Year 5 and 6 (Year B): The Great, The Bold & the Brave: Term 2
A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066	The changing power of monarchs e.g. Queen Victoria Changes in social history e.g. crime and punishment or leisure The legacy of Greek or Roman culture on later periods e.g. art and architecture Significant turning points in British history e.g. railways or Battle of Britain	Year 2 and 3 (Year B): Brilliant Brunel: Term 6
		Year 5 and 6 (Year A): WW2 Term 2
The achievements of the earliest civilizations- an overview of where and when the 1 st civilizations appeared and a depth study of one of the following:	Ancient Sumer The Indus Valley Ancient Egypt The Shang Dynasty of Ancient China	Year 3 and 4 (Year A) Ancient Egypt: Term 1

A non-European society that provides contrast with British History- one study from the following

Early Islamic Civilization, including a study of Baghdad c.AD 900
Mayan civilization c.AD 900
Benin (West Africa) c. AD 900-1300

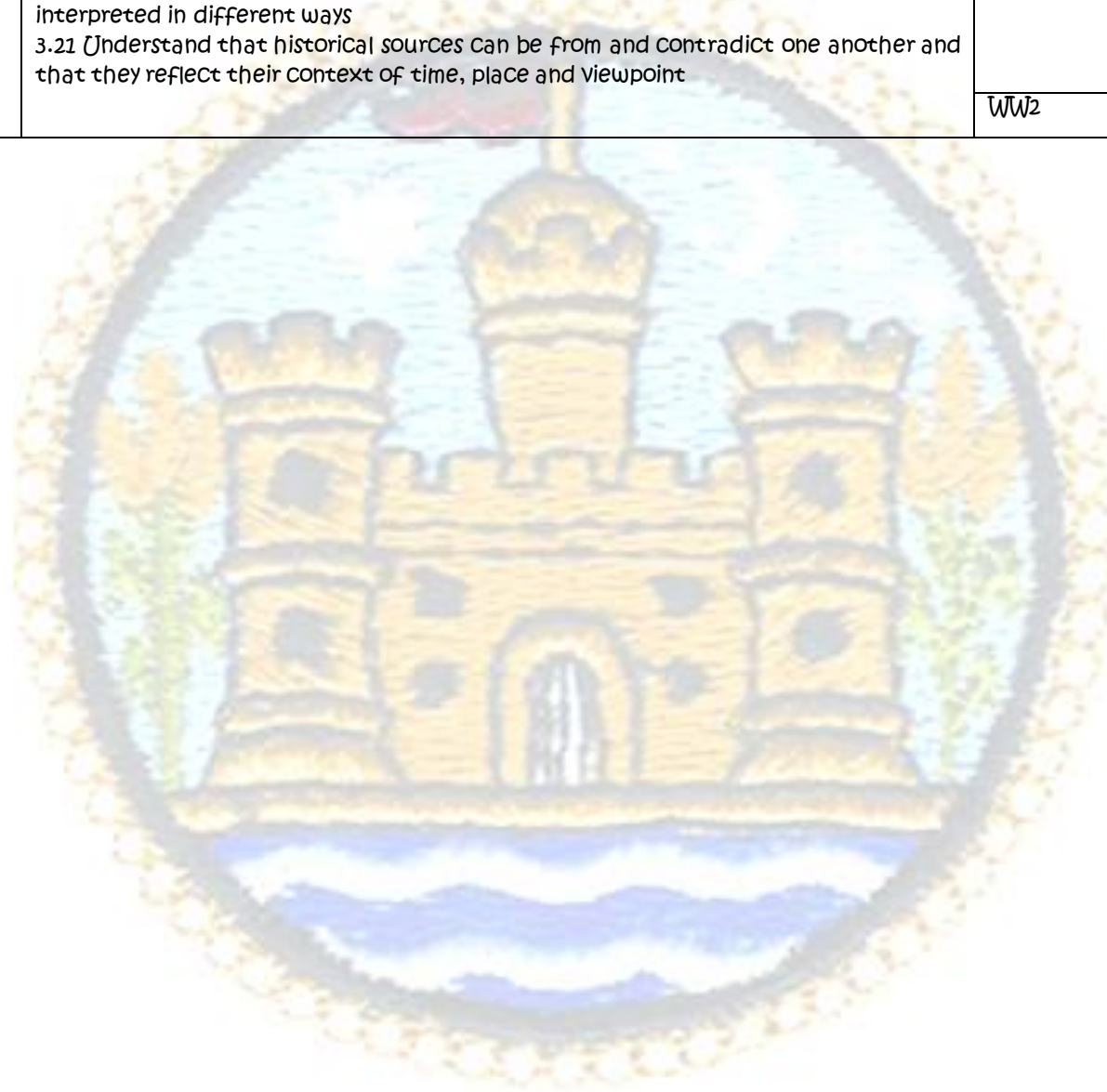
Year 6 (Year A and B) Pilgrimage RE - Linked to early Islamic Society (Term 5 and 6)



History – Milepost 3: Key Knowledge

National Curriculum	IPC learning Goals	IPC Themes/ Year and Term	Year and Term Taught
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	3.1 Know that the study of history is concerned with the past in relation to the present	The Great, The Bold & the Brave	Term: 3 Year B
	3.2 Know about the characteristic features of particular periods and societies 3.3/3.4 Know about the general history of the host/home country 3.5 Know about the characteristic features of a particular period in the history of the host country 3.6 Know about the ideas, beliefs, attitudes and experiences of people in the past 3.7 Know about the social, cultural, religious and ethnic diversity of the periods studied 3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework 3.18 Be able to use dates and terms relating to the passing of time	WW2	Term 2 Year A
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	3.8 Know the terms associated with the periods they have studied	The Great, The Bold & the Brave	Term: 3 Year B
	3.13 Be able to describe how the history of the host country affects the lives of people who live there now 3.14 Be able to describe how the history of one country affects that of another 3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms	WW2	Term 2 Year A
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	3.9 Be able to enquire into historical issues and their effects on people's lives	The Great, The Bold & the Brave	Term: 2 Year B
	3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied 3.12 Be able to describe and make links between the main events, situations and changes both within and across periods 3.15 Be able to ask and answer questions about the past	WW2	Term 2 Year A

<p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>3.10 Be able to find out about aspects of the past from a range of sources 3.16 Be able to select and record information relevant to an historical topic 3.20 Understand how some aspects of the past have been represented and interpreted in different ways 3.21 Understand that historical sources can be from and contradict one another and that they reflect their context of time, place and viewpoint</p>	<p>The Great, The Bold & the Brave</p>	<p>Term: 2 Year B [TRIP TO CORINIUM MUSEUM/CHEDWORTH VILLA]</p>
		<p>WW2</p>	<p>Term 2 Year A</p>



Art – IPC Program of Study: Key Stage 2: 5 and 6

Media	Year 3 and 4	Year 5 and 6	Media	Year 3 and 4	Year 3 and 4
	Year & Term Taught theme & topic	Year & Term Taught, theme & topic		Year & Term taught, theme & topic	Year & Term taught, theme & topic
Watercolours	Year B, Term 1, Egyptians	Year A and B (Year 5), Term 6, Go with the Flow Year A, Term 2, WW2	Pencil sketching	Year A, Term 4, Rainforests	Year A, Term 2, WW2 Year A and B (Year 5), Term 6, Go with the Flow
Paints	Year A, Term 4, Rainforests Year A, Term 2, Turn it up! Year B, Term 2, Picture This	Year A and B (Year 5), Term 1, Kandinsky (Class artist) Year A, Term 1, Space Explorers Year A and B (Year 6), Term 5 and 6, Out of Africa	Clay	Year B, Term 1, Egyptians Year A, Term 1, Scavengers & Settlers	Year A and B (Year 5), Term 6, R.E - Buddhism
Oil pastels	Year A, Term 2, Banyan Tree Term 1, Class Artist	Year A, Term 2, WW2	Sculpture	Year A, Term 4, Rainforests Year B, Term 2, Picture This	Year B, Term 2, The Great the Bold and the Brave
Chalk pastels	Year A and B (Year 4), Term 4, Pentecost Year A, Term 4, Scavengers & Settlers	Year A, Term 2, WW2	Digital Art	Year B, Term 2, Picture This	Year B, Term 4, Fit for life (Animation) Year A and B (Year 5), Class artists – David Hockley
Printing and Inks	Term 1 & 2 Class artists	Year B, Term 2, The Great the Bold and the Brave	Multi Media		Year A and B (Year 6), Class artists, Courtney Loceff Sergio Higaldo Year A, Term 4, The Holiday Show Year A and B, Year 6, Out of Africa

Class Artist Year 3	Class Artist Year 4	Class Artist Year 5	Class Artist Year 6
Roy Lichtenstein	Banksy	David Hockley	Courtney Loceff
Paul Klee	Andy Warhol	Wassily Kandinsky	Sergio Higaldo



Art – Milepost 3: Key Skills

Art - Milepost 3: Years 5 & 6 Key Skills

National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
To create sketch books to record their observations and use them to review and revisit ideas	3.01 Know that the study of art is concerned with visual and tactile expression and communication 3.04 Be able to communicate through visual and tactile forms	Go With The Flow WW2	Year A & B (Yr5) Term 6 Year A Term 2
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences 3.04 Be able to communicate through visual and tactile forms 3.05 Be able to improve their own work	Go With The Flow WW2 Re – Buddhism The Great, The Bold & The Brave	Year A & B (Yr5) Term 6 Year A Term 2 Year A & B (Yr5) Term 6 Year B Term 3
About great artists, architects and designers in history	3.02 Know how artists, craftspeople and designers from a variety of traditions-incl those of their home/host country-use materials, forms and techniques to express their emotions, observations and experiences 3.06 Be able to make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate 3.07 Be able to consider works of art in terms of meaning, design, materials, technique, place and time 3.08 Understand that the work of artists is influenced by their environment and that artists have an effect on the environment	Kandinsky David Hockney Courtney Loceff Sergio Higaldo	Year A & B (Yr5) Term 1 Year A & B (Yr6) Term 1

Design and Technology – IPC Program of Study: Key Stage 2: 5 and 6

Areas of Design and Technology	Year 3 and 4	Year 5 and 6	Areas of Design and Technology	Year 3 and 4	Year 5 and 6
	Year & Term Taught theme & topic	Year & Term Taught theme & topic		Year & Term Taught theme & topic	Year & Term Taught theme & topic
Junk modeling	Year A, Term 3, Turn It Up Term 2 Picture This	Year A and B, Term 5, What Price Progress. Year A, Snap, Crackle and Pop	Food technology	Year A (new 2020), Term 4 How Humans Work	Year A Term 2 WW2 Year B Term 4 Fit for life Year A & B, Year 5, Junior Master Chef
Resistant materials		Year A and B, Term 5, What Price Progress.	Textiles		Year A, Term 2, WW2
Digital design	Year A and B, Term 4, Scratch Coding	Year A, Term 3, Snap, Crackle and Splash!			

Design and Technology – Milepost 3: Key Skills

Design and Technology Mile Post 3 Key Skills			
National Curriculum	IPC learning Goals	Themes / topic	Year & term taught
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	3.4 Be able to respond to identified needs, wants and opportunities with informed designs and products	What Price Progress	Year A & B Term 5
	3.5 Be able to gather and use information to suggest solutions to problems		
	3.7 Be able to consider the needs of users when designing and making		
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	3.6 Be able to devise and use step-by-step plans	What Price Progress	Year A & B Term 5
		Snap, Crackle And Splash	Year A, Term 3
Select from and use a wider range of tools and equipment to perform practical tasks accurately	3.8 Be able to select the most appropriate available tools and materials for a task	What Price Progress	Year A & B Term 5
	3.9 Be able to work with a variety of tools and materials with some accuracy		
	3.13 Understand the need for accurate design and working		
Select from and use a wider variety of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities characteristics	3.8 Be able to select the most appropriate available tools and materials for a task	What Price Progress	Year A & B Term 5
	3.9 Be able to work with a variety of tools and materials with some accuracy		
	3.15 Understand that different techniques, tools and materials are needed for different tasks		
Investigate and analyse a range of existing products	3.11 Be able to investigate the way in which simple products in everyday use are designed and made, and how they work	What Price Progress	Year A & B Term 5

	3.12 Be able to evaluate the effectiveness of simple products in everyday use		
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	3.10 Be able to test and evaluate their own work and improve on it 3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose	What Price Progress	Year A + B Term 5
Understand how key events and individuals in design have helped shape the world	3.2 Know how the lives of people in the host country are affected by the extent of the technological advance 3.3 Know how the lives of people in their home country are affected by the extent of the technological advance	What Price Progress	Year A + B Term 5
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		What Price Progress	Year A + B Term 5
Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).		What Price Progress	Year A + B Term 5
Understand and use electrical systems in their products		Snap, Crackle, Splash	Year A Term 3
Apply their understanding of computing to program, monitor and control their products		Lego We Do	Year A + B Term 1 (Yr5)
Understand and apply the principles of a healthy and varied diet		Fit For Life	Year B Term 4
Prepare and cook a variety of dishes using a range of cooking techniques		WW2 Fit For Life	Year A Term 2 Year B Term 4
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		Fit For Life	Year B Term 4

Science – IPC Program of Study: Key Stage 2: 5 and 6

Areas of Study					
Area of study	Year 3 and 4 Year & Term Taught theme & topic	Year 5 and 6 Year & Term Taught theme & topic	Area of study	Year 3 and 4 Year & Term Taught theme & topic	Year 5 and 6 Year & Term Taught theme & topic
Plants	Year A, Term 4, Rainforests Year B, Term 5, Home Sweet Home	Year A and B (Year 6), Term 5 and 6, Out of Africa	Properties and changing materials		Year B, Term 1, Magical Materials
Animals	Year A, Term 4, Rainforests Year A, Term 5, Dinosaurs Year B, Term 5, Home Sweet Home	Year B, Term 3, Extreme Survivors.	Rocks	Term 3A Active Planet	
Living things and their habitats	Year A, Term 4, Rainforests Year B, Term 5, Home Sweet Home	Year B, Term 3, Extreme Survivors.	Humans	Term 5B How Humans Work	Year B, Term 4, Fit for Life
Light	Year A, Term 2, Turn it Up! Year B, Term 2, Picture This	Year A, Term 3, Snap, Crackle and Splash	Forces and magnets	Term 1B Scavengers & Settlers, Term 3B Explorers & Adventurers	Year A, Term 3, Snap, Crackle and Splash Year A and B (Year 5), Term 5 What Price is progress
States of matter	Year A, Term 3A Active Planet		Sound	Term 2 Turn it Up!	
Electricity	Term 2A Turn it up	Year B, Term 3, Extreme Survivors.	Evolution and inheritance		Year A and B (Year 6), Term 5 and 6, Out of Africa

Science – Milepost 3: Knowledge

National Curriculum (Referenced in Rising Stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
Living things and their habitats: describe the differences in the life cycles of a mammal, an insect, a bird, amphibian	3.17 Know about similarities and differences between humans and other creatures	Out Of Africa	Year A + B (Yr6) Term 5
Living things and their habitats: describe the life process of reproduction in some plants and animals.	3.24 Know that some characteristics of plants are inherited from their parents 3.25 Know about the functions of the major parts of a plant 3.28 Know about ways in which plants reproduce 3.29 Know about the effects of seed dispersal 3.30 Know about the conditions needed for germination	Out Of Africa	Year A + B (Yr6) Term 5
Living things and their habitats: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	3.07 Know about the major classifications of living things 3.11 Be able to recognise and name the major plants and animals in the host country 3.12 Be able to classify locally occurring plants and animals according to their features	Out Of Africa Extreme Survivors	Year A + B (Yr6) Term 5 Year B Term 3
Living things and their habitats: give reasons for classifying plants and animals based on specific characteristics.	3.07 Know about the major classifications of living things 3.13 Be able to recognise and name the major plants and animals in their home country	Extreme Survivors	Year B Term 3
Animals including humans: describe the changes as humans develop old age.		Fit For Life	Year B Term 4
Animals including humans: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood		Fit For Life	Year B Term 4
Animals including humans: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	3.18 Know about the effect of exercise on the human pulse rate 3.19 Know about the effect of drug misuse on the human body 3.23 Understand the importance of an appropriate diet for the health of humans and other animals	Fit For Life Learn For Life	Year B Term 4
Animals including humans: describe the ways in which nutrients and water are transported within animals, including humans	3.15 Know about the structure of the human body 3.16 Know the functions of the major internal and external parts of the human body	Fit For Life	Year B Term 4

Science Mile Post 3 Continued

National Curriculum (Referenced in rising stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
<p>Evolution and inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>		Out Of Africa	Year A + B (Yr6) Term 5
<p>Evolution and inheritance: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>3.22 Know that some characteristics of humans are influenced by their environment</p> <p>3.21 Know that some characteristics of humans and other animals are inherited from their parents</p> <p>3.22 Know that some characteristics of humans are influenced by their environment</p> <p>3.14 Understand the relationship between living things and the environment in which they live</p>	Out Of Africa	Year A + B (Yr6) Term 5
<p>Properties and changes of materials: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), response to magnets</p>	<p>3.38 Be able to compare and group rocks and soils according to their properties</p> <p>3.39 Be able to group and classify materials according to their properties</p> <p>3.44 Know that heat can move from one object to another by conduction</p>	Magical Materials	Year B Term 1
<p>Properties and changes of materials: know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating</p>	<p>3.31 Know the distinctive properties of different materials</p> <p>3.41 Be able to separate simple mixtures</p> <p>3.42 Be able to recover dissolved solids through evaporation</p>	Magical Materials	Year B Term 1
<p>Properties and changes of materials: ; give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>		Magical Materials	Year B Term 1

Mile Post 3 Continued

National Curriculum (Referenced in Rising Stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
Properties and changes of materials: demonstrate that dissolving, mixing and changes of state are reversible changes; explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	3.33 Know what happens when materials are heated and cooled 3.40 Be able to identify changes that are reversible or irreversible 3.42 Be able to recover dissolved solids through evaporation	Magical Materials	Year B Term 1
Earth and space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system;	3.59 Know about the relationship between the Earth and the rest of the solar system	Space Explorers	Year A Term 1
Earth and space: describe the movement of the Moon relative to the Earth;	3.62 Know about the effects caused by the Earth moving	Space Explorers	Year A Term 1
Earth and space: describe the Sun, Earth and Moon as approximately spherical bodies	3.61 Know about the time taken for the Earth to orbit the Sun and for the Moon to orbit the Earth	Space Explorers	Year A Term 1
Earth and space: use the idea of the Earth's rotation to explain day and night, the apparent movement of the sun across the sky.	3.60 Know that day and night are related to the Earth spinning on its axis	Space Explorers	Year A Term 1
Forces: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	3.48 Know about the nature and effect of gravitational force	Snap, Crackle And Splash	Year A Term 3
Forces: identify the effects of air resistance, water resistance and friction, that act between moving surfaces	3.49 Be able to identify the effects of physical forces 3.50 Be able to measure forces 3.51 Be able to identify the direction of forces	Snap, Crackle And Splash	Year A Term 3
Forces: recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.		What Price Progress	Year A + B Term 5
Light: recognise that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen	3.52 Know that light travels in a straight line until it strikes an object 3.53 Know that light can be reflected, refracted or absorbed	Out Of Africa	Year A + B (Yr6) Term 5

because they give out or reflect light into the eye	3.55 Know that we see things when light from them enters our eyes		
National Curriculum (Referenced in Rising Stars scheme of work)	IPC learning Goals	IPC Themes/Topic	Year/Term
Light: 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	3.55 Know that we see things when light from them enters our eyes	Out Of Africa	Year A + B (Yr6) Term 5
Light: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	3.52 Know that light travels in a straight line until it strikes an object 3.54 Know that light travels through some materials and not through others	Out Of Africa	Year A + B (Yr6) Term 5
Electricity: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	3.47 Be able to vary an electrical circuit to change its effect	Snap, Crackle And Splash	Year A Term 3
Electricity: 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	3.47 Be able to vary an electrical circuit to change its effect	Snap, Crackle And Splash	Year A Term 3
Electricity: use recognised symbols when representing a simple circuit in a diagram	3.45 Be able to represent electrical circuits in drawings using conventional symbols 3.46 Be able to construct circuits on the basis of drawings using conventional symbols	Snap, Crackle And Splash	Year A Term 3

Science – Milepost 3: Skills

National Curriculum	IPC learning Goals	IPC Themes	YEAR AND TERM
Planning different types of scientific enquiries to answer questions, incl recognizing and controlling variables where necessary	3.1 Be able to conduct scientific investigations <ul style="list-style-type: none"> • Posing scientific questions • Choosing an appropriate way to investigate a scientific issue 	Snap, Crackle And Splash Space Explorers Magical Materials	Year A Term 3 Year A Term 1 Year B Term1
Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> • Making systematic and accurate measurements from their observations • Repeating investigations, observations and measurements to check their accuracy and validity 	Snap, Crackle And Splash Space Explorers Magical Materials Fit For Life	Year A Term 3 Year A Term 1 Year B Term1 Year B Term 4
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> • Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions 	Snap, Crackle And Splash Space Explorers Magical Materials Fit For Life	Year A Term 3 Year A Term 1 Year B Term1 Year B Term 4
Using test results to make predictions to set up further comparative and fair tests	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> • Using their scientific knowledge and understanding to predict the outcome • Relating the outcome to their original prediction • Repeating investigations, observations and measurements to check their accuracy and validity 	Snap, Crackle And Splash Space Explorers Magical Materials Fit For Life	Year A Term 3 Year A Term 1 Year B Term1 Year B Term 4
Reporting and presenting findings from enquiries, incl conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	3.2 Be able to carry out simple investigations <ul style="list-style-type: none"> • Explaining and justifying their predictions, investigations, findings and conclusions • Identifying patterns in results • Using scientific language to explain any differences found in the results of investigations • Suggesting ways in which their investigations and working methods could be improved 	Snap, Crackle And Splash Space Explorers Magical Materials Fit For Life	Year A Term 3 Year A Term 1 Year B Term1 Year B Term 4

Identifying scientific evidence that has been used to support or refute ideas or arguments	3.2 Be able to carry out simple investigations <ul style="list-style-type: none">• Relating their own investigations to wider scientific ideas• Drawing conclusions based on evidence 3.3 Be able to gather evidence from a variety of sources3.4 Be able to discriminate between evidence and opinion3.5 Understand the importance of using evidence to test scientific ideas	Space Explorers	Year A Term 1
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Music: linked to topic and supported by Charanga– Milepost 3

National Curriculum Objectives	Term and Year	
	Year 5	Year 6
<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	Yr A & B Easter performance. Year B T2 Living on a Prayer Year B T4 Dancing in the Street Year B T6 Fresh Prince of Belair	Yr A & B Summer Production Year B T1 Living on a Prayer Year B T3 Fresh Prince of Belair
<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	Yr A & B Easter performance. Year B T2 Living on a Prayer Year B T4 Dancing in the Street Year B T6 Fresh Prince of Belair	Yr A & B Summer Production Year B T1 Living on a Prayer Year B T3 Fresh Prince of Belair
<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	Yr A & B Easter performance. Year B T2 Living on a Prayer Year B T4 Dancing in the Street Year B T6 Fresh Prince of Belair	Yr A & B Summer Production Year B T1 Living on a Prayer Year B T3 Fresh Prince of Belair
<ul style="list-style-type: none"> use and understand staff and other musical notations 	Year B T2 Living on a Prayer Year B T6 Fresh Prince of Belair Year B T4 Dancing in the Street	Year B T1 Living on a Prayer Year B T3 Fresh Prince of Belair
<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	Year A & B WOMAD Year A T4 Holiday Show Year A T1 Space Year A T1 Go with the Flow	Year A T4 Holiday Show Year A T1 Space
<ul style="list-style-type: none"> develop an understanding of the history of music. 	Year A T1 Space Year A T1 Go with the Flow Year A T2 WW2	Year A T1 Space Year A T2 WW2

Computing – Milepost 3

	KS2 Skills	I Can statements Year 5	I Can Statements Year 6	Themes / topic	Year & term taught
Computer science	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<p>I Can Change the properties in a programme.</p> <p>Write a program which follows an algorithm to solve a problem for a floor robot or other model</p> <p>Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software</p>		<p>Lego We Do 2.0 (Year 5 Term 1 and Year 6 Term 2) Swift Playground (Year 5 Term 3 and Year 6 Term 4)</p> <p>Spheros (Year 5 Term 5) & Mekamon (Year 6 Term 5) plus Swift Playground (Year 5 Term 3 and Year 6 Term 4)</p> <p>Lego We Do 2.0 (Year 5 Term 1 and Year 6 Term 2) Spheros (Year 5 Term 5) & Mekamon (Year 6 Term 5) Swift Playground (Year 5 Term 3 and Year 6 Term 4)</p>	
Computer science	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	<p>I Can make an object move in a programme.</p> <p>I Can use coding blocks to program.</p> <p>I Can Create a complex programme with multiple variables</p>	<p>Write a program which follows an algorithm to solve a problem for a floor robot or other model</p> <p>Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software</p>	<p>Lego We Do 2.0 (Year 5 Term 1 and Year 6 Term 2) Spheros (Year 5 Term 5) & Mekamon (Year 6 Term 5) plus Swift Playground (Year 5 Term 3 and Year 6 Term 4)</p>	
Computer science	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<p>I Can decipher code.</p> <p>I Can explain the word debug and debug simple programs when required.</p>	<p>I Can explain what coding is.</p> <p>I Can give examples of what a coder does.</p> <p>I Can debug programs</p>	<p>Lego We Do 2.0 (Year 5 Term 1 and Year 6 Term 2) Spheros (Year 5 Term 5) & Mekamon (Year 6 Term 5) Swift Playground (Year 5 Term 3 and Year 6 Term 4)</p>	
Computer science	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	<p>Identify different parts of computing devices.</p> <p>I Can use Foldr successfully to save and retrieve my work</p> <p>Talk about the different elements on web pages.</p>	<p>I Can create files and folders on Foldr to save and retrieve my work</p> <p>Describe different services provided by the internet and how the information moves around the internet.</p>	<p>Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)</p> <p>What Price Progress (Year 5 A+B Term 5)</p> <p>What Price Progress (Year 5 A+B Term 5)</p> <p>Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)</p>	

			Describe different parts of a computing device and how it connects to the internet	
Information Technology	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	<p>I can differentiate between true and false information on the internet.</p> <p>I understand that some websites deliberately give false information.</p>	<p>I can understand how results of a search are ranked.</p> <p>Acknowledge who resources belong to that they have found on the internet.</p>	Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)
Information Technology	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.	<p>I can film and produce a short video.</p> <p>I can scan QR.</p> <p>I can import footage into iMovie.</p> <p>I can add music into iMovie.</p>	<p>I can create a storyboard with a complete narrative</p> <p>I can use art packages to create illustrations and make them move.</p> <p>I can create an ebook with audio</p> <p>I can produce graphs to analyse data</p> <p>I can film an animated sequence</p>	<p>These objectives are covered at various points through creating working in IPC and ENGLISH</p> <p>The Piano – Creating a Movie – (Year 5, English, Year A and B)</p> <p>Evolution of creatures – Animated movie (Year 6, OUT of Africa, Term 5 and 6, A and B)</p> <p>The Journey (Year 6, English, Year A and B)</p> <p>Graphing – various science units.</p>
Digital Literacy	Recognise common uses of information technology beyond school.	I can explain what Wearable technology is.	I can explain computer technologies used outside the classroom.	<p>Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)</p> <p>What Price Progress (Year 5 A+B Term 5)</p>
Digital Literacy	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	I can explain what cyberbullying is	<p>I can explain what cyberbullying is and know how to report any concerns.</p> <p>I can give tips on how to stay safe when playing online games</p>	Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)

