

The crest of Malmesbury Church of England Primary School is a circular emblem. It features a central illustration of a church with a tall spire, flanked by two smaller towers. The church is set against a blue sky with white clouds. The entire emblem is surrounded by a decorative border of small, repeating patterns.

# Malmesbury Church of England Primary School

## Curriculum Handbook

Milepost 3 – Years 5 and 6

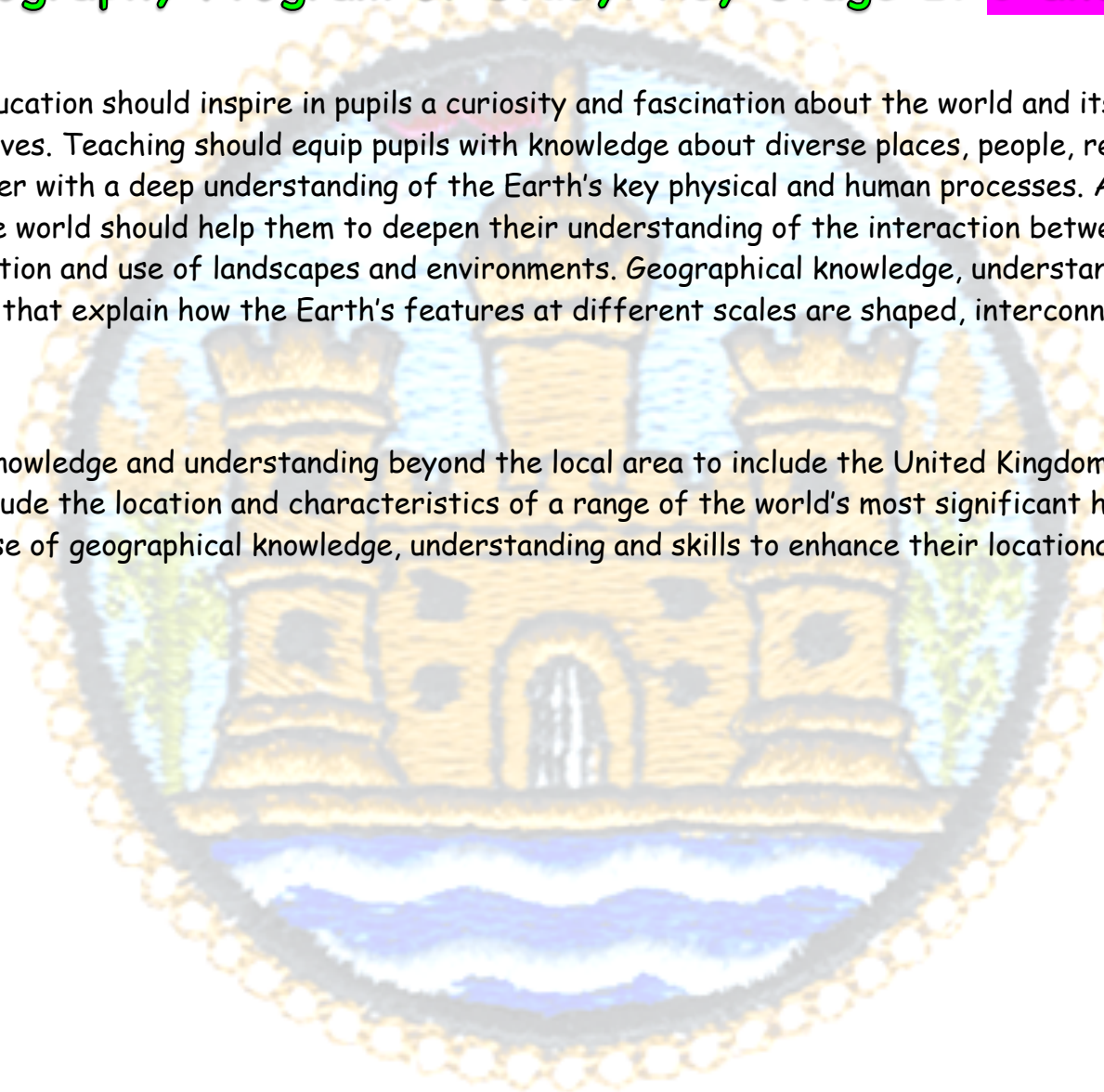
*Teachers will pay particular attention to the fact that last year children were not exposed to all learning objectives due to the catch-up curriculum focusing on the key objectives. These are highlighted in green. When teaching non-critical content teachers must be aware that there may be gaps in knowledge and these will need to be addressed.*

## Geography Program of Study: Key Stage 2: 5 and 6

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### KS2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



## 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 5, Ancient Greece.	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	Mountains		Year 5 – Year A and B, Term 6, Go with the Flow
Coastal features	Year 3 and 4, Term 5, Year A, Footprints from the past	Year 5 and 6 Year A, Term 5, Ancient Greece.			

## Geography – Milepost 3: Key Skills

National Curriculum	Themes / topic/Year and Term	Topic Objectives: Related to National Curriculum
I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Ancient Greece Year A, Term 5	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
	Go With The Flow Year A & B (Yr5) Term 6	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
I can 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	Extreme Survivors Year B, Term 3 Go With The Flow Year A & B (Yr5) Term 6 Ancient Greece Year A, Term 5	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 I a variety of scales

National Curriculum	Themes / topic/Year and Term	Topic Objectives: Related to National Curriculum
I can 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	Go With The Flow Year A & B (Yr5) Term 6	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

## Geography - Milepost 3: Key Knowledge

National Curriculum	Themes / topic/ Year & term taught	Small Steps
I can use maps to 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	Ancient Greece Year A Term 5	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
	WWII Year A Term 2	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
	Extreme Survivors Year B Term 3	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
I can 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	Ancient Greece Year A Term 5	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 Great, The Bold, And The Brave Year B Term 2	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 live
I can 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	Space Explorers Year A Term 1	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

Meridian and time zones (including day and night)	Extreme Survivors Year B Term 3	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
I understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America	Ancient Greece Year A Term 5	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 I a variety of scales
	Go With The Flow (Rivers In Africa) Year A & B (Yr5) Term 6	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
I can describe and understand key aspects of: <b>Physical geography</b> , incl: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle <b>Human geography</b> , including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Go With The Flow Year A & B (Yr5) Term 6	3.20 Be able to use and interpret globes and maps I a variety of scales
		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
		3.04 Know how the features of particular localities influence the nature of human activities within them
		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
		3.11 Know how people affect the environment
		3.12 Be able to enquire into geographical factors and their effects on people
		3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them
		3.23 Be able to explain how places are linked through movement of goods and people
		3.25 Understand how localities are affected by natural features and processes
		3.26 Understand how and why people seek to manage and sustain their environment
		3.27 Understand how the geographical features of the host country affect the lives of the people who live there

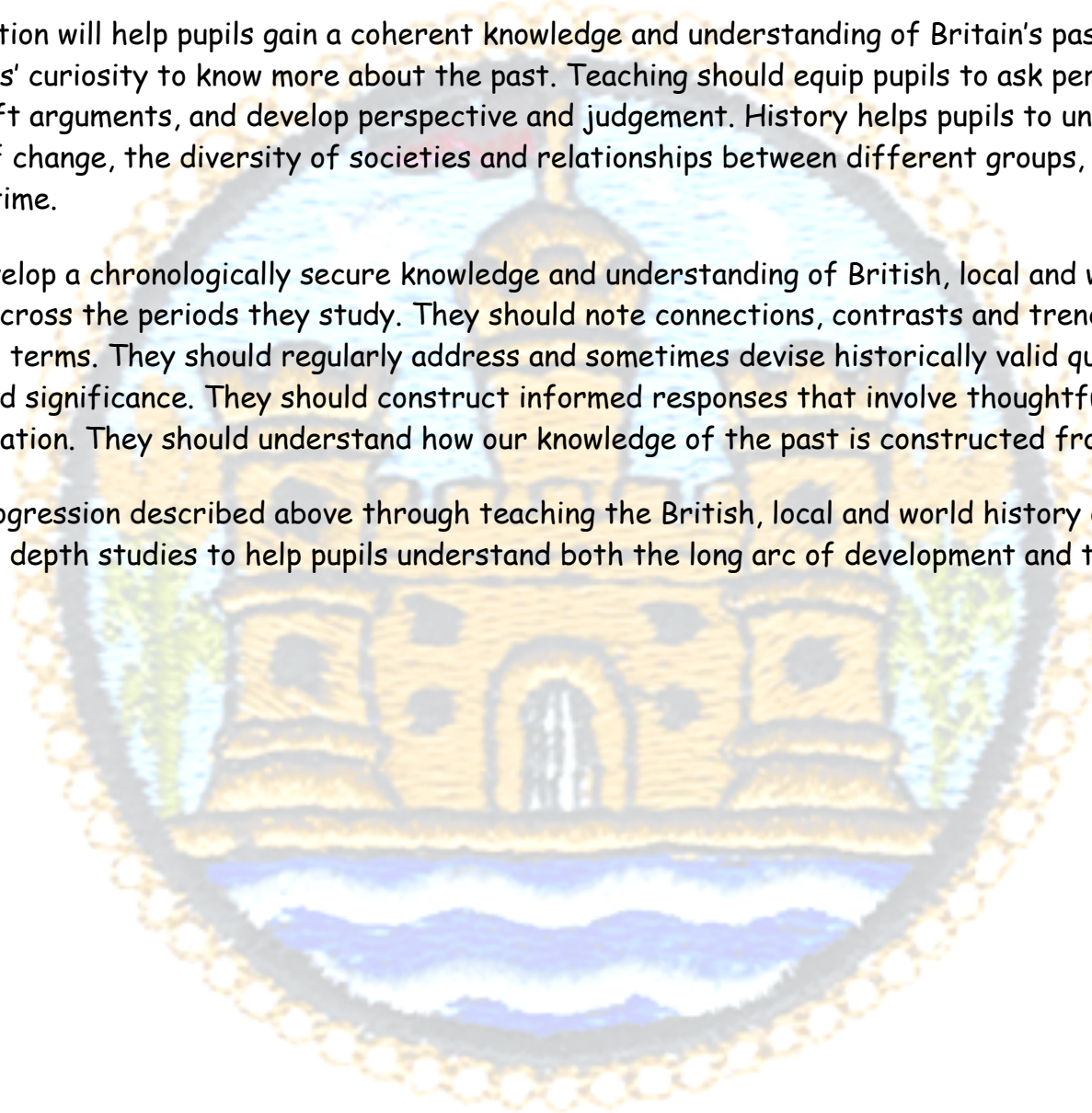
	Ancient Greece Year A, Term 5	3.01 Know that the study of geography is concerned with places and environments in the world around them
		3.02 Know about the main physical and human features and environmental issues in particular localities
		3.04 Know how the features of particular localities influence the nature of human activities within them
		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
		3.11 Know how people affect the environment
		3.12 Be able to enquire into geographical factors and their effects on people
		3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them
		3.23 Be able to explain how places are linked through movement of goods and people
		3.25 Understand how localities are affected by natural features and processes
		3.26 Understand how and why people seek to manage and sustain their environment
		3.27 Understand how the geographical features of the host country affect the lives of the people who live there
	Extreme Survivors Year B Term 3	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
		3.04 Know how the features of particular localities influence the nature of human activities within them
		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
		3.11 Know how people affect the environment
		3.12 Be able to enquire into geographical factors and their effects on people
		3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them
		3.23 Be able to explain how places are linked through movement of goods and people
		3.25 Understand how localities are affected by natural features and processes
		3.26 Understand how and why people seek to manage and sustain their environment
		3.27 Understand how the geographical features of the host country affect the lives of the people who live there

## History Program of Study: Key Stage 2: 5 and 6

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



## History – Milepost 3: Key Knowledge

National Curriculum- Pupils should be taught about:	Suggested areas of study	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 <sup>st</sup> 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 <sup>st</sup> civilizations appeared and a depth study of one of the following:	Ancient Egypt Ancient Greece	Year 3 and 4 (Year A) Ancient Egypt: Term 1
		Year 5 and 6 (Year A) Ancient Greece
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	Year 6 (Year A and B) Pilgrimage RE – Linked to early Islamic Society (Term 5 and 6)
		Mayans Year 4 (Year A and B) Chocolate

National Curriculum	Topic Themes/ Term and Year	Small Steps
I understand the chronologically and have secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	The Great, The Bold & the Brave Term: 3 Year B  Ancient Greece, Year A, Term 5	3.1 Know that the study of history is concerned with the past in relation to the present
		3.2 Know about the characteristic features of 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	3.1 Know that the study of history is concerned with the past in relation to the present
		3.2 Know about the characteristic features of 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
I can make connections, contrasts and trends over time and develop the appropriate use of historical terms.	The Great, The Bold & the Brave Term: 3 Year B Ancient Greece, Year A, Term 5	3.1 Know that the study of history is concerned with the past in relation to the present
		3.2 Know about the characteristic features of 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	3.1 Know that the study of history is concerned with the past in relation to the present
		3.2 Know about the characteristic features of 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

National Curriculum	Themes/ Year and Term	Topic Objectives: Related to National Curriculum
I can 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.	The Great, The Bold & the Brave Term: 2 Year B Ancient Greece, Year A, Term 5	3.9 Be able to enquire into historical issues and their effects on people's lives
		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	3.9 Be able to enquire into historical issues and their effects on people's lives
		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
I understand how our knowledge of the past is constructed from a range of sources.	The Great, The Bold & the Brave  Term: 2 Year B  [TRIP TO CORINIUM MUSEUM/CHEDWORTH VILLA]  Ancient Greece, Year A, Term 5	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
	WW2 Term 2 (local history) Year A	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

## Art Program of Study: Key Stage 2: 5 and 6

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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), Terms 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 Year 4 Hockney and Banksy		Year B, Term 2, The Great the Bold and the Brave	Multi Media	Year A, Term 3 Rainforests, Henri Rousseau	

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

National Curriculum	Themes / topic	Small steps
To create sketch books to record their observations and use them to review and revisit ideas	Go With The Flow Year A & B (Yr5) Term 6	3.1 Know that the study of art is concerned with visual and tactile expression and communication
		3.4 Be able to communicate through visual and tactile forms
	WW2 Year A Term 2 & Space Term 1	3.1 Know that the study of art is concerned with visual and tactile expression and communication
		3.4 Be able to communicate through visual and tactile forms
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Go With The Flow Year A & B (Yr5) Term 6	3.3 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences
		3.4 Be able to communicate through visual and tactile forms
		3.5 Be able to improve their own work
	WW2 Year A Term 2 & Space Term 1	3.3 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences
		3.4 Be able to communicate through visual and tactile forms
		3.5 Be able to improve their own work
	Re - Buddhism Year A & B (Yr5) Term 6	3.3 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences
		3.4 Be able to communicate through visual and tactile forms
		3.5 Be able to improve their own work
	The Great, The Bold & The Brave	3.3 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences

About great artists, architects and designers in history	Year B Term 3	3.4 Be able to communicate through visual and tactile forms
		3.5 Be able to improve their own work
	Kadinsky David Hockney	3.2 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
	Year A & B (Yr5) Term 1	3.6 Be able to make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate
	Courtney Loceff  Sergio Higaldo Year A & B (Yr6) Term 1	3.7 Be able to consider works of art in terms of meaning, design, materials, technique, place and time  3.8 Understand that the work of artists is influenced by their environment and that artists have an effect on the environment

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

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

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
<b>Junk modeling</b>	Year A, Term 3, Turn It Up  Term 2 Picture This		<b>Food technology</b>	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
<b>Resistant materials</b>		Year 6, Term 6	<b>Textiles</b>		Year A and B, Year 5 Term 4, Creative Design
<b>Digital design</b>	Year A and B, Term 4, Scratch Coding	Year A, Term 3, Snap, Crackle and Splash!			

## Design and Technology - Milepost 3: Key Skills

National Curriculum	Themes / topic	Small Steps
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	CREATIVE DESIGN - Year A & B Term 5	3.4 Be able to respond to identified needs, wants and opportunities with informed designs and products 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	CREATIVE DESIGN - Year A & B Term 5	3.6 Be able to devise and use step-by-step plans
	Snap, Crackle And Splash Year A, Term 3	3.6 Be able to devise and use step-by-step plans
Select from and use a wider range of tools and equipment to perform practical tasks accurately	CREATIVE DESIGN - Year A & B Term 5	3.8 Be able to select the most appropriate available tools and materials for a task 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	CREATIVE DESIGN Year A & B Term 5	3.8 Be able to select the most appropriate available tools and materials for a task 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	CREATIVE DESIGN - Year A & B Term 5	3.11 Be able to investigate the way in which simple products in everyday use are designed and made, and how they work 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	CREATIVE DESIGN - Year A & B Term 5  Year 6 - Term 6	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

Understand how key events and individuals in design have helped shape the world	Year A & B, Year 6, Term 6	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
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Year A & B, Year 6, Term 6	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).	Year A & B, Year 6, Term 6	Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).
Understand and use electrical systems in their products	Snap, Crackle, Splash Year A Term 3	Understand and use electrical systems in their products
Apply their understanding of computing to program, monitor and control their products	Lego We Do Year A & B Term 1 (Yr5)	Apply their understanding of computing to program, monitor and control their products
Understand and apply the principles of a healthy and varied diet	Fit For Life Year B Term 4	Understand and apply the principles of a healthy and varied diet
Prepare and cook a variety of dishes using a range of cooking techniques	WW2 Year A Term 2	Prepare and cook a variety of dishes using a range of cooking techniques
	Fit For Life Year B Term 4	Prepare and cook a variety of dishes using a range of cooking techniques
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	Fit For Life Year B Term 4	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

## Science Program of Study: Key Stage 2: 5 and 6

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

There are places where content crosses over into other subjects e.g., in biology body parts are taught in biology and PSHE and when this happens we adjust our yearly plans so that it is not taught twice in the same year.

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

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

## Science – Milepost 3: Knowledge

National Curriculum (Referenced in Rising Stars scheme of work)	Themes/Topic	Small Steps (If not referenced use NC objective)
<b>Living things and their habitats:</b> describe the differences in the life cycles of a mammal, an insect, a bird, amphibian	Out Of Africa Year A & B (Yr6) Term 6	3.17 Know about similarities and differences between humans and other creatures
<b>Living things and their habitats:</b> describe the life process of reproduction in some plants and animals.	Out Of Africa Year A & B (Yr6) Term 6	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
<b>Living things and their habitats:</b> 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	Out Of Africa Year A & B (Yr6) Term 6	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
	Extreme Survivors Year B Term 3	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
<b>Living things and their habitats:</b> give reasons for classifying plants and animals based on specific characteristics.	Extreme Survivors Year B Term 3	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
<b>Animals including humans:</b> describe the changes as humans develop old age.	Fit For Life Year B Term 6	

<b>Animals including humans:</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	Fit For Life Year B Term 4	
<b>Animals including humans:</b> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Fit For Life Year B Term 4	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
		3.18 Know about the effect of exercise on the human pulse rate
	PSHRE (Kapow) Year 6 – Term 3 – Health & Wellbeing	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
<b>Animals including humans:</b> describe the ways in which nutrients and water are transported within animals, including humans	Fit For Life Year B Term 4	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

## Science Mile Post 3 Continued

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury learning Goals
<b>Evolution and inheritance:</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Out Of Africa Year A & B (Yr6) Term 4	
<b>Evolution and inheritance:</b> 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	Out Of Africa Year A & B (Yr6) Term 6	3.22 Know that some characteristics of humans are influenced by their environment
		3.21 Know that some characteristics of humans and other animals are inherited from their parents
		3.22 Know that some characteristics of humans are influenced by their environment
		3.14 Understand the relationship between living things and the environment in which they live
<b>Properties and changes of materials:</b> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), response to magnets	Magical Materials Year B Term 1	3.38 Be able to compare and group rocks and soils according to their properties
		3.39 Be able to group and classify materials according to their properties
		3.44 Know that heat can move from one object to another by conduction
<b>Properties and changes of materials:</b> 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	Magical Materials Year B Term 1	3.31 Know the distinctive properties of different materials
		3.41 Be able to separate simple mixtures
		3.42 Be able to recover dissolved solids through evaporation
<b>Properties and changes of materials:</b> ; give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Magical Materials Year B Term 1	

## Mile Post 3 Continued

National Curriculum (Referenced in Rising Stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
<b>Properties and changes of materials:</b> 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	Magical Materials Year B Term 1	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
<b>Earth and space:</b> describe the movement of the Earth, and other planets, relative to the Sun in the solar system;	Space Explorers Year A Term 1	3.59 Know about the relationship between the Earth and the rest of the solar system
<b>Earth and space:</b> describe the movement of the Moon relative to the Earth;	Space Explorers Year A Term 1	3.62 Know about the effects caused by the Earth moving
<b>Earth and space:</b> describe the Sun, Earth and Moon as approximately spherical bodies	Space Explorers Year A Term 1	3.61 Know about the time taken for the Earth to orbit the Sun and for the Moon to orbit the Earth
<b>Earth and space:</b> use the idea of the Earth's rotation to explain day and night, the apparent movement of the sun across the sky.	Space Explorers Year A Term 1	3.60 Know that day and night are related to the Earth spinning on its axis
<b>Forces:</b> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Snap, Crackle And Splash Year A Term 3	3.48 Know about the nature and effect of gravitational force
<b>Forces:</b> identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Snap, Crackle And Splash Year A Term 3	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
<b>Forces:</b> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Year 6 Year A & B Term 6	
<b>Light:</b> recognise that light appears to travel in straight lines; 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	Out Of Africa Year A & B (Yr6) Term 6	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
		3.55 Know that we see things when light from them enters our eyes

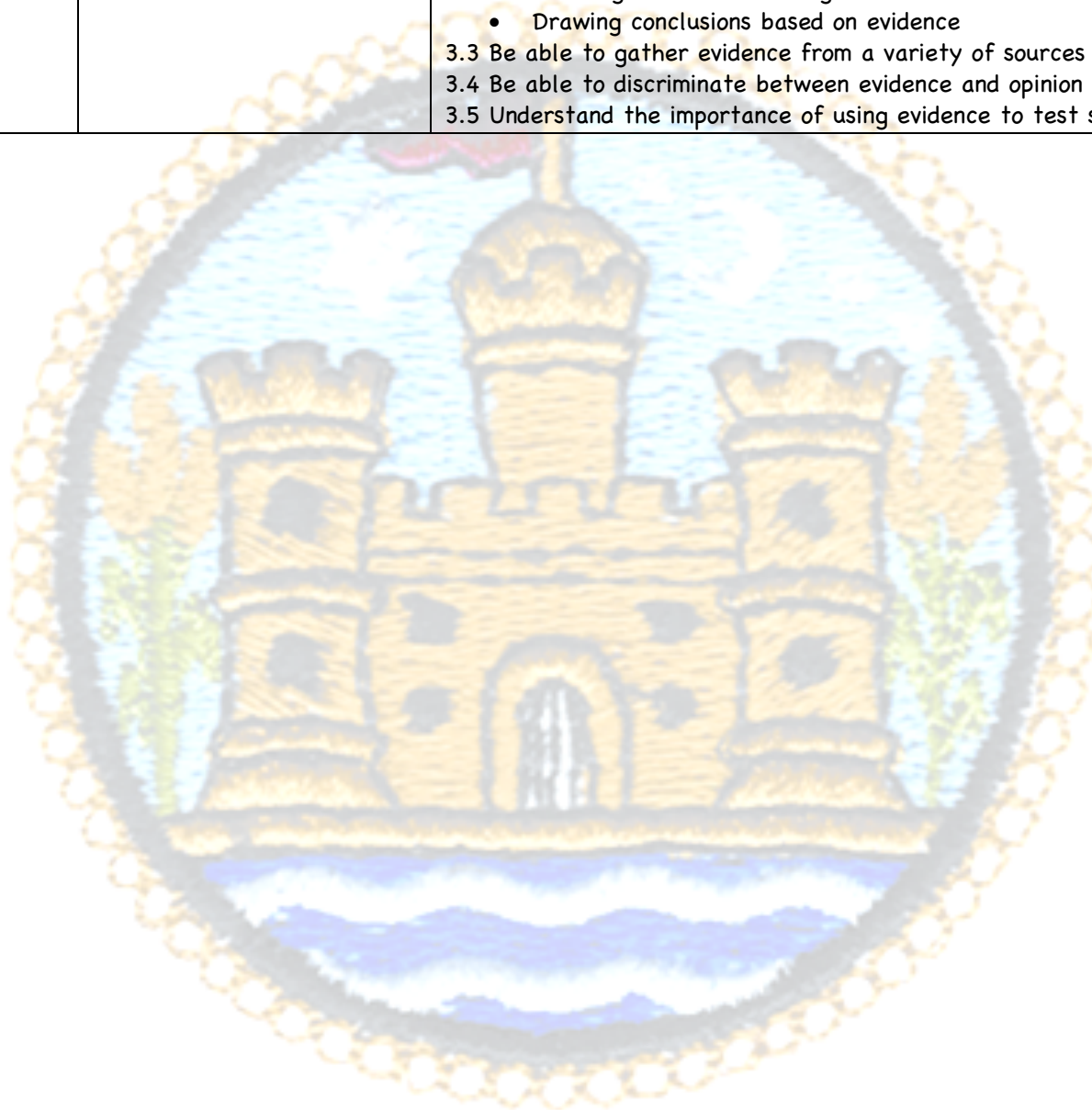
National Curriculum (Referenced in Rising Stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
<b>Light:</b> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	Out Of Africa Year A & B (Yr6) Term 6	3.55 Know that we see things when light from them enters our eyes
<b>Light:</b> use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Out Of Africa Year A & B (Yr6) Term 6	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
<b>Electricity:</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	Snap, Crackle And Splash Year A Term 3	3.47 Be able to vary an electrical circuit to change its effect
<b>Electricity:</b> 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	Snap, Crackle And Splash Year A Term 3	3.47 Be able to vary an electrical circuit to change its effect
<b>Electricity:</b> use recognised symbols when representing a simple circuit in a diagram	Snap, Crackle And Splash Year A Term 3	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

## Science – Milepost 3: Skills

National Curriculum	Themes	learning Goals
Planning different types of scientific enquiries to answer questions, incl recognizing and controlling variables where necessary	Snap, Crackle and Splash Year A Term 3	3.1 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Posing scientific questions</li> </ul> Choosing an appropriate way to investigate a scientific issue
	Space Explorers Year A Term 1	3.1 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Posing scientific questions</li> <li>• Choosing an appropriate way to investigate a scientific issue</li> </ul>
	Magical Materials Year B Term1	3.1 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Posing scientific questions</li> </ul> Choosing an appropriate way to investigate a scientific issue
Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Snap, Crackle and Splash Year A Term 3	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Making systematic and accurate measurements from their observations</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
	Space Explorers Year A Term 1	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Making systematic and accurate measurements from their observations</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
	Magical Materials Year B Term1	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Making systematic and accurate measurements from their observations</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
	Fit For Life Year B Term 4	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Making systematic and accurate measurements from their observations</li> </ul> Repeating investigations, observations and measurements to check their accuracy and validity
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Snap, Crackle and Splash Year A Term 3	3.2 Be able to conduct scientific investigations Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions
	Space Explorers Year A Term 1	3.2 Be able to conduct scientific investigations Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions

		Magical Materials Year B Term 1	3.2 Be able to conduct scientific investigations Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions
		Fit For Life Year B Term 4	3.2 Be able to conduct scientific investigations Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions
Using test results to make predictions to set up further comparative and fair tests		Snap, Crackle And Splash Year A Term 3	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Using their scientific knowledge and understanding to predict the outcome</li> <li>• Relating the outcome to their original prediction</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
		Space Explorers Year A Term 1	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Using their scientific knowledge and understanding to predict the outcome</li> <li>• Relating the outcome to their original prediction</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
		Magical Materials Year B Term1	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Using their scientific knowledge and understanding to predict the outcome</li> <li>• Relating the outcome to their original prediction</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
		Fit For Life Year B Term 4	3.2 Be able to conduct scientific investigations <ul style="list-style-type: none"> <li>• Using their scientific knowledge and understanding to predict the outcome</li> <li>• Relating the outcome to their original prediction</li> <li>• Repeating investigations, observations and measurements to check their accuracy and validity</li> </ul>
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		Snap, Crackle And Splash Year A Term 3	3.2 Be able to carry out simple investigations <ul style="list-style-type: none"> <li>• Explaining and justifying their predictions, investigations, findings and conclusions</li> <li>• Identifying patterns in results</li> <li>• Using scientific language to explain any differences found in the results of investigations</li> <li>• Suggesting ways in which their investigations and working methods could be improved</li> </ul>
		Space Explorers Year A Term 1	
		Magical Materials Year B Term 1	
		Fit For Life Year B Term 4	

Identifying scientific evidence that has been used to support or refute ideas or arguments	Space Explorers Year A Term 1	<p>3.2 Be able to carry out simple investigations</p> <ul style="list-style-type: none"> <li>• Relating their own investigations to wider scientific ideas</li> <li>• Drawing conclusions based on evidence</li> </ul> <p>3.3 Be able to gather evidence from a variety of sources</p> <p>3.4 Be able to discriminate between evidence and opinion</p> <p>3.5 Understand the importance of using evidence to test scientific ideas</p>
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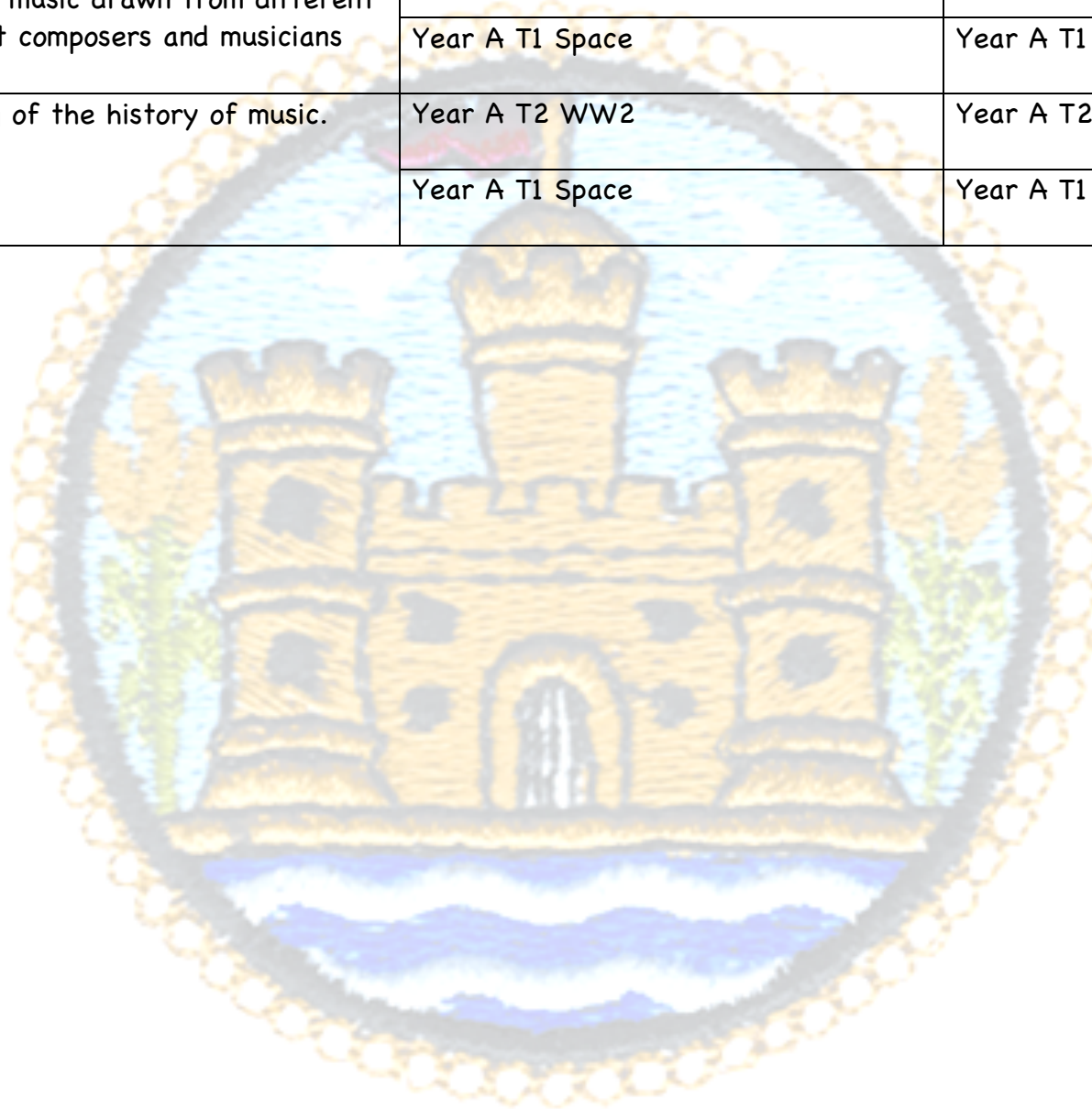


## Music: linked to topic and supported by Charanga- Milepost 3

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We use the [Charanga](#) scheme of work to support the teaching of music.

National Curriculum Objectives	Term and Year	
	Year 5	Year 6
<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	T2 Livin' on a Prayer	T2 You've Got a Friend
	T4 Easter performance.	T4 Happy
	T6 Fresh Prince of Belair	T5 and T6 Summer Production
<ul style="list-style-type: none"> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	T2 Livin on a Prayer	T2 You've Got a Friend
	T4 Easter performance	T4 Happy
	T6 Fresh Prince of Belair	T5 and T6 Summer Production
<ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	T2 Livin on a Prayer	T5 and T6 Summer Production
	T4 Easter performance	T2 You've Got a Friend
	T6 Fresh Prince of Belair	T4 Happy
<ul style="list-style-type: none"> <li>use and understand staff and other musical notations</li> </ul>	T2 Livin on a Prayer	T2 You've Got a Friend
	T6 Fresh Prince of Belair	T4 Happy

<ul style="list-style-type: none"> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	Year 5 WOMAD festival	
	Year A T1 Space	Year A T1 Space
<ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> </ul>	Year A T2 WW2	Year A T2 WW2
	Year A T1 Space	Year A T1 Space



# Computing – Milepost 3

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

	KS2 Skills	Themes / topic Year & term taught	I can statements Year 5	I can Statements Year 6
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.	Lego We Do 2.0 (Year 5 Term 3)  Swift Playground Level 1 (Year 5 Term 5)  Swift Playground Level 2 (Year 6 Term 6)  Spheros (Year 6 Term 3)	I can change the properties in a programme.  Write a program which follows an algorithm to solve a problem for a floor robot or other model  Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software	I can change the properties in a programme.  Write a program which follows an algorithm to solve a problem for a floor robot or other model  Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software
Computer science	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Lego We Do 2.0 (Year 5 Term 3)  Swift Playground Level 1 (Year 5 Term 5)  Swift Playground Level 2 (Year 6 Term 6)  Spheros (Year 6 Term 3)	I can make an object move in a programme.  I can use coding blocks to program.  I can create a complex programme with multiple variables	Write a program which follows an algorithm to solve a problem for a floor robot or other model  Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software

Computer science	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Lego We Do 2.0 (Year 5 Term 3)  Swift Playground Level 1 (Year 5 Term 5)  Swift Playground Level 2 (Year 6 Term 6)  Spheros (Year 6 Term 3)	I can decipher code.  I can explain the word debug and debug simple programs when required.	I can explain what coding is.  I can give examples of what a coder does.  I can debug programs
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	Research during topic work lessons  Specific focus on power point – Year 5 Term 1 (either Space or The Great, the Bold and the Brave)  Specific focus on Microsoft word – Year 6 – Term 1 – create a poster	Identify different parts of computing devices. I can use Foldr successfully to save and retrieve my work  Talk about the different elements on web pages.	I can create files and folders on Foldr to save and retrieve my work  Describe different services provided by the internet and how the information moves around the internet.  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.	Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)	I can differentiate between true and false information on the internet.  I understand that some websites deliberately give false information.	I can understand how results of a search are ranked.  Acknowledge who resources belong to that they have found on the internet.
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.	These are objectives are covered at various points through creating working in Topic and ENGLISH  Videoing of dance – Year 5 Term 2  Evolution of creatures – Animated movie (Year 6, OUT of Africa, Term 4)  Diary writing – Residential Trip – ebook on Pages on iPad – Term 6  The Journey (Year 6, English, (Term 2)  Graphing – various science units.	I can film and produce a short video.  I can scan QR.  I can import footage into iMovie.  I can add music into iMovie.	I can create a storyboard with a complete narrative  I can use art packages to create illustrations and make them move.  I can create an ebook with audio  I can produce graphs to analyse data  I can film an animated sequence

Digital Literacy	Recognise common uses of information technology beyond school.	Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)	I can explain what Wearable technology is.	I can explain computer technologies used outside the classroom.
Digital Literacy	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Digital Citizenship (Year 5 and 6 Term 1) (Ongoing)	I can explain what cyberbullying is	I can explain what cyberbullying is and know how to report any concerns. I can give tips on how to stay safe when playing online games



## R.E – Milepost 3

As a Church of England Primary school, we regard an understanding of religions and spirituality as essential for children to achieve our vision statement "Growing together in wisdom and love; discovering life in all its fullness." Religions permeate history and modern society across the globe, they underpin cultures and for billions of people they form the heart of life's purpose and meaning. No child can comprehend the world without an understanding of religions. We teach a balance of religions, with Christianity forming 50% of the curriculum.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	<b>PEOPLE OF GOD</b>  How can following God bring Freedom and Justice?	<b>INCARNATION</b>  Was Jesus the Messiah?	<b>Religion and the individual</b> <b>Islam - keeping the 5 pillars</b> What difference does it make to Muslims?	<b>SALVATION</b> What did Jesus do to save humans?	<b>GOSPEL</b>  What Would Jesus Do?	<b>BUDDHISM/SIKHISM</b>  <b>Taken from RE Today</b>
Year 6	<b>NOBODY STANDS NOWHERE</b>  <b>Living without God from RE Today</b>	<b>GOD</b>  What does it mean if God is Holy?	<b>Islam</b> <b>Taken from RE Today</b>	<b>SALVATION</b> What difference does the resurrection make to Christians?	<b>KINGDOM OF GOD</b>  What kind of king is Jesus?	<b>CREATION/FALL</b>  Creation and Science:

Christianity is taught using the Church of England resource '[Understanding Christianity](#)'.

# P.E – Milepost 3

Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. The teaching and Assessment of PE is done through our scheme of work – [Get Set 4 PE](#). This gives us a set progression and has been chosen as the skills are taught through individual sports.

Pupils will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Tennis is coached from Year 2 upwards by coaches at the local tennis courts. Swimming is taught from Year 3 up. These may mean that the timetable changes to show this. Residential trips will take place in Years 4 and 6 and will include adventurous and outdoor activities. It is our ambition for all children to take part in in school sport competition and as many children as possible to experience competition against other schools before they leave in Year 6.

Year 5	Gymnastics	Circuits	Swimming	Swimming	Tennis	Cricket
	Tag Rugby	Hockey	Dance	Netball	Athletics	Athletics
	+	+	+	+	+	+
Year 6	Gymnastics	Circuits	Dance	Volleyball	Athletics	Athletics
	Tag Rugby	Hockey	Netball	Basketball	Cricket	OAA
	Tennis	+	+	Gymnastics	+	+
	+			+		

# P.S.H.R.E – Milepost 3

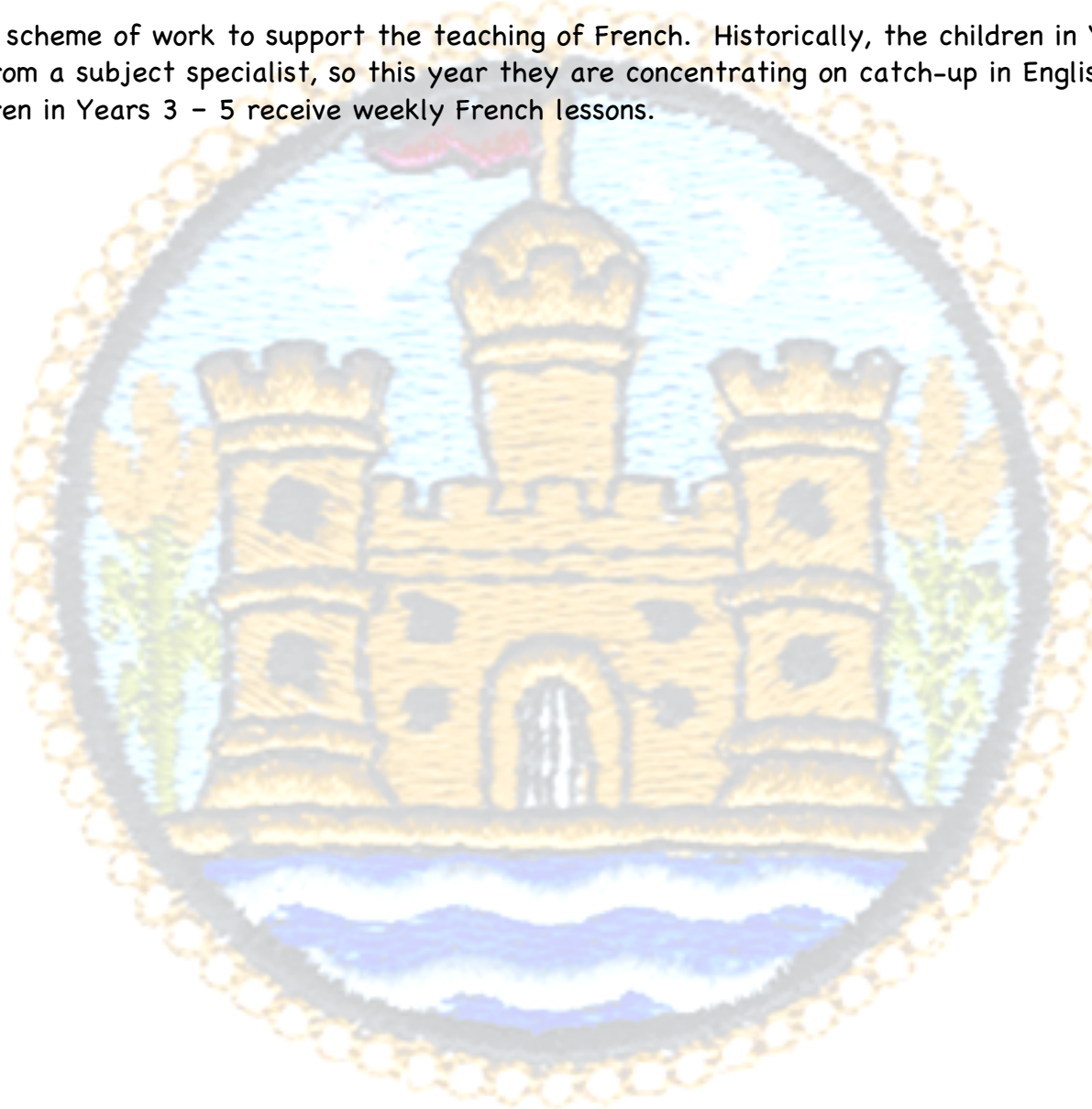
PSHRE is incredibly important within our curriculum. It is where children discover vital information about the world around them. It allows them to explore their feelings and understand why they feel that way. It also supports the building of successful relationships, which are vital in life. We have chosen to follow the [KAPOW](#) scheme of work as we feel it supports our school values very well.

	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>

	Year 5	Year 6
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• National democracy</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• What jobs are available</li> <li>• Career routes</li> </ul>
<b>Transition</b>	<b>1 lesson</b>	<b>1 lesson</b>
<b>Identity</b>		<ul style="list-style-type: none"> <li>• What is identity</li> <li>• Gender identity</li> <li>• Identity and body image</li> </ul>

## French – Milepost 2 and 3

We use the [Language Angels](#) scheme of work to support the teaching of French. Historically, the children in Year 6 have had a large amount of French teaching from a subject specialist, so this year they are concentrating on catch-up in English grammar, rather than having French lessons. Children in Years 3 – 5 receive weekly French lessons.



# Overview of learning

Oracy	Literacy	Intercultural Understanding	Knowledge of Language	Language Learning Strategies
Listen/respond to simple rhymes, stories and songs	Recognise familiar words in written form	Learn about the different languages spoken by children in the school	Identify sounds, phonemes, rhyming words	Remember rhyming words
Recognise & respond to sound patterns & words	Make links between phonemes/rhymes/spellings; read aloud some familiar words	Locate country / countries where the language is spoken	Imitate pronunciation	Use gesture or mime
Perform simple communicative tasks using single words and phrases	Write simple words	Identify social conventions at home & in other cultures	Identify main word classes	Recognise words being mouthed silently
Listen attentively and understand instructions and praise words	Read & understand a range of familiar written phrases	Learn about festivals & celebrations in different cultures	Recognise conventions of politeness	Ask for repetition / clarification
Memorise & present a short spoken text	Follow short familiar texts, listening & reading at same time	Know about some aspects of everyday life & compare them to their own	Notice spelling of familiar words, noting different / similar letters/letter strings	Use a physical response
Listen for specific words & phrases	Read some familiar words & phrases aloud & pronounce them accurately	IU5.2 Recognise similarities + differences between places	Recognise similar words in both languages	Listen attentively, show understanding by joining in & responding
Listen for sounds, rhythm & rhyme	Write simple words & phrases using a model & some words from memory	Compare symbols, objects or products which represent their own culture with those of another country	Notice different writing systems	Play games, sing songs
Ask & answer questions	Read simple sentences + short texts	Recognise + understand some of the differences between people	Develop accurate pronunciation / intonation	Say new words rhythmically / under breath/aloud
Practise simple conversations Speaking in sentences using familiar vocabulary	Write words, phrases + short sentences using a reference source		Understand / use negative statements	Compare new words with English or another language
Understand + express simple opinions	Read a variety of short texts		Apply knowledge of rules in sentence building & word order. Manipulate language	Apply grammatical knowledge
Understand more complex sentences and phrases	Read + understand the main points + some detail from a short written passage		Use a dictionary	Re-use language in new context
Use spoken language confidently			Notice and match agreements	Use context / previous knowledge / visual & aural clues to infer meaning
			Use language knowledge to convey meaning	Read and memorise
			Recognise masculine and feminine forms	Reflect/share ideas on language learning
			Conjugate high frequency verbs	Use language outside lessons / practise with a friend
				Use a dictionary
				Make predictions based on existing knowledge

### **French Long-Term Plan 2022-2023**

		Spring 1	Spring 2	Summer 1	Summer 2
Year 3		<p>J'Apprends Le Francais (I'm Learning French)</p> <p>Early Language Teaching</p>	<p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <p>Early Language Teaching</p>	<p>Les Animaux (Animals)</p> <p>Early Language Teaching</p>	<p>Les transport (Transport)</p> <p>Early Language Teaching</p>
Year 4		<p>Je Me Presente (Presenting Myself)</p> <p>Intermediate Language</p>	<p>Je peux (I can)</p> <p>Early Language Teaching</p>	<p>La Date (The Date)</p> <p>Intermediate Language</p>	<p>Les Fruits (The Fruits)</p> <p>Early Language Teaching</p>
Year 5		<p>Les Legumes (Vegetables)</p> <p>Early Language Teaching</p>	<p>Les Saisons (The seasons)</p> <p>Early Language Teaching</p>	<p>As-Tu Un Animal? (Do you have a pet?)</p> <p>Intermediate Language</p>	<p>Les Glaces (Ice-cream)</p> <p>Early Language Teaching</p>
Year 6		<p>La Famille (Family)</p> <p>Intermediate Language</p>	<p>En Classe (In the Classroom)</p> <p>Intermediate Language</p>	<p>Quel Temps Fait-Il? (The Weather)</p> <p>Intermediate Language</p>	<p>Use this term as revision on colours, numbers, months, days of the week etc...</p>

## French Long-Term Planning Continued...

### **YEAR 3**

Spring 1	<p>J'Apprends Le Francais (I'm Learning French)</p> <p>Early Language Teaching</p>	<p>Week 1: France and French speaking countries Week 2: Asking and saying how you feel Week 3: Asking and saying your name (Just do the first three lessons from this unit as colours and numbers will be learnt in the next block – then continue with 'les couleurs et les nombres block') Week 4: Find this lesson in core vocabulary and extras and complete the days of the week lesson. 'Les jour de la semaine.'</p>
Spring 2	<p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <p>Early Language Teaching</p>	<p>Week 1: First set of five colours introduced Week 2: Second set of five colours introduced Week 3: Consolidate our knowledge of all 10 colours Week 4: Learn to count 1-5 in French Week 5: Number 6-10 Week 6: Consolidate our knowledge of all ten numbers (1-10) If you need additional weeks during this half term, then it would be good to cover days of the week and class room instructions – speak to Jo or Debbie C about this!</p>
Summer 1	<p>Les Animaux (Animals)</p> <p>Early Language Teaching</p>	<p>Week 1: Introduce first 5 animals (noun and article) Week 2: Introduce next 5 animals Week 3: Consolidation of all 10 animals nouns with related article Week 4: Focus on the spelling animal nouns and use of the correct article Week 5: Introduction of je suis... Week 6: End of unit assessments</p>
Summer 2	<p>Les transport (Transport)</p> <p>Early Language Teaching</p>	<p>Week 1: car and plane Week 2: car, plane and boat Week 3: car, plane, boat and bus Week 4: car, plane, boat, bus and motorbike Week 5: car, plane, boat, bus, motorbike and train Week 6: car, plane, boat, bus, motorbike, train and lorry</p>

## YEAR 4

Spring 1	<p>Je Me Presente (Presenting Myself)</p> <p>Intermediate Language</p>	<p>Week 1: Revising France and French speaking countries, numbers 1-10 and 'how are you?'</p> <p>Week 2: Saying your name and asking someone their name. Numbers 11 to 20.</p> <p>Week 3: Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>Week 4: 'Where do you live?' and further number work</p> <p>Week 5: Nationality, je suis..., individual presentations, Class French ID cards activity</p> <p>Week 6: End of unit assessments</p>
Spring 2	<p>Je peux (I can)</p> <p>Early Language Teaching</p>	<p>Week 1: Introduce first 5 activities/verbs</p> <p>Week 2: Introduce next 5 activities/verbs</p> <p>Week 3: Introduction of 'je peux...'</p> <p>Week 4: Reading and listening exercises around je peux</p> <p>Week 5: Consolidation of je peux</p> <p>Week 6: End of unit assessments</p>
Summer 1	<p>La Date (The Date)</p> <p>Intermediate Language</p>	<p>Week 1: Introduce the days of the week</p> <p>Week 2: Learn the twelve months of the year including some listening and reading activities</p> <p>Week 3: Learn the numbers 1-31 in French</p> <p>Week 4: France and French speaking countries</p> <p>Week 5: Learn how to say when your birthday is including saying 'my birthday is' + the number of the date + the month of the year all in French.</p> <p>Week 6: End of unit assessments</p>
Summer 2	<p>Les Fruits (The Fruits)</p> <p>Early Language Teaching</p>	<p>Week 1: First five fruits introduced in the singular form</p> <p>Week 2: Next five fruits introduced in the singular form</p> <p>Week 3: Changing our French fruit nouns from the singular form to the plural form</p> <p>Week 4: Introduction of a positive opinion using "J'aime..." (I like...)</p> <p>Week 5: Introduction of a negative opinion using "Je n'aime pas..."</p> <p>Week 6: End of unit assessments</p> <p>There is also 'The Hungry Caterpillar' book in French which could be read during this unit of work. This would be good for language detective work.</p>

## YEAR 5

Spring 1	<p>Les Legumes (Vegetables)</p> <p>Early Language Teaching</p>	<p>Week 1: First 5 vegetables introduced</p> <p>Week 2: Next 5 vegetables</p> <p>Week 3: Adding weight to our vegetable phrases</p> <p>Week 4: Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences</p> <p>Week 5: Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity</p> <p>Week 6: End of unit assessments</p>
Spring 2	<p>Les Saisons (The seasons)</p> <p>Early Language Teaching</p>	<p>Week 1: the four seasons</p> <p>Week 2: Winter</p> <p>Week 3: Spring</p> <p>Week 4: Summer</p> <p>Week 5: Autumn + my favourite season is...</p> <p>Week 6: End of unit assessment</p>
Summer 1	<p>As-Tu Un Animal?</p> <p>(Do you have a pet?)</p> <p>Intermediate Language</p>	<p>Week 1: This lesson introduces the children to the nouns and article for eight common pets.</p> <p>Week 2: This lesson revises the article and nouns for eight common pets and introduces the phrase "J'ai" (I have...) plus the connective "et" (and).</p> <p>Week 3: This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and the phrase "qui s'appelle" (that is called).</p> <p>Week 4: This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...).</p> <p>Week 5: This lesson revises the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)</p> <p>Week 6: End of unit assessments</p>
Summer 2	<p>Les Glaces (Ice-cream)</p> <p>Early Language Teaching</p>	<p>Week 1: five feminine ice cream flavours</p> <p>Week 2: five masculine ice cream flavours</p> <p>Week 3: Introduction of 'je voudrais' (I would like) and the connective 'et' (and) plus consolidation of all ten ice cream flavours</p>

		<p>Week 4: Develop further linguistic progression by learning how to ask for a small tub/pot or a cone of ice cream in French.</p> <p>Week 5: Attempt to engage in a role-play in French using the language learnt in this unit and incorporating other language introduced in this lesson (such as conversational language and the amount of ice cream scoops they would like.)</p> <p>Week 6: End of unit assessments</p>
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## YEAR 6

Spring 1	<p>La Famille (Family)</p> <p>Intermediate Language</p>	<p>Week 1: Family Members</p> <p>Week 2: Possessive Adjectives</p> <p>Week 3: Siblings</p> <p>Week 4: S'appeler (To be called)</p> <p>Week 5: Numbers and Age</p> <p>Week 6: Unit Assessment</p>
Spring 2	<p>En Classe (In the Classroom)</p> <p>Intermediate Language</p>	<p>Week 1: Introduce vocabulary for 7 masculine noun classroom objects plus its associated article / determiner.</p> <p>Week 2: Introduce vocabulary for 5 feminine noun classroom objects plus its associated article / determiner.</p> <p>Week 3: Use of J'ai... (I have)</p> <p>Week 4: Use of the possessive 'my' in association with classroom equipment</p> <p>Week 5: Use of Je n'ai pas de... (I do not have)</p> <p>Week 6: End of unit assessments</p>
Summer 1	<p>Quel Temps Fait-Il? (The Weather)</p> <p>Intermediate Language</p>	<p>Week 1: Introduction of vocabulary for weather</p> <p>Week 2: Consolidation of weather vocabulary and matching pairs game</p> <p>Week 3: Weather reading and listening activities incorporating days of the week</p> <p>Week 4: Weather map work</p> <p>Week 5: Create your own French weather forecast</p> <p>Week 6: End of unit assessments</p>
Summer 2	<p>Use this term as revision on colours, numbers, months, days of the week etc...</p>	<p>You can find these lessons in:</p> <ul style="list-style-type: none"> <li>- Teacher dashboard – teach a lesson – French – core vocabulary and extras – then you can click the topic such as numbers. In numbers for example, you may want to focus on lesson three as the first lesson is simply number 1-10 which should be too basic.</li> </ul>

