

Malmesbury
Church of
England

Curriculum and
Assessment
Handbook

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, Meanders and Mountains	Volcanoes	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, Meanders and Mountains Year 5 and 6 Year B Term 3 Extreme Survivors	Earthquakes	Year 3 and 4, Year A, Term 3 Active Planet	
Distribution of energy and resources	Year 3 and 4, Term 6, Year A [Resources]	Year 5, Year A & B Term 6, Meanders and Mountains	Water Cycle	Year 3 and 4, Year A, Term 3 Active Planet	Year 5 – Year A and B, Term 6, Meanders and Mountains
Trade and economic links	Year 4, Term 6, Rainforests Term 4, Year A	Year 5 and 6 Year A, Term 5, Ancient Greece Year 6 - Year A and B, Term 6, Out of Africa	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, Our Unique World
Coastal feature	Year 3 and 4, Term 5, Footprints from the Past	Year 5 and 6 Year A, Term 4, The Holiday Show.	Coastal Features		Year 6 - Year A and B, Term 6, Out of Africa

			Mountains		Year 5 – Year A and B, Term 6, Go with the Flow
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Geography – Milepost 3: Key Learning

National Curriculum	Themes / topic/Year and Term	Topic Objectives: Related to National Curriculum
Location Knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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	Year A Term 1 Space Explorers	<ul style="list-style-type: none"> explain night and day investigate why we have different time zones
	Year A Term 2 WWII	<ul style="list-style-type: none"> Locate the countries involved in the second world war and place on a map.
	Year A – Term 4 Ancient Greece	<ul style="list-style-type: none"> Name and locate counties and cities in the uk
	Year 5 Only Year A and B Term 6 Rivers and Mountains	<ul style="list-style-type: none"> in the UK and what urban locations, they are close to. Understand how Malmesbury has changed over time in and around the river (Looks at maps including digital)
	Year 6 Only Year A and B Term 5 and 6 Out of Africa and Coasts	<ul style="list-style-type: none"> Locate Lyme Regis and Pendine Sands and well as other beaches in the Southwest and Wales.
	Year B Term 1 The Great the Bold and the Brave	<ul style="list-style-type: none"> Locate the Roman Empire on the map and what these countries are called now and then.

Meridian and time zones (including day and night)	Year B Term 3 Extreme Survivors	<ul style="list-style-type: none"> Use maps to locate the world's environmental regions. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle
Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Year A - Term 4 Ancient Greece	<ul style="list-style-type: none"> Investigate how the weather and climatic conditions effect the lives of people who live there? (Greece and UK) Compare the geographical features of the Southwest to Greece
	Year B Term 3 Extreme Survivors	<ul style="list-style-type: none"> Compare Malmesbury with an extreme climate area. Compare lifestyle of Malmesbury to Bedouin people
Human Geography and Physical Geography 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. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Year A - Term 4 Ancient Greece	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography and human geography of European countries (changed from non-European) Describe and understand Key human and physical features of the southwest of the UK. Describe and understand Key human and physical features of Greece. Investigate trade links between the UK and Greece
	Year 5 Only Year A and B Term 6 Rivers and Mountains	<ul style="list-style-type: none"> Understand how the land used in and around Malmesbury? Understand commercial, leisure and residential land use. Understand what the water cycle is and how it relates to rivers. Understand the key features of a river. Understand what a mountain is and some key features (Yr 4 tectonic plates)
	Year 6 Only Year A and B Term 5 and 6 Out of Africa and Coasts	<ul style="list-style-type: none"> Understand the key human features of coastline and the economic benefits Understand the key physical features of the coast and how they are formed
	Year B Term 3 Extreme Survivors	<ul style="list-style-type: none"> Understand how climate impacts on where and how people live (Bedouin) Describe key aspects of different climate zones and biomes. (Build on knowledge of Egypt, and rainforest from LKS2) Understand the desert biome and physical characteristics

MAP SKILLS Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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 their knowledge of the United Kingdom and the wider world.	Year 5 Only Year A and B Term 6 Rivers and Mountains	<ul style="list-style-type: none"> Identify land use on an ordnance survey map? Describe its position. Sketch a map of the river in Malmesbury and create a key
	Year 6 Only Year A and B Term 5 and 6 Out of Africa and Coasts	<ul style="list-style-type: none"> Use OS maps to identify features on the coastline. Use six figure grid references to find points of interest on OS maps for Pendine or Lyme Regis
Fieldwork 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.	Year A Term 1 Space Explorers	<ul style="list-style-type: none"> Investigate how night and day change over time
	Year 5 Only Year A and B Term 6 Rivers and Mountains	<ul style="list-style-type: none"> Create a sketch map of Malmesbury and the river. How have the physical features of Malmesbury impacted on the human features? Show key human and physical features.
	Year 6 Only Year A and B Term 5 and 6 Out of Africa and Coasts	<ul style="list-style-type: none"> Be able to sketch maps based on a visit to Pendine Sands. What are the key physical features of Pendine Sands? Use compass directions to show where

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.

At Malmesbury Primary School we aim to exploit the rich history of the local area to inform children's learning. This shapes the curriculum and brings it to life.

The teaching of history is planned to balance four different forms of knowledge: 1) Topic knowledge leads to children understanding events and societies in depth. 2) Chronological knowledge enables pupils to secure a mental timeline. 3) Substantive concepts run through units of study so that the children's overall understanding of history grows. These concepts include technological progress,

empires, how societies ensure their safety, religion and societal structures. 4) Disciplinary knowledge includes the key methods and techniques which historians use to find out about the past.

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 1
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 1
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 1
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 Year 5 and 6 (Year A) Ancient Greece: Term 4

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	Mayan Civilisation Year 4: Term 6
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Keystage 2 Overview

History – Milepost 3: Key Knowledge

National Curriculum	Topic Themes/ Term and Year	Small Steps
I understand the chronology and have secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	WW2, Term 2 Year A	<ul style="list-style-type: none"> Understand where WWII fits in chronological history Understand the timeline of key events in WWII Investigate a key turning point in British History (D Day) Understand the impact of historical events on peoples' lives (Battle of Britain)
	Ancient Greece, Term 4 Year A	<ul style="list-style-type: none"> Create a timeline of key events in ancient Greece
	The Great, The Bold & the Brave Term1, Year B	<ul style="list-style-type: none"> Identify a timeline to understand how the time of the Celts, Romans and Anglo Saxons fit together Investigate who the Celts were and where they were from Investigate who were the Romans Investigate why the Romans invaded Britain Why did the Roman Empire fall Discover the legacy of the Romans on life in the UK
I Can make connections, contrasts and trends over time and develop the appropriate use of historical terms.	WW2 Term 2 Year A	<ul style="list-style-type: none"> Understand the impact of historical events on peoples' lives (Battle of Britain) Understand how we gain our knowledge of the past (rationing) Make links between evacuees and Malmesbury
	Ancient Greece, Term 4 Year A	<ul style="list-style-type: none"> Investigate the importance of festivals and theatre to the Ancient Greeks Investigate how the Ancient Greeks influence our lives today Investigate why Ancient Greece was such a strong power in ancient history (Battle of Athens) Investigate daily life in ancient Greece
	The Great, The Bold & the Brave Term 1 Year B	<ul style="list-style-type: none"> Explore life in a Roman Villa (linked to local history) Discover the legacy of the Romans on life in the UK (linked to local history) Explore life in an Anglo Saxon village (linked to local history – Malmesbury / Avebury Settlements) Make connections between between the Anglo Saxons and Romans and how things changed

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.	WW2 Term 2 Year A	<ul style="list-style-type: none"> Ask questions about events from the past (Effect on evacuation numbers due to events in WWII) Investigate a key turning point in British History (D Day)
	Ancient Greece, Term 4 Year A	<ul style="list-style-type: none"> Investigate why Ancient Greece was such a strong power in ancient history (Battle of Athens)
	The Great, The Bold & the Brave Term: 2 Year B	<ul style="list-style-type: none"> Understand how the Romans built their empire Investigate why the Romans invaded Britain Why did the Roman Empire fall
I understand how our knowledge of the past is constructed from a range of sources.	Ancient Greece, Term 4 Year A	Understand why Athens was such a strong power in ancient history (Battle of Athens)
	The Great, The Bold & the Brave Term 1 Year B (TRIP TO CORINIUM MUSEUM)	<ul style="list-style-type: none"> Discover what artefacts can tell us about the Anglo Saxons Discover what artefacts can tell us about the Romans Discover what artefacts can tell us about the Celts
	WW2 Term 2 (local history) Year A (REME MUSEUM WORKSHOP)	<ul style="list-style-type: none"> Understand how we gain our knowledge from the past (rationing) Use primary sources of evidence to investigate life from the past (artefacts)

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

Media	Year 3 and 4	Year 5 and 6	Media	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
Drawing	Year 3/4 (Year B Term 4 Dragon Eye Year 3 (Year A/B) Term 6 Flowers	Year A, Term 2, WW2 Year A and B (Year 5), Meanders and Mountains Year 5), Term 1 Kandinsky (class artist)	Digital		Year A and B, Year 6, Out of Africa
Painting	Year 3 (Year A/B) Term 1 - Lichenstein Year 3 (Year A/B) Term 6 Flowers	Year A and B (Year 5), Term 6, Meanders and Mountains Year A (Year 5), Term 3 and Year B (Year 5), Term 1 Kandinsky (class artist)	Printing	Year 4 (Year A/B) Term 1 - Banksy Year 4 (Year A/B, Term 6) Maya Printing	

		Year A (Year 6) Term 2 and Year B (Year 6), Term 1 Courtney Loceff and Sergio Hidalgo (class artists) Year A, Term 1, Space Explorers Year A and B Year A, Term 2, WW2			
3D Design	Year 3/4 (Year B Term 4 Dragon Eye	Year B, Fit for Life (3D athletic models)	Textiles and Collage	Year 3/4 (Year A) Term 3 - Rainforests	Year A, Term 1, Space Explorers Year A and B, Year 5 DT - Spotlight on Design. (Phone holders)

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.

Class Artist Year 3	Class Artist Year 4	Class Artist Year 5	Class Artist Year 6
Roy Lichtenstein (Pointillism, use of colour)	Banksy (Street art, graffiti, making stencils)	Wassily Kandinsky (Courtney Loceff and Sergio Hidalgo

Art – Milepost 3: Key Skills

Art Milepost 2: Years 3&4 Key Skills		
National Curriculum	Themes / topic Year & term taught	Malmesbury Learning Goals
Artists and their Work To learn about great artists, architects and designers in history.	Year 5 (Year B = Term 1) (Year A = Term 3) Kandinsky	<ul style="list-style-type: none"> WALT: recognise and appraise the work of Kandinsky.
	Year 6 (Year B = Term 1) (Year A = Term 3) Courtney Loceff/Sergio Hidalgo	<ul style="list-style-type: none"> To research and gather information about a famous artist Present information in a n interesting, creative and neat way
	Year 5/6 (Year A Term 1) Space Explorers	<ul style="list-style-type: none"> WALT: research and gather information about Peter Thorpe. WALT: recognise and appraise the work of Peter Thorpe.
	Year 5 (Year A & B, Term 6) Mountains and Meaders	<ul style="list-style-type: none"> WALT: to appreciate who Jitendra Sule is and to have an opinion on his art. WALT: design our own piece of art inspired by a famous artist

	Year 5 and 6 (Year B, Term 3) Fit for Life	<ul style="list-style-type: none"> To understand how artists like Myron, Eakins, Matisse, Boccioni, Jansen and Weinberg represent movement in art
<p>Exploring and Evaluating Ideas</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To evaluate and analyse creative works using the language of art, craft and design</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	Year 5 (Year B = Term 1) (Year A = Term 3) Kandinsky	<ul style="list-style-type: none"> WALT: consider composition to create an abstract piece of artwork. WALT: Use our sketchbooks to experiment with composition. WALT: evaluate a piece of finished artwork.
	Year 6 (Year B = Term 1) (Year A = Term 3) Courtney Loceff/Sergio Hidalgo	<ul style="list-style-type: none"> To appreciate the work of respective class artists looking at use of shape, colour and line within several pieces of artwork Make observations about specific pieces and select ideas to use in my work. I can evaluate my finished artwork, comparing it to the artist's style.
	Year 5/6 (Year A Term 1) Space Explorers	<ul style="list-style-type: none"> WALT: question and make thoughtful observations about starting points and select ideas to use in my work. WALT: evaluate a piece of finished artwork.
	Year 5 (Year A & B, Term 6) Mountains and Meaders	<ul style="list-style-type: none"> WALT: design our own piece of art inspired by a famous artist WALT: plan a final piece with a message WALT: think carefully about the message that I am trying to convey WALT: evaluate my piece of work
	Year 6 (Year A and B, Term 6) Out of Africa	<ul style="list-style-type: none"> Investigate animations and how they work. Analyse videos of animation process discussing how it has changed over time. Design a series of drawings for a film animation which can be shown through repeated images slightly changed.
	Year 5 and 6 (Year B, Term 3) Fit for Life	<ul style="list-style-type: none"> Appraise the work of Myron, Eakins, Matisse, Boccioni, Jansen and Weinberg and discuss preferences. Evaluate Modroc models discussing whether the final piece shows movement of the human form.
<p>Drawing</p> <p>To improve their mastery of art and design techniques, in drawing using a range of materials</p> <p>To produce creative work, exploring their ideas and recording their experiences</p>	Year 5 (Year B = Term 1) (Year A = Term 3) Kandinsky	<ul style="list-style-type: none"> WALT: to experiment with line and shape. WALT: Use our sketchbooks to experiment with composition. WALT: to draw a Kandinsky esign with accuracy and detail.
	Year 6 (Year B = Term 1) (Year A = Term 3) Courtney Loceff/Sergio Hidalgo	<ul style="list-style-type: none"> Use sketchbooks to experiment with composition using line and colour to create an effect To use line and colour to mimic his/her techniques Use designs similar to the artist to create own piece of art
	Year 5/6 (Year A Term 1) Space Explorers	<ul style="list-style-type: none"> WALT: experiment with colour and shape in the style of Peter Thorpe

	Year 5 (Year A & B, Term 6) Mountains and Meanders	<ul style="list-style-type: none"> WALT: Experiment with pencil sketching, using texture and tones WALT: Complete a pencil sketch of a river
	Year 6 (Year A and B, Term 6) Out of Africa	<ul style="list-style-type: none"> In sketchbooks, draw a simple series of animations using tracing paper. Develop mastery of pen/pencil drawing technique, looking at line and how it changes to create an idea of movement. Adding detail to animation drawings.
	Year 5 and 6 (Year B, Term 3) Fit for Life	<ul style="list-style-type: none"> Use photo images of movement to recreate as drawings, using pencils, in sketchbooks.
Painting To improve their mastery of art and design techniques, in painting using a range of materials To produce creative work, exploring their ideas and recording their experiences	Year 5 (Year B = Term 1) (Year A = Term 3) Kandinsky	<ul style="list-style-type: none"> WALT: know and understand tertiary colours. WALT: experiment with colour mixing using tints, tones, and shades.
	Year 6 (Year B = Term 1) (Year A = Term 3) Courtney Loceff/Sergio Hidalgo	<ul style="list-style-type: none"> Use acrylic paints to mix colours Use acrylic paint to mimic the style of the artist Use designs similar to the artist to create own piece of art
	Year 5/6 (Year A Term 1) Space Explorers	<ul style="list-style-type: none"> WALT: experiment with colour and shape in the style of Peter Thorpe and WALT: use blending techniques to create different effects.
	Year 5 (Year A & B, Term 6) Mountains and Meanders	<ul style="list-style-type: none"> WALT: Experiment with water colours in our sketchbooks WALT: Experiment with watercolours in the style of Jitendra Sule WALT create a watercolour painting of a river.
3D Design To improve their mastery of art and design techniques, in 3D Design using a range of materials To produce creative work, exploring their ideas and recording their experiences	Year 5 and 6 (Year B, Term 3) Fit for Life	<ul style="list-style-type: none"> Use plasticine to create a manipulative model of the human form in movement. Use newspaper, modelling wire and Modroc to show the human form in movement.
Use of IT/Digital Media To improve their mastery of art and design techniques, in Digital Media using a range of materials	Year 6 (Year A and B, Term 6) Out of Africa	<ul style="list-style-type: none"> Design a digital animation. Think about position of the object to manipulate. Use background tone effectively. Use Animate It app on the iPads. Use iMovie to add music to the animation to add mood.
	Year 5 and 6 (Year B, Term 3) Fit for Life	Use photo bursts to show movement in static images.

To produce creative work, exploring their ideas and recording their experiences		Use iPads to record a series of images of plasticine models moving.
Printing To improve their mastery of art and design techniques, in printing using a range of materials To produce creative work, exploring their ideas and recording their experiences		
Textiles/Collage To improve their mastery of art and design techniques, in textiles/collage using a range of materials To produce creative work, exploring their ideas and recording their experiences	Year 5/6 (Year A Term 1) Space Explorers	<ul style="list-style-type: none"> Produce a mixed media piece of ART WORK

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].

Design and Technology – Milepost 3: Key Learning

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	Spotlight on Design, Year A & B, Year 5, Term 5	Create and generate a set of design criteria for a product. Generate design ideas.
	Our Unique World, Year B, Term 3 (Animal Automata)	Research Ideas about different animals to inform a design

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
Resistant materials	Year A – Rainforests Term 4 (Greenhouses) Year 3 only, Year B – Term 6, Brunel Bridges	Year 5 and 6, Year A, Snap, Crackle and Splash	Food technology	Year 4 only, Year A/B – Term 6 Maya (Chilli)	Year A Term 2 WW2 Year B Term 2 Magical Materials Year A & B, Year 5 only, Junior Master Chef
Mechanical Systems	Year A , Term 1, Egyptians (Water Carriers) Year B , Term 2, Term 3, Explorers, and Adventurers (Boats)	Year B, Term 3, Our Unique World (Animals Automata) Year A and B Year 6 Gears and Pulleys Out of Africa	Textiles	Year 3 only, Year A – Term 6 (Money Pouches) Vikings	Year B, Term 5, Spotlight on Design
Digital design		Year A, Term 3, Snap, Crackle and Splash!	Electrical Systems	Year B – Light, Sound and Electricity (Light up frame)	Yr 5 and 6 Year A – Term 1 Space Explorers

	Space Explorers, Year A, Term 1 (Moon Buggy)	Investigate vehicle alarm systems. Create a design for a vehicle alarm system.
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Spotlight on Design - Year A & B, Year 5, Term 5	Create a template for a design for a product Create a step by step plan to create a product.
	Snap, Crackle, Splash, Year A Term 3 (Marbulous Structures)	Create a design for a marble run.
	Space Explorers, Year A, Term 1 (Moon Buggy)	Create a step by step plan for making a vehicle alarm system.
Select from and use a wider range of tools and equipment to perform practical tasks accurately	Spotlight on Design Year A & B, Year 5, Term 5	Practise using different types of stitches (binca, rounded needles, embroidery thread and scissors) Sew a phone cover using blanket stitch (using felt, sharp needles, scissors and embroidery thread)
	Our Unique World, Year B, Term 3 (Animal Automata)	Use a range of tools and equipment to build a framework
	Snap, Crackle, Splash, Year A Term 3 (Marbulous Structures)	Create a marble run bridge.
Select from and use a wider variety of materials and components, including construction materials, textiles and ingredients, according	Spotlight on Design Year A & B, Year 5, Term 5	Sew a phone cover using blanket stitch (using felt, sharp needles, scissors, embroidery thread, ribbon, buttons etc.)

to their functional properties and aesthetic qualities characteristics		<p>Practise different types of stitches and discuss their strengths (running stitch, over stitch and blanket stitch)</p> <p>Decorate a phone cover (buttons, ribbons, sequins, beads, lace, googly eyes etc.)</p>
Investigate and analyse a range of existing products	Spotlight on Design Year A & B, Year 5, Term 5	Generate design ideas.
	Magical Materials, Year B, Term 2	Research different cake options.
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Spotlight on Design Year A & B, Year 5, Term 5	Evaluate a phone cover against the design criteria.
	Our Unique World, Year B, Term 3 (Animal Automata)	Evaluate a product that has a mechanical system.
	Snap, Crackle, Splash Year A Term 3 (Marbulous Structures)	Evaluate a marble run product.
	Space Explorers, Year A, Term 1 (Moon Buggy)	Evaluate a vehicle alarm system.
Understand how key events and individuals in design have helped shape the world	All Units when DT is taught	Identify key individuals in design and how their designs have shaped the world.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Snap, Crackle, Splash Year A Term 3 (Marbulous Structures)	Investigate free standing structures. Understand how to strengthen and stiffen a structure. To create bends in a structure. Use components to create a marble run.
Understand and use mechanical systems in their products (eg gears, pulleys, cams, levers and linkages).	Our Unique World, Year B, Term 3 (Animal Automata)	Understand how to use mechanical systems in a product
	Out of Africa, Year A + B, Year 6, Term 6	Recognise levers, gears and pulleys. Build a lever, gear and pulley.
Understand and use electrical systems in their products	Space Explorers, Year A, Term 1 (Moon Buggy)	Investigate vehicle alarms. Investigate switches. Create an electrical circuit diagram for an alarm. Create a vehicle alarm system.
Apply their understanding of computing to program, monitor and control their products	Lego We Do Year A + B, Year 5, Term 4	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	Bake cookies based on a WWII recipe

	Magical Materials, Year B Term 2	<p>Design a product (Christmas themed muffin/cupcake).</p> <p>Write a step by step recipe for a product.</p> <p>Make, decorate and present a product (Christmas themed muffin/cupcake).</p> <p>Evaluate a product.</p>
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
Plants	Year A, Term 4, Rainforests Year B, Term 5, Home Sweet Home	Year A and B (Year 6), Term 6, Out of Africa	Properties and changing materials		Year B, Term 2, Magical Materials
Animals	Year A, Term 4, Rainforests Year A, Term 5, Dinosaurs Year B, Term 5, Home Sweet Home	Year B, Term 3, Our Unique World Year A and B (Year 6), Term 6, Out of Africa	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, Our Unique World	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 & B, Term 5, Spotlight on Design (Year 5)	Forces and magnets	Term 1B Scavengers & Settlers, Term 3B Explorers & Adventurers	Year A, Term 3, Snap, Crackle and Splash
States of matter	Year A, Term 3A Active Planet	Year B, Term 2, Magical Materials	Sound	Term 2 Turn it Up!	

Electricity	Term 2A Turn it up	Year A, Term 3 Snap, Crackle, Splash	Evolution and inheritance		Year A and B (Year 6), Terms 5 and 6, Out of Africa
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Science – Milepost 3: Knowledge

National Curriculum (Referenced in Rising Stars scheme of work)	Themes/Topic	Small Steps (If not referenced use NC objective)
Living things and their habitats: describe the differences in the life cycles of a mammal, an insect, a bird, amphibian	Out Of Africa Year A + B (Yr6) Term 6	Compare the life cycles of living things mammals, amphibians, insects, reptiles, birds (finding similarities and differences)
Living things and their habitats: describe the life process of reproduction in some plants and animals.	Out Of Africa Year A + B (Yr6) Term 6	Investigate the structure of a flower (tulip)
		Learn how plants reproduce (including pollination, seed dispersal and germination)
		For human reproduction – PSHRE series of lessons) – Term 6 (Year 5 and 6)
Living things and their habitats: give reasons for classifying plants and animals based on specific characteristics.	Our Unique World, Year B, Term 3	Classify living things; giving reasons for classifying things based on specific characteristics
		Understand how to classify living things into broad groups (Linnean System)
		Classify living things and their habitats
Living things and their habitats: give reasons for classifying plants and animals based on specific characteristics.	Extreme Survivors Year B Term 3	Classify living things and their habitats (fungi)
		Understand how living things adapt to living in different habitats (oceans)
Animals including humans: describe the changes as humans develop old age.	Fit For Life Year B Term 6	Describe the changes as humans develop old age
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	Identify and name the main parts of the human circulatory system.
		Describe the function of the heart, blood and blood vessels (Curoscope - link to computing).

Animals including humans: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	Fit For Life Year B Term 4	Recognise the impact of exercise on the body.
	PSHRE (Kapow) Year 6 – Term 3 – Health & Wellbeing	Understand good and bad habits and their effects on our health.
		Understand and plan for a healthy lifestyle.
Animals including humans: describe the ways in which nutrients and water are transported within animals, including humans	Fit For Life Year B Term 4	Investigate a model of the human digestive system Describe the ways in which nutrients and water are transported in animals.

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury learning Goals
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	Out Of Africa Year A & B (Yr6) Term 4	Understand the evolutionary timeline Explain that life came from the sea Investigate the era of the dinosaurs Investigate the life of Mary Anning (discovery of fossils)
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	Out Of Africa Year A & B (Yr6) Term 6	Understand the evolution of the human species
		Understand how we inherit characteristics
		Understand natural selection
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	Magical Materials Year B Term 2	Recognise and test the properties of different materials (including hardness, solubility, transparency plus response to magnets)
		Investigate electrical and thermal conductors
Properties and changes of materials: know that some materials will dissolve in liquid to	Magical Materials Year B Term 2	Investigate which materials will dissolve in a liquid and which will form a solution

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		Investigate how to recover a substance from a solution (sieving and filtering)
		Investigate how to recover a substance from a solution (evaporation)
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	Magical Materials Year B Term 2	Plan an experiment to show which materials conduct heat.

Mile Post 3 Continued

National Curriculum (Referenced in Rising Stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
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	Magical Materials Year B Term 2	Identify reversible and irreversible changes
Earth and space: describe the movement of the Earth, and other planets, relative to the Sun in the solar system;	Space Explorers Year A Term 1	Describe the movement of the Earth and other planets relative to the Sun Explain how planets move in our solar system
Earth and space: describe the movement of the Moon relative to the Earth;	Space Explorers Year A Term 1	Investigate the movement of the Moon in relation to the Earth
Earth and space: describe the Sun, Earth and Moon as approximately spherical bodies	Space Explorers Year A Term 1	Describe the movement of the Earth and other planets relative to the Sun Investigate the movement of the Moon in relation to the Earth
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.	Space Explorers Year A Term 1	Explain night and day Understand why we have seasons Investigate. why we have different time zones

Forces: 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	Explain that unsupported objects fall towards the Earth because of the force of gravity (ball dropping investigation) Explain that unsupported objects fall towards the Earth because of the force of gravity (loop the loop investigation)
Forces: identify the effects of air resistance, water resistance and friction, that act between moving surfaces	Snap, Crackle And Splash Year A Term 3	Identify the effects of friction that acts between moving surfaces Explain the effects of air resistance Explain the effects of water resistance
Forces: recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Out of Africa Year 6, Year A & B, Term 6	GEARS AND PULLEYS
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 because they give out or reflect light into the eye	Spotlight on Design, Year 5, Year A & B	Understand that light travels in a straight line Investigate how objects are seen because they reflect light into the eye Investigate how refraction changes the direction in which light travels
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	Spotlight on Design, Year 5, Year A & B	Investigate how we see colours
Light: use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Spotlight on Design, Year 5, Year A & B	Understand how shadows have the same shape as the object that casts them
Electricity: 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	Investigate electrical circuits
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	Snap, Crackle And Splash Year A Term 3	Investigate electrical circuits Investigate how to vary an electrical circuit to change its effect
Electricity: use recognised symbols when representing a simple circuit in a diagram	Snap, Crackle And Splash Year A Term 3	Use recognised symbols in an electrical circuit
		Be able to construct circuits on the basis of drawings using conventional symbols and predict whether the circuits would work

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	Be able to conduct scientific investigations <ul style="list-style-type: none"> • Posing scientific questions • Choosing an appropriate way to investigate a scientific issue Gravity - 'Loop the loop' investigation Friction – 'Best snowboard' investigation
	Space Explorers Year A Term 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 Asteroids investigation
	Magical Materials Year B Term 2	Be able to conduct scientific investigations <ul style="list-style-type: none"> • Posing scientific questions • Choosing an appropriate way to investigate a scientific issue How a material dissolves How to separate materials in a mixture How to recover a substance from a solution

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	<p>Be able to conduct scientific investigations</p> <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 <p>Gravity - 'Loop the loop' investigation</p> <p>Friction – 'Best snowboard' investigation</p>
	Space Explorers Year A Term 1	<p>Be able to conduct scientific investigations</p> <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 <p>Asteroids investigation</p>
	Magical Materials Year B Term 2	<p>Be able to conduct scientific investigations</p> <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 <p>Investigate which materials are soluble or insoluble in water</p>
	Fit For Life Year B Term 4	<p>Be able to conduct scientific investigations</p> <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 <p>Impact of exercise on the human body</p>
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	<p>Be able to conduct scientific investigations</p> <ul style="list-style-type: none"> • Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions <p>Gravity - 'Loop the loop' investigation</p> <p>Friction – 'Best snowboard' investigation</p>
	Space Explorers Year A Term 1	<p>Be able to conduct scientific investigations</p> <ul style="list-style-type: none"> • Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions

		Asteroids investigation
	Magical Materials Year B Term 2	<p>Be able to conduct scientific investigations</p> <ul style="list-style-type: none"> Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions <p>Investigate the uses of different materials</p>
	Our Unique World Year B Term 3	<p>Be able to conduct scientific investigations</p> <ul style="list-style-type: none"> Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions <p>Classify living things</p>
	Fit For Life Year B Term 4	<p>Be able to conduct scientific investigations</p> <ul style="list-style-type: none"> Recording and communicating their findings accurately using the most appropriate medium and the appropriate scientific vocab and conventions <p>Impact of exercise on the human body</p>
Using test results to make predictions to set up further comparative and fair tests	Snap, Crackle And Splash Year A Term 3	<p>Be able to conduct scientific investigations</p> <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 <p>Gravity - 'Loop the loop' investigation Friction – 'Best snowboard' investigation</p>
	Space Explorers Year A Term 1	<p>Be able to conduct scientific investigations</p> <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 <p>Asteroids investigation</p>
	Magical Materials Year B Term 2	<p>Be able to conduct scientific investigations</p> <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 <p>Investigate the uses of different materials Investigate which materials are soluble or insoluble in water</p>

	Fit For Life Year B Term 4	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 Impact of exercise on the human body
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	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 Gravity - 'Loop the loop' investigation Friction - 'Best snowboard' investigation
	Space Explorers Year A Term 1	Asteroids investigation
	Magical Materials Year B Term 2	Investigate the uses of different materials Investigate which materials are soluble or insoluble in water
	Fit For Life Year B Term 4	Impact of exercise on the human body
Identifying scientific evidence that has been used to support or refute ideas or arguments	Space Explorers Year A Term 1	Explain how planets move in our solar system (Geocentric versus Heliocentric)

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.

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 	T2 Livin on a Prayer	T2 Happy
	T4 Easter performance.	T4 You've Got a Friend
	T6 Fresh Prince of Belair	T5 and T6 Summer Production
<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music 	T2 Livin on a Prayer	T2 Happy
	T4 Easter performance.	T4 You've Got a Friend
	T6 Fresh Prince of Belair	T5 and T6 Summer Production
<ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 	T2 Livin on a Prayer	T2 Happy
	T4 Easter performance	T4 You've Got a Friend
	T6 Fresh Prince of Belair	T5 and T6 Summer Production
<ul style="list-style-type: none"> use and understand staff and other musical notations 	T2 Livin on a Prayer	T2 Happy
	T6 Fresh Prince of Belair	T4 You've Got a Friend
<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from 	Year 5 WOMAD festival	
	Whole School Assemblies	Whole School Assemblies

different traditions and from great composers and musicians		
<ul style="list-style-type: none"> develop an understanding of the history of music. 	Year A T2 WW2	Year A T2 WW2
	Whole School Assemblies	Whole School Assemblies

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.

Computing national curriculum is covered through icompute (<https://www.icompute-uk.com>) and enhanced through its use in our curriculum to support learning in all subjects.

<u>Year group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>5</u>	<u>Online safety</u> <u>iSafe from I compute/Kapow</u> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		<u>Lego WeDo</u> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		<u>iWeb (icompute)</u> <u>5 lesson</u> 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 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<u>iModel (icompute)</u> <u>4 lessons</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<u>6</u>	<u>Online safety</u> <u>iSafe (icompute)</u> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		<u>iNetwork (icompute)</u> 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		<u>iData - spreadsheets</u> 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,	<u>Sphero - use planning from icompute and own planning</u> design, write and debug programs that accomplish specific goals, including controlling or simulating

	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				including collecting, analysing, evaluating and presenting data and information	<p>physical systems: solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
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R.E – Milepost 3

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Malmesbury C of E Primary School we develop the children's knowledge and understanding of the world faiths, we address the fundamental questions in life, for example, the meaning of life and the existence of a divine being. We enable children to develop a sound knowledge not only of Christianity but also of other world religions,

especially those which are the main faiths of children within our school, and their own world view. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions, to make connections and understand the impact of faith.

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life;
- Develop knowledge and understanding of Christianity and other major world religions and value systems;
- Develop an understanding of what it means to be a committed to a religious tradition;
- Reflect on their own experiences and develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and cultural differences;
- Develop investigative and research skills to enable them to make reasonable judgments about issues;
- Enable the children to develop their own World view;

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

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 - *Getset for 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 Yr 2 upwards by coaches at the local tennis courts. Swimming is taught from Yr 3 up. These may mean that the timetable changes to show this. Residential 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

PSHE and RSE

Through our PSHE and RSE curriculum, we want the children to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. We want them to stay healthy and safe, while preparing them to make the most of life and learning. Our curriculum aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century.

Our children will:

- Be able to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters
- Becoming confident individuals and active members of society.

We have chosen to follow the **KAPOW** scheme of work as we feel it supports our values within our school.

National Curriculum (Kapow!)	Themes (substrands)	Year 5	Year 6
Families and Relationships	Family	<ul style="list-style-type: none">• Identifying ways families might make children feel unhappy or unsafe.• To know that marriage is a legal commitment and is a choice people can make.• To know that if I have a problem, I can call ChildLine on 0800 1111.	<ul style="list-style-type: none">• N/A
	Friendships	<ul style="list-style-type: none">• Exploring the impact that bullying might have.• Exploring issues which might be encountered in friendships and how these might impact the friendship.• To know what attributes and skills make a good friend.• To understand what might lead to someone bullying others.• To know what action a bystander can take when they see bullying.	<ul style="list-style-type: none">• Identifying ways to resolve conflict through negotiation and compromise.• To know that a conflict is a disagreement or argument and can occur in friendships.• To understand the concepts of negotiation and compromise.
	Respectful Relationships	<ul style="list-style-type: none">• Exploring and questioning the assumptions we make about people based on how they look.• Exploring our positive attributes and being proud of these (self-respect).	<ul style="list-style-type: none">• Discussing how and why respect is an important part of relationships.• Identifying ways to challenge stereotypes.• To understand what respect is.• To understand that everyone deserves respect but respect can be lost.

			<ul style="list-style-type: none"> To understand that stereotypes can lead to bullying and discrimination.
	Change and Loss	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Exploring the process of grief and understanding that it is different for different people. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.
Health and Wellbeing	Health and prevention	<ul style="list-style-type: none"> Developing independence for protecting myself in the sun. To understand the risks of sun exposure. 	
	Physical health and wellbeing	<ul style="list-style-type: none"> Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality. 	
	Mental Wellbeing	<ul style="list-style-type: none"> Taking responsibility for my own feelings. To understand what can cause stress. To understand that failure is an important part of success. 	<ul style="list-style-type: none"> Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations. To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.
Safety and the Changing Body	Being safe (including online)	<ul style="list-style-type: none"> Developing an understanding of how to ensure relationships online are safe. To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online. 	<ul style="list-style-type: none"> Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> Learning to make 'for' and 'against' arguments to help with decision making. To know some strategies I can use to overcome pressure from others and make my own decisions. 	<ul style="list-style-type: none"> Discussing the reasons why adults may or may not To understand the risks associated with drinking alcohol.
	The changing adolescent body	<ul style="list-style-type: none"> Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. To understand the process of the menstrual cycle. 	<ul style="list-style-type: none"> Discussing problems which might be encountered during puberty and using knowledge to help. To understand how a baby is conceived and develops.

		<ul style="list-style-type: none"> To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people. 	
	Basic first aid	<ul style="list-style-type: none"> Learning about how to help someone who is bleeding. To know how to assess a casualty's condition. 	<ul style="list-style-type: none"> Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position. To know how to conduct a primary survey (using DRSABC).
Citizenship		<ul style="list-style-type: none"> Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society. To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<ul style="list-style-type: none"> environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others. To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.
Economic Wellbeing		<ul style="list-style-type: none"> Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this. To know that when money is borrowed it needs to be paid back, usually with interest. To know that it is important to prioritise spending. To know that income is the amount of money received and expenditure is the amount of money spent. To know some ways that people lose money. 	<ul style="list-style-type: none"> Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them. To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.
Identity		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Discussing the factors that make our 'identity'.

			<ul style="list-style-type: none"> • Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity. • To know that identity is the way we see ourselves and also how other people see us.
Transition		<ul style="list-style-type: none"> • Recognising own skills and how these can be developed 	<ul style="list-style-type: none"> • Exploring a greater range of strategies to deal with feelings associated with change. • To know that a big change can bring opportunities but also worries.

French – Milepost 2 and 3

French

In French at Malmesbury Primary School we will ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning.

The four key language learning skills; **listening**, **speaking**, **reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas.

Children will

- Develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating.
- Explore relationships between language and identity, developing a deeper understanding of other cultures and the world around them
- Work towards becoming life-long language learners.

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, 3 times a year.

YEAR 5

Term	Topic	Objectives
Autumn	Les Legumes (Vegetables) Early Language Teaching	Week 1: First 5 vegetables introduced Week 2: Next 5 vegetables Week 3: Adding weight to our vegetable phrases Week 4: Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences Week 5: Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity Week 6: End of unit assessments
Spring	Les Saisons (The seasons) Early Language Teaching	Week 1: the four seasons Week 2: Winter Week 3: Spring Week 4: Summer Week 5: Autumn + my favourite season is... Week 6: End of unit assessment
Summer	As-Tu Un Animal? (Do you have a pet?) Intermediate Language	Week 1: This lesson introduces the children to the nouns and article for eight common pets. 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). 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). 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...). 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...) Week 6: End of unit assessments

YEAR 6

Term	Topic	Objectives	Below	Above
Autumn	La Famille (Family) Intermediate Language	Week 1: Family Members Week 2: Possessive Adjectives Week 3: Siblings Week 4: S'appeler (To be called) Week 5: Numbers and Age Week 6: Unit Assessment		
Spring	En Classe (In the Classroom) Intermediate Language	Week 1: Introduce vocabulary for 7 masculine noun classroom objects plus its associated article / determiner. Week 2: Introduce vocabulary for 5 feminine noun classroom objects plus its associated article / determiner. Week 3: Use of J'ai... (I have) Week 4: Use of the possessive 'my' in association with classroom equipment Week 5: Use of Je n'ai pas de... (I do not have) Week 6: End of unit assessments		
Summer	Quel Temps Fait-il? (The Weather) Intermediate Language	Week 1: Introduction of vocabulary for weather Week 2: Consolidation of weather vocabulary and matching pairs game Week 3: Weather reading and listening activities incorporating days of the week Week 4: Weather map work Week 5: Create your own French weather forecast Week 6: End of unit assessments		