Be Bold Curriculum

Contents

RE Overview
- Year R
- Year 1/2
- Year 3/4
- Year 5/6

Science Overview
- Year 1/2
- Year 3/4
- Year 5/6

Humanities Overview
- Year 1/2
- Year 3/4
- Year 5/6

Art and Design Overview
- Year 1/2
- Year 3/4
- Year 5/6

Design and Technology Overview
- Year 1/2
- Year 3/4
- Year 5/6

Computing Overview
- Year 1/2
- Year 3/4
- Year 5/6

Music Overview
- EYFS
- Year 1/2
- Year 3/4
- Year 5/6

- Modern Foreign Languages (French)
- Year 3
- Year 4
- Year 5
- Year 6

PE
- EYFS
- Year 1/2
- Year 3/4
- Year 5/6

PSHE / RSE Overview
- Overview
- EYFS
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

‘Be Bold’ Curriculum Topic Overview

Year A (2019-20)

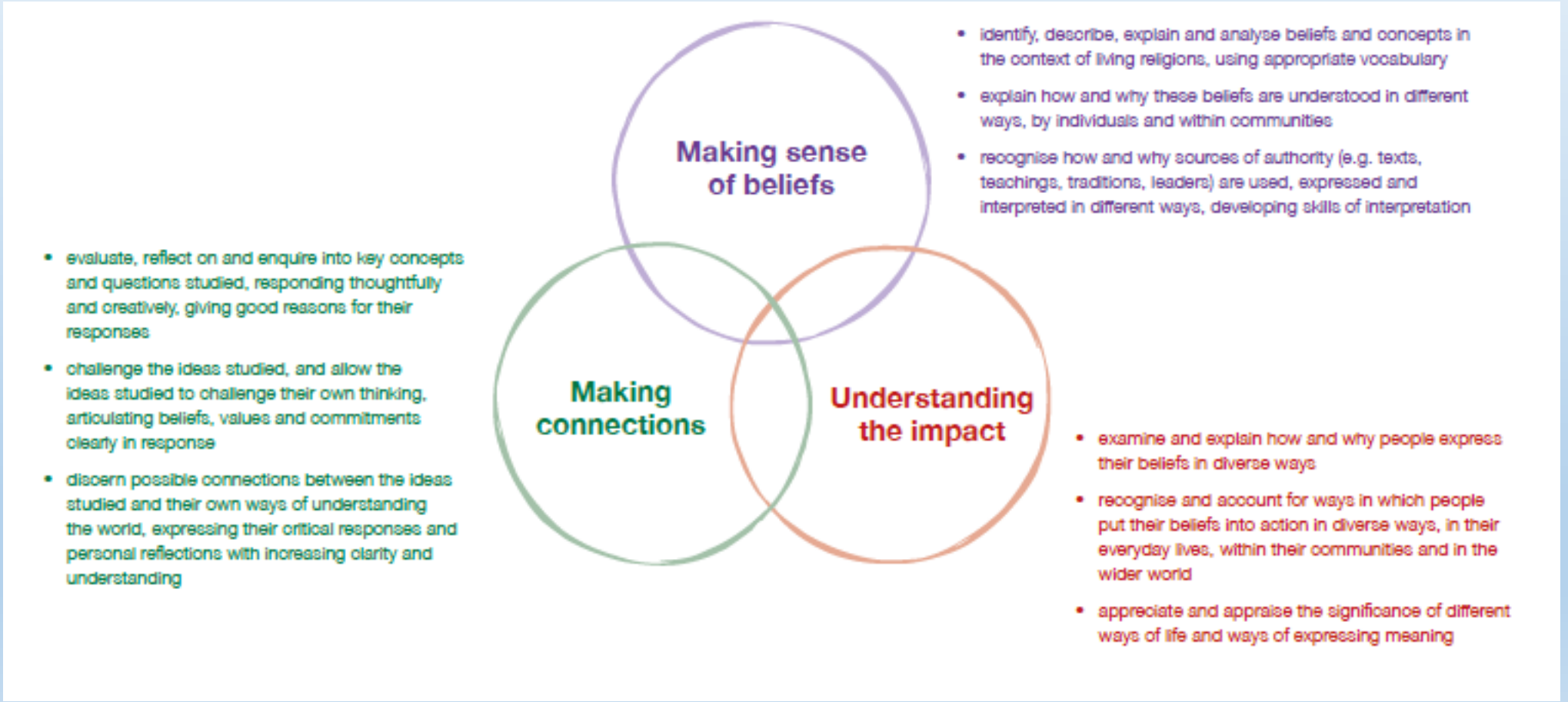
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Years 1 & 2	This is me!	**Heroes and heroines**	Who’s afraid of the big bad wolf?	Fire, fire!	Out and about	Radiant rainforest
Years 3 & 4	Stone Age Survivors	Why Do We Remember the Egyptians?	Would You Rule in Rome?	What Was Cornwall’s Most Valuable Asset?	**Where Would You Thrive?**	**Spectacular Seaside**
Years 5 & 6	**Vile Victorians**	Shang Dynasty	**Destination Outer Space**	**Marvellous Mayans**	**Amazing Americas**	Blue Planet

Year B (2020-21)

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Years 1 & 2	**Food, glorious food**	We will remember	**Towers, tunnels and turrets**	Our wonderful world	**The race for space**	**Under the sea**
Years 3 & 4	**Vicious Vikings surpassed the Saxons!**	**Magnificent Monarchs Tudors**	**Exploring Spain**	Perilous Pompeii	Crime and Punishment	**Environment Explorers**
Years 5 & 6	**Lest We Forget**	**Electrifying Electricity**	**The Cornish Rebellion … Why did the Cornish rebel against the King?**	Unsinkable (Titanic)	**Magnificent Mountains**	Travel and Tourism

Teaching and learning approach and the aims for R.E in Cornwall

This diagram shows how the three elements of the teaching and learning in the syllabus reflect the aims for R.E.



RE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Where do we belong?	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?
Year 1/2 A	Who do Christians say made the world? (Creation)	What is the 'Good news' Christians believe Jesus brings? (Gospel)	Who is a Muslim and how do they live? Double unit – Part 1	Why does Easter matter to Christians? (Salvation)	Who is a Muslim and how do they live? Double unit – Part 2	What makes some people and places in Cornwall sacred? (Curriculum Kernewick)
Year 1/2 B	What does it mean to belong to a faith community?	Why does Christmas matter to Christians? (Incarnation)	Who is Jewish and how do they live? Double unit – Part 1	Who is Jewish and how do they live? Double unit – Part 2	What do Christians believe God is like? (God)	How should we care for others and the world and why does it matter?
Year 3/4 A	What do Christians learn from the creation story (Creation)	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	For Christians, what was the impact of Pentecost? (Kingdom of God)	How and why do people in Cornwall mark significant events in community life? (Curriculum Kernewick)
Year 3/4 B	What kind of world did Jesus want? (Gospel)	What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What is it like for someone to follow God? (People of God)	How and why do people try and make the world a better place?
Year 5/6 A	How do Christians decide how to live? What would Jesus do? (Gospel)	Why is the Torah so important to the Jewish people?	For Christians, what kind of king was Jesus? (Kingdom of God)	What do Christians believe Jesus did to 'save' people? (Salvation)	What does it mean to be a Muslim in Britain today?	What matters most to Humanists and Christians?
Year 5/6 B	What does it mean for Christians to believe God is holy and loving? (God)	Why do Christians believe Jesus is the Messiah? (Incarnation)	Creation and science: conflicting or complementary? (Creation)	Why do some people believe in God and some people not?	Why do Hindus try to be good?	Does faith help people in Cornwall when life gets hard? (Curriculum Kernewick)

RE Overview – Year R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	**Why is the word 'God' special to Christians?** **Enquiry Questions** What does the word 'God' mean? Which people believe in God? Which people believe God is the creator of everything? What is amazing about the world? What do Christians say about God as creator? What is the story that Christians use to think about the creator?	**Why is Christmas special for Christians?** **Enquiry Questions** What special stories about Jesus are in the Bible? Why do Christians celebrate Jesus' birthday? Why do Christians perform Nativity plays at Christmas? What special things do Christians do at Christmas to share God's love? What makes every single person unique and precious? How does the Christmas story tell Christians they are precious to God?	**Where do we belong?** **Enquiry Questions** How do we show respect for one another? How do we show love / how do I know I am loved? Who do you care about? How do we show care / how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people?	**Why is Easter special for Christians?** **Enquiry Questions** What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come to life again? What do Christians believe happened to Jesus? Why do Christians believe it is such an important story? What do Christians do at Easter? Why do we have Easter eggs?	**Which places are special and why?** **Enquiry Questions** Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special?	**Which stories are special and why?** **Enquiry Questions** What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's stories?

RE Overview – Year 1/2 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	**Who do Christians say made the world? (Creation)** **Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	**What is the 'good news' Christians say Jesus brings? (Gospel)** **Make sense of belief:** • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave **Understand the impact:** • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) **Make connections:** • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	**Who is a Muslim and how do they live? Double unit – Part 1** **Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**Why does Easter matter to Christians? (Salvation)** **Make sense of belief:** • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) **Understand the impact:** • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter **Make connections:** • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	**Who is a Muslim and how do they live? Double unit – Part 2** **Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**What makes some people and places in Cornwall sacred? (Curriculum Kernewick)** **Make sense of belief:** Recognise that there are special people and places in Cornwall that are sacred to believers Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there Re-tell a story about a Cornish Saint and connect this story to the local area **Understand the impact:** Give examples of stories, objects and symbols used in churches, which show what people believe Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this **Make connections:** Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places

RE Overview – Year 1/2 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 B	**What does it mean to belong to a faith community?** **Make sense of beliefs:** • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:** • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	**Why does Christmas matter to Christians? (Incarnation)** **Make sense of belief:** • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas.	**Who is Jewish and how do they live? Double unit – Part 1** **Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**Who is Jewish and how do they live? Double unit – Part 2** **Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	**What do Christians believe God is like? (God)** **Make sense of belief:** • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	**How should we care for others and the world and why does it matter?** **Make sense of belief:** • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world **Make connections:** • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

RE Overview – Year 3/4 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	**What do Christians learn from the creation story (Creation)** **Make sense of belief:** • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world **Understand the impact:** • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness **Make connections:** • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non- Christians living today.	**What do Hindus believe God is like?** **Make sense of belief:** • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu *murtis* express about God **Understand the impact:** • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship **Make connections:** • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea o f everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	**What does it mean to be a Hindu in Britain today?** **Make sense of belief:** • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*) **Understand the impact:** • Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) **Make connections:** • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	**Why do Christians call the day Jesus died 'Good Friday'? (Salvation)** **Make sense of belief:** • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week **Understand the impact:** • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways **Make connections:** • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	**For Christians, what was the impact of Pentecost? (Kingdom of God)** **Make sense of belief:** • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now **Understand the impact:** • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship **Make connections:** • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	**How and why do people in Cornwall mark significant events in community life?** **(Curriculum Kernewick)** **Make sense of belief:** -Identify festivals that are unique to Cornwall and explain how they started -Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall **Understand the impact:** -Describe special times in the Cornish year. Make simple links between beliefs and importance of these special events to the people of Cornwall -Identify some differences in how people celebrate community life e.g. different practices in local festivals and traditions **Make connections:** -Raise questions and suggest answers about why it is important for everyone to feel part of a community -Make links behind festivals that mark different times of the year in Cornwall -Give good reasons why they think ceremonies of commitment are or are not valuable today

RE Overview – Year 3/4 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 B	**What kind of world did Jesus want? (Gospel)** **Make sense of belief:** • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian **Understand the impact:** • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways **Make connections:** • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	**What is the 'Trinity' and why is it important for Christians? (God/Incarnation)** **Make sense of belief:** • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today **Understand the impact:** • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live **Make connections:** • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	**How do festivals and worship show what matters to a Muslim?** **Make sense of belief:** • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God) **Understand the impact:** • Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) **Make connections:** • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	**How do festivals and family life show what matters to Jewish people?** **Make sense of belief:** • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today **Understand the impact:** • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities **Make connections:** • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	**What is it like for someone to follow God? (People of God)** **Make sense of belief:** • Make clear links between the story of Noah and the idea of covenant **Understand the impact:** • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony **Make connections:** • Make links between the story of Noah and how we live in school and the wider world.	**How and why do people try and make the world a better place?** **Make sense of belief:** • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place **Understand the impact:** • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action **Make connections:** • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their answers.

RE Overview – Year 5/6 Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 A	**How do Christians decide how to live? What would Jesus do? (Gospel)** **Make sense of belief:** • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts **Understand the impact:** • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives **Make connections:** • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.	**Why is the Torah so important to the Jewish people?** **Make sense of belief:** • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them **Understand the impact:** • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) **Make connections:** • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	**For Christians, what kind of king was Jesus? (Kingdom of God)** **Make sense of belief:** • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations **Understand the impact:** • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways **Make connections:** • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.	**What do Christians believe Jesus did to 'save' people? (Salvation)** **Make sense of belief:** • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice **Understand the impact:** • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways **Make connections:** • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.	**What does it mean to be a Muslim in Britain today?** **Make sense of belief:** • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. *Tawhid*; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; *Hajj* practices follow example of the Prophet) **Understand the impact:** • Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways **Make connections:** • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.	**What matters most to Humanists and Christians?** **Make sense of belief:** • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view **Make connections:** • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

RE Overview – Year 5/6 Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 B	**What does it mean for Christians to believe God is holy and loving? (God)** **Make sense of belief:** • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact:** • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship **Make connections:** • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	**Why do Christians believe Jesus is the Messiah? (Incarnation)** **Make sense of belief:** • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms **Understand the impact:** • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible **Make connections:** • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	**Creation and science: conflicting or complementary? (Creation)** **Make sense of belief:** • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations **Understand the impact:** • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together **Make connections:** • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	**Why do some people believe in God and some people not?** **Make sense of belief:** • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God **Understand the impact:** • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) **Make connections:** • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.	**Why do Hindus try to be good?** **Make sense of belief:** • Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc. **Understand the impact:** • Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways **Make connections:** • Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.	**Does faith help people in Cornwall when life gets hard? (Curriculum Kernewick)** **Make sense of belief:** - Describe at least three examples of ways in which world views in Cornwall guide people in how to respond to good and hard times in life -Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences **Understand the impact:** -Make clear connections between what people in Cornwall believe about God and how they respond to challenges in life (e.g. suffering, bereavement) -Give examples of ways in which beliefs about resurrection/ judgement/heaven/reincarnation make a difference to how someone lives **Make connections:** -Consider Cornwall as a place of refuge, inspiration and challenge -Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own

Science Overview
Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Animals including humans	Working scientifically - investigations	Everyday materials	Working scientifically - investigations	Living things and their habitats	Plants Living things and their habitats
Year 3 / 4	Living things their habitats	Electricity	Forces and magnets	Rocks and materials	States of matter	Animals including humans (yr3)
Year 5 / 6	Living things and their habitats (Y6)	Light	Earth and Space		Animals including humans (Y5)	Animals including humans (Y6)

Children in KS1 will cover the same topics each year. The planned tasks within the topics will be differentiated according to Year group expectations, please see individual Year group overview for National Curriculum objectives.

Science Overview
Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Animals including humans	Working scientifically - investigations	Everyday materials	Seasonal change Plants	Science careers day	Animals Living things and their habitats
Year 3 / 4	Living things and their habitats	Light	Sound	Animals including humans (Yr4)	Plants- functions and requirements	Plants- lifecycle
Year 5 / 6	Forces	Electricity	Evolution and inheritance	Properties of materials Changes of materials	Living things and their habitats (Y5)	Revision linked to real life Science

Children in KS1 will cover the same topics each year. The planned tasks within the topics will be differentiated according to Year group expectations, please see individual Year group overview for national curriculum objectives.

Science Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	**Animals including humans** **Year 1** •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Year 2** •notice that animals including humans, have offspring which grow into adults •find out about and describe the basic needs of animals including humans, for survival (water, food and air) •describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. •explore and compare the differences between things that are living, dead, and things that have never been alive **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**STEM careers and significant people** Children will be focusing on several STEM careers to focus on aspirations for future careers, such as: • Vet • Scientist – George Washington Carver • Inventor – Linda Brown Buck • Engineer – Isambard Kingdom Brunel • Mathematician – Isaac Newton **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Everyday materials** **Year 1** •distinguish between an object and the material from which it is made •identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock •describe the simple physical properties of a variety of everyday materials •compare and group together a variety of everyday materials on the basis of their simple physical properties. **Uses of everyday materials** **Year 2** •identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses •find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Investigations** Children will be undertaking several experiments with a focus on working scientifically. Investigations will involve the senses and colours., such as: • Paper towel colour mixing • Rain cloud in a jar • Fizzy colours • Dancing raisins • Smell test **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Seasonal changes** •observe changes across the four seasons •observe and describe weather associated with the seasons and how day length varies **Working scientifically** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions	**Plants** **Year 1** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. **Plants** **Year 2** •observe and describe how seeds and bulbs grow into mature plants •find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals including humans** **Year 1** •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •identify and name a variety of common animals that are carnivores, herbivores and omnivores •describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Living things and their habitats (micro-habitats)** **Year 2** •identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other •identify and name a variety of plants and animals in their habitats, including microhabitats •describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Working scientifically** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions

Science Overview (KS1 B)

	Autumn 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	**Plants** **Year 1** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. **Plants** **Year 2** •observe and describe how seeds and bulbs grow into mature plants •find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals including humans** Year 1 •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Year 2** •notice that animals including humans, have offspring which grow into adults •find out about and describe the basic needs of animals including humans, for survival (water, food and air) •describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. •explore and compare the differences between things that are living, dead, and things that have never been alive **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Investigations** Children will be undertaking several experiments with a focus on working scientifically. Investigations will involve sound and forces, such as: • Plastic cup telephones. • Plastic bag parachutes. • Cars, ramps and surfaces. • Water bottle chimes. • Floating and sinking **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Science careers** Children will be focusing on several STEM careers to focus on aspirations for future careers, such as: • Doctor/nurse • Meteorologist • Scientist – Louis Pasteur • Inventor – Charles Mackintosh • Astronaut – Mae Jemison **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Animals including humans** **Year 1** •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals **Living things and their habitats** **Year 2** •identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (linked to mini beasts) •identify and name a variety of plants and animals in their habitats, including microhabitats **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions	**Everyday materials** **Year 1** •distinguish between an object and the material from which it is made •identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock •describe the simple physical properties of a variety of everyday materials •compare and group together a variety of everyday materials on the basis of their simple physical properties. **Uses of everyday materials** **Year 2** •identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses •find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.	**Animals including humans** **Year 1** •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •identify and name a variety of common animals that are carnivores, herbivores and omnivores •describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Living things and their habitats** **Year 2** •identify and name a variety of plants and animals in their habitats, including microhabitats (linked to sea) •describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • **Working scientifically:** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.

Science Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	**Living things and their habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment **Working scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions(**not using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**) • identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings	**Electricity** •identify common appliances that run on electricity •construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers •identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery •recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit •recognise some common conductors and insulators, and associate metals with being good conductors. **Working scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings	**Forces and Magnets** •compare how things move on different surfaces •notice that some forces need contact between two objects, but magnetic forces can act at a distance •observe how magnets attract or repel each other and attract some materials and not others •compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •describe magnets as having two poles •predict whether two magnets will attract or repel each other, depending on which poles are facing. **Working scientifically** • iasking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsw • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings	**Rocks** •compare and group together different kinds of rocks on the basis of their appearance and simple physical properties •describe in simple terms how fossils are formed when things that have lived are trapped within rock •recognise that soils are made from rocks and organic matter **Working scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings	**States of matter** •compare and group materials together, according to whether they are solids, liquids or gases •observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) •identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Working scientifically** •asking relevant questions and using different types of scientific enquiries to answer them •setting up simple practical enquiries, comparative and fair tests •making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •identifying differences, similarities or changes related to simple scientific ideas and processes •using straightforward scientific evidence to answer questions or to support their findings	**Animals including humans (Yr3)** •identify that animals including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat •identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Working scientifically** asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair ttsts making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings

Science Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	**Living things and their habitats** •recognise that environments can change and that this can sometimes pose dangers to living things. **Working scientifically** • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings	**Light** •recognise that they need light in order to see things and that dark is the absence of light •notice that light is reflected from surfaces •recognise that light from the sun can be dangerous and that there are ways to protect their eyes •recognise that shadows are formed when the light from a light source is blocked by an opaque object •find patterns in the way that the size of shadows change. **Working scientifically** i. asking relevant questions and using different types of scientific enquiries to answer them ii. setting up simple practical enquiries, comparative and fair tests iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii. identifying differences, similarities or changes related to simple scientific ideas and processes ix. using straightforward scientific evidence to answer questions or to support their findings	**Sound** • identify how sounds are made, associating some of them with something vibrating •recognise that vibrations from sounds travel through a medium to the ear •find patterns between the pitch of a sound and features of the object that produced it •find patterns between the volume of a sound and the strength of the vibrations that produced it •recognise that sounds get fainter as the distance from the sound source increases. **Working scientifically** i. asking relevant questions and using different types of scientific enquiries to answer them ii. setting up simple practical enquiries, comparative and fair tests iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables vi. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii. identifying differences, similarities or changes related to simple scientific ideas and processes ix. using straightforward scientific evidence to answer questions or to support their findings	**Animals including humans (Yr4)** •describe the simple functions of the basic parts of the digestive system in humans •identify the different types of teeth in humans and their simple functions •construct and interpret a variety of food chains, identifying producers, predators and prey **Working scientifically** i)asking relevant questions and using different types of scientific enquiries to answer them ii)setting up simple practical enquiries, comparative and fair tests iii)making systematic and careful observations gathering, recording, classifying and presenting data in a variety of ways to help in answering questions iv)recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables v)reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vi)identifying differences, similarities or changes related to simple scientific ideas and processes	**Plants** •identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers •explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant •investigate the way in which water is transported within plants **Working scientifically** •i)asking relevant questions and using different types of scientific enquiries to answer them •ii)setting up simple practical enquiries, comparative and fair tests •iii)making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers •iv)gathering, recording, classifying and presenting data in a variety of ways to help in answering questions •v)recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables •vi)reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions •vii)using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions •viii)identifying differences, similarities or changes related to simple scientific ideas and processes •ix)using straightforward scientific evidence to answer questions or to support their findings	**Living things and their habitats** • explore the part that flowers play in the life cycle of flowering plants **Working scientifically** i)asking relevant questions and using different types of scientific enquiries to answer them ii)setting up simple practical enquiries, comparative and fair tests iii)making systematic and careful observations (not taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers) iv)(not gathering, recording, classifying and presenting data in a variety of ways to help in answering questions) v)recording findings using simple scientific language, drawings, labelled diagrams, (not keys, bar charts, and tables) vi)reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions vii)using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions viii)identifying differences, similarities or changes related to simple scientific ideas and processes ix)using straightforward scientific evidence to answer questions or to support their findings ;

Science Overview (UKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	**Living things and their habitats (Y6)** •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 •give reasons for classifying plants and animals based on specific characteristics. **Working scientifically** •i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary •ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate •iii. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs •iv. using test results to make predictions to set up further comparative and fair tests •v. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations •vi. identifying scientific evidence that has been used to support or refute ideas or arguments	**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 •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 •use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording results using scientific diagrams and labels, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Earth and Space** •describe the movement of the Earth, and other planets, relative to the Sun in the solar system •describe the movement of the Moon relative to the Earth •describe the Sun, Earth and Moon as approximately spherical bodies •use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments		**Animals including humans (Y5)** •describe the changes as humans develop to old age. **Link with SRE** **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Animals including humans (Y6)** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments **Revision- Medical Manoeuvres- links to real life Science**

Science Overview (UKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	**Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording results using scientific diagrams and labels • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording results using scientific diagrams and labels • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Living things and their habitats (Y5)** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Properties and changes of materials** • compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets • 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 and evaporating • 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 **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**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 • 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. **Working scientifically** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments	**Revision- Sensational Science linked to real life Science**

Humanities Overview – Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	**History: Changes within Living Memory** - Family	**History: The lives of significant individuals** - Heroes and heroines **History: A Significant historical event** -Remembrance day	Geography: Geographical Fieldwork Skills and Language (Exploring own Environment)	**History: A Significant historical event** -Great Fire of London - St Piran's day – **significant historical person in locality**	**Geography: Locational Knowledge of 4 UK Countries**	Geography: Physical Geography Unit (Comparing features of UK to Rainforest Environments)
Years 3 & 4	**History: Ancient Civilisation study – British history** - *Changes in Britain from Stone Age to Iron Age (Visit to RCM?)* Geography: Map and compass skills	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - *Ancient Egypt* Geography: Water as a natural resource in civilisations e.g. The River Nile	**History: Ancient Civilisation study – British history (In-depth study)** - The Roman Empire and its impact on Britain	**History: Local history study** Tin mining Humphry Davy Geography: Physical Geography- Biomes	**History: Anglo-Saxons and Scots** Geography: Climate zones and temperatures e.g. Rainforests	Geography: Understanding economic gain and creating a "USP" for a given climate zone e.g. mountain region, seaside
Years 5 & 6	**History: British history beyond 1066 (In-depth study)** - Victorian Life Geography: How Industrialisation caused urban development (land use and economics)	**History: The achievements of the earliest civilizations--** Shang Dynasty	Geography: Biomes and Vegetation belts (Succession and their development over time)	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - Maya Civilisation	- Geography: Human Geography: Locational Knowledge and map skills/ compass skills	Geography: Resources/ Land use- distribution of natural resources including energy, food, minerals and water The habitats and uses of the sea.

Humanities Overview – Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2		**History: Changes within Living Memory** - Remembrance day **History: A Significant historical event** - *The Gunpowder Plot*	**History: A Significant historical event (local)** - *Pendennis Castle* Comparing Urban and Rural Environments (focus on different types of settlements e.g. cities and villages)	- St Piran's day – **significant historical person in locality** - Geography: Seasonal Patterns; Daily and Seasonal Weather Changes - Geography: Locational Knowledge (Continents and Oceans)	**History: The lives of significant individuals** - The Space Race	Geography: Key Physical Features e.g. Weather Patterns and basic Geographical vocabulary (Beaches and Cliffs)
Years 3 & 4	**History: Vikings and Anglo-Saxons** Geography: Settlements. Comparing and contrasting- gains and disadvantages of theirs and ours.	**History: British history beyond 1066 (Changes over time)** -Tudors	Geography: Country Case Study- Spain – Development, LEDC/ MEDC, population, key topographical features etc (Comparing UK and Spain).	Geography: Volcanoes and Earthquakes: Case Study; Pompeii .	**History: British history beyond 1066 (Changes over time)** Crime and Punishment	Geography: How beaches are formed. Why are they important? Why are they enjoyable? Geography: The Water Cycle History: Local History Study, Charlestown as a Case Study
Years 5 & 6	**History: British history beyond 1066 (In-depth study)** - WW2 Geography: understand geographical similarities and differences through the study of human and physical geography of an Ally and Axis power (your choice): Focus on comparison		**History: Local History Study** - The Cornish Rebellion	**History: British history beyond 1066** - The Titanic	- Geography: Mountain Environments and how they're formed	Trade and Economics

Humanities (Years 1&2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**History: Changes within Living Memory** - Family - changes within living memory- where appropriate these should be used to reveal aspects of change within national life.	**History: The lives of significant individuals** - Heroes and Heroines - the lives of significant individuals in the past who have contributed to national and international achievements. (Florence Nightingale) **History: A Significant historical event (global)** -Remembrance Day - understand events beyond living memory, either nationally or globally.	**Geography: Geographical Fieldwork Skills and Language** (Exploring own Environment) - explore local area/ investigate their surrounding area - locate and name features on a map - follow and use compass directions (known as N, E, S, W) - use information books, pictures, aerial photographs etc - use aerial photographs and plan perspectives to recognise landmarks and basic - human and physical features; devise a simple map; and use and construct basic - symbols in a key - use simple fieldwork and observational skills to study the geography of their school and - its grounds and the key human and physical features of its surrounding environment.	**History: A Significant historical event** -Great Fire of London - understand the lives of significant individuals in the past, comparing aspects of lives in different periods. - understand events beyond living memory, either nationally or globally. **History: significant historical person in locality-** - significant historical events, people places in their own locality. .	**Geography: Locational Knowledge of 4 UK Countries** - - learn the names of some places within and around the UK - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	**Geography: Comparing Physical Features and Landmarks – Rainforest and UK** - understand Geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European Country - use basic geographical vocabulary to refer to key physical features such as beaches, cliffs, coast path, forest, sea, ocean, river and soil - identify location of - hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Humanities (Years 1&2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B		**History: Changes within Living Memory** - *Remembrance day* - understand events beyond living memory, either nationally or globally. **History: A Significant historical event** - *The Gunpowder Plot* - understand the lives of significant individuals in the past, comparing aspects of lives in different periods. - understand events beyond living memory, either nationally or globally.	**History: A Significant historical event (local)** - *Pendennis Castle* - explore significant historical events, people and places in their own locality **Geography: Comparing Urban and Rural Environments** (focus on different types of settlements e.g. cities and villages) - understand geographical similarities and differences through studying the human and physical geography of the UK - use basic geographical vocabulary to refer to: key human features: cities, town, village, factory, farm, house, office, port, harbour and shops - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	**Significant historical person in locality** - significant historical events, people places in their own locality. **Geography: Continents and Oceans** - name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage **Geography: Seasonal changes & daily weather patterns** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**History: The lives of significant individuals** - *The Space Race* - the lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)	**Geography:** Key Physical Features Geographical vocabulary (Beaches and Cliffs) - use basic geographic vocabulary to refer to key physical features including beach, cliff, coast, sea.

Humanities (Years 3&4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**History: Ancient Civilisation study – British history** - *Changes in Britain from Stone Age to Iron Age* - Continue to develop a chronological knowledge of British, local and world history. - Note connections, contrasts and trends over time and develop use of historical terms. - Construct informed responses that involved thoughtful selection and organisation of relevant historical information. - Understand how our knowledge of the past is constructed from a range of sources. **Geography: Map and compass skills** - Use the 8 points of a compass, 4 figure grid references, symbols and keys to build knowledge of the UK and the wider world- begin to recognise symbols on OS maps.	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - *Ancient Egypt* - continue to develop a chronological knowledge of British, local and world history. - note connections, contrasts and trends over time and develop use of historical terms. - construct informed responses that involved thoughtful selection and organisation of relevant historical information. - understand how our knowledge of the past is constructed from a range of sources. **Geography: Water as a natural resource in civilisations** e.g. The River Nile *(Geography trip?)* - Identify the position and significance of equator, Northern and Southern hemisphere, Topics of Cancer and Capricorn - Describe and understand key aspects of physical geography, including rivers and the water cycle.	**History: Ancient Civilisation study – British history (In-depth study)** - The Roman Empire and its impact on Britain - Continue to develop a chronological knowledge of British, local and world history. - Regularly address and devise historically valid questions about change, cause, similarity, difference and significance.	**History: Local history study** Tin mining Humphry Davy - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality **Geography: Physical Geography**- Climate Zones - Describe and understand key aspects of physical geography, including climate of the biome of Britain (temperate) and one other contrasting one. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied - Brief introduction of equator and tropics of cancer and capricorn .	**Geography: Climate zones and temperatures** e.g. Rainforests - Describe and understand key aspects of physical geography including biomes and vegetation of the rainforest environment.. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.	**History: Anglo-Saxons and Scots** - Continue to develop a chronological knowledge of British, local and world history. - Regularly address and advise historically valid questions about change, cause, similarity, difference and significance. - Understand how our knowledge of the past is constructed from a range of sources.

Humanities (Years 3&4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	**History: Vikings and Anglo-Saxons** - Note connections, contrasts and trends over time and develop use of historical terms. - Construct informed responses that involved thoughtful selection and organisation of relevant historical information - Regularly address and device historically valid questions about change, cause, similarity, difference and significance. **Geography: Settlements. Comparing and contrasting- gains and disadvantages of theirs and ours.** - Describe and understand key aspects of physical and human geography. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK< a region in a European country and a region within North or South America.	**History: British history beyond 1066 (Changes over time)** -Riotous Royals (William the Conqueror, King John & Henry VIII) - Continue to develop a chronological knowledge of British, local and world history. - Note connections, contrasts and trends over time and develop use of historical terms. - Regularly address and device historically valid questions about change, cause, similarity, difference and significance.	**Geography: Country Case Study**- Spain – Development, LEDC/ MEDC, population, key topographical features etc (Comparing UK and Spain). - Describe and understand key aspects of physical and human geography. - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics, topographical features and land use patterns.	**Geography: Volcanoes and Earthquakes:** Case Study; Pompeii - Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. - Describe and understand key aspects of physical and human geography. - Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world.	**History: British history beyond 1066 (Changes over time)** - Crime and punishment (Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian period) - Continue to develop a chronological knowledge of British, local and world history. - Regularly address and device historically valid questions about change, cause, similarity, difference and significance. - Construct informed responses that involved thoughtful selection and organisation of relevant historical information.	**Geography: How beaches and mountains are formed**. Why are they important? Why are they enjoyable? **Geography: The Water Cycle** - 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 - Describe and understand key aspects of physical geography **History: Local history study**- Charlestown (Trip to Charlestown) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Humanities (Years 5&6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	**History: British history beyond 1066 (In-depth study)** - Victorian Life **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Geography: How Industrialisation caused urban development (land use and economics) **NC Objectives:** Understand geographical similarities and differences through the study of human and physical geography of a region of the UK< a region in a European country. Describe and understand key aspects of physical and human geography. Discuss with the children how land was used pre and post industrialisation.	**History: Ancient civilisation study- where are when the first civilisations appeared (in-depth study)** - The Shang Dynasty **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Geography: Biomes and Vegetation belts (Succession and their development over time) -Destination Outer Space **NC Objectives:** Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Identify the features of the main biomes Consider how humans and their actions alter the natural succession of a biome, and think about what could be done to change it.	**History: Ancient civilisation study – A non-European study that's provides contrast to British history** - Maya Civilisation **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Geography: Human Geography: Locational Knowledge and map skills/ compass skills - Amazing Americas **NC Objectives:** Use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK and the wider world- Focus on America. Consider the scale of areas within America- start on The Americas, countries/ states and Death Valley as a case study. Explore field work methods, and encourage children to practise field work in school/ local environment. **NC Objectives:** locate the worlds countries using maps to focus on Europe and North or South America, concentrating on their environmental regions, key aspects of human and physical characteristics, countries and major cities.	Geography: Resources/ Land use- distribution of natural resources including energy, food, minerals and water -Blue Planet **NC Objectives:** Describe and understand key aspects of physical and human geography. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Humanities (Years 5&6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B	**History: British history beyond 1066 (In-depth study)** - WW2 **NC Objectives:** Continue to develop a chronological knowledge of British, local and world history. Note connections, contrasts and trends over time and develop use of historical terms. Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Geography: understand geographical similarities and differences through the study of human and physical geography of an Ally and Axis power (your choice): Focus on comparison **NC Objectives:** Describe and understand key aspects of physical and human geography. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK< a region in a European country. Identify the differences between physical and human geography, and consider how these features change geographically- map skills/ map location.		**History: Local History Study** - The Cornish Rebellion **NC Objectives:** a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	**History: British history beyond 1066 (In-depth study)** - Titanic **NC Objectives:** Construct informed responses that involved thoughtful selection and organisation of relevant historical information. Regularly address and device historically valid questions about change, cause, similarity, difference and significance. Understand how our knowledge of the past is constructed from a range of sources.	Geography: Mountain Environments and how they're formed **NC Objectives:** Name and locate countries and cities of the United Kingdom, geographical regions and their human and physical characteristics, topographical features and land use patterns describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.	Geography : Trade and economics **NC Objectives:** 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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of 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

Art and Design Overview- Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Drawing and Sketching Outcome: Self portrait drawing			Drawing and Collage Outcome: Great fire of London Collage		3D Outcome: Create a rainforest animal sculpture using clay
Year 3/4	Paint Outcome: Create own cave art	Drawing / Painting/ Art through Technology Outcome: Egyptian Pharaoh self portrait	Print Making Outcome: Roman large printed mosaic style picture with a geometric border		3D Outcome: Anglo Saxon house sculpture	
Year 5/6	Drawing/ Texture, colour, line and tone/ Responding to art/ Art through technology Outcome: To design a wallpaper piece based on the art of William Morris	Drawing Outcome: (Linked to Remembrance Day) WW1/2 remembrance picture based on Jaqueline Hurley		Print Making Outcome: To create a wall hanging of a printed Mayan Mask		3D Sculpture Outcome: Create a recycled material sculpture of an animal affected by pollution

Art and Design Overview- Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Painting and Print Making Outcome: Create a print of a fruit or vegetable	Painting and Print Making Outcome: Create a printed Firework picture			Painting Outcome 1: Peter Thorpe space picture Outcome 2: Pupil's own Starry Night	Mixed media/3D Outcome 1: under the sea picture Outcome 2: Mixed media under the sea diorama
Year 3/4		3D Outcome: Making a Henry the VIII bust	Drawing/ Painting Outcome: Create a portrait in the cubist style	Art Through Technology Outcome: To create a mixed media collage of photographs of a plant (science link)		Drawing / 3D Outcome: 3-D model of a local landscape
Year 5/6	Drawing /Painting Outcome: Create a silhouette painting of a WW2 scene	3D Outcome: To make a Christmas Decoration	Drawing Outcome: To create their own picture of a monkey, ape or chimp (linked with Science).		Collage Outcome: Create a landscape using a variety of materials to collage	

Early Years Foundation Stage objectives:

EYFS		
• The Early Learning Goals that link closely with Art and Design National Curriculum are: **Exploring and Using Media and Materials** Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Being Imaginative** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children will work towards achieving these objectives by the end of their time in Reception through a child centred curriculum. Opportunities to develop these skills will be encouraged and provided through child initiated learning. Concepts and skills will be taught and delivered when appropriate throughout the year, or explicitly if child interest does not arise. Below is suggested termly coverage for reception:		
Autumn Term To explore how media can be changed in a variety of ways. To explore how lines and shapes can represent objects or people.	**Spring Term** To explore colour mixing and understand the outcome of mixing primary colours To plan a piece of artwork that combines different media and selecting colours for purpose.	**Summer Term** To explore using tools and techniques to enhance designs and continue to explore colour and techniques to represent their ideas.

National Curriculum Art and Design objectives:

KS1	KS2
Pupils should be taught the following: • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught the following: • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

Art and Design Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Artist focus – Pablo Picasso, Vincent Van Gogh, Amedeo Modigliani (Portraits) **Outcome: Self portrait drawing** Drawing/Texture,colour,line,tone/ Art through technology Skills: • Extend the variety of drawing tools, i.e. crayons, pastels, felt tips, charcoal, pen, chalk. • observe anatomy (faces, limbs) • record expressions and feelings • investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes, using different grades of pencils- HB, 2B, 4B use lines of different thickness • Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/dark lines • Investigate textures by describing naming, rubbing and copying.		Artist focus – Georges Braque and Henri Matisse (Collage) **Outcome: Great fire of London collage** Drawing- sketching/ Collage/ Texture, colour/ Art through technology/ Responding to art Skills: • sort and arrange materials • regular and irregular patterning • Learn to cut, fold, bend, rip and tear for effect • Learn to curl paper Create patterns • Draw lines/marks from observations • Overlap materials • Learn to create landscapes with different textures, colours and media • Explore how the texture of some media suits the mood or image being created			Artist focus – Suzie Marsh- animal sculptor **Outcome: Create a rainforest animal sculpture using clay** Printing/ Painting/ Responding to art Skills: • Learn to shape and mould clay into balls, sausages and flatten with a rolling pin. • Pull out shapes. • Explore using clay tools to create different textures and patterns • Learn to join clay using slip (water and clay mixed to a runny paste) and making joining parts textured to create a better bond. • Paint clay when dry and finish with PVA or varnish • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. • Paint on different surfaces. • Show control over the types of marks made.

Art and Design Overview (KS1 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Artist Study: Lynn Flavell- fruit printing Print Making (fruit/vegetables) **Outcome: Create a printed pattern picture of a fruit or vegetable** Skills: • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Demonstrate experience at impressed printing: printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • Make simple marks on rollers and printing palettes. • Take simple prints i.e. mono printing. • Experiment with overprinting motifs and colour.	Painting/ Printing/ Responding to art **Outcome Create a fireworks picture.** Skills: • Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. • Explore techniques such as lightening and darkening paint both with and without the use of black or white. • Use control over the types of marks made. • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. • Mixing colour shades and tones. • Understand the colour wheel and colour spectrums. • Use equipment and media correctly and be able to produce a clean printed image. • Make simple marks on rollers and printing palettes. Take simple prints i.e. mono printing. • Experiment with overprinting motifs and colour.			Artist Study – Peter Thorpe/ Vincent Van Gogh (Starry Night) Drawing/ Painting/ Texture, pattern, colour, line and tone/ Responding to art **Outcome 1 – Children's own space picture in the style of Peter Thorpe** **Outcome 2 – Pupil's own version of 'Starry night'** Skills: • To be able to discuss art work using the correct terminology • Draw lines/marks from observations. • Using artist study as a stimulus for own artwork • use dots and lines to create patterns • Use dots and lines to create patterns • colour mixing (in particular using primary colours) • consider shape, shade, pattern • Express links between colour and emotion. • Comparing artist's work	Artist Study – Andy Goldsworthy Art through technology/3D/ Painting/Drawing **Outcome 1 – Under the sea creature using natural materials** **Outcome 2 – Mixed media Under the sea picture** Skills: • sort and arrange materials • mix materials to create texture • experiment with tools and surfaces • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Use mixed media with increasing confidence • Use tools and equipment safely and in the correct way. • Use malleable material (papier mache) to create a realistic form • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells).

Art and Design Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	Drawing and Painting **Outcome: To create a cave painting** Skills: • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, and colour) to show representation of movement in figures and forms • Confidently control the types of marks made and experiment with different effects and textures • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Mix colour with increasing confidence. • Work in the style of a stone age artist.	Drawing / Painting/ Art through Technology **Outcome: To create a pharaoh self portrait** Skills: • Create a piece of art, which includes integrating a digital image they have taken. • Confidently control the types of marks made and experiment with different effects and textures • To evaluate and analyse works using the language of art craft and design • Respond to art from other cultures and other periods of time. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Create textures and patterns with a wide range of drawing implements. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with • Understand how to create a background using a wash	Artist Study - Antoni Gaudi Print Making **Outcome: To create a large printed mosaic style picture with a geometric border** Skills: • Develop intricate patterns using different grades of pencil and other implements to create lines and marks • Demonstrate experience in 3-colour printing. • Create repeating patterns. • Develop use of different printing techniques. • Use complimentary and contrasting colours for effect • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time.		Architects of History study 3D / Drawing **Outcome: make a sculpture of an Anglo Saxon house** Skills: • Have opportunities to develop further drawings featuring the third dimension and perspective. • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Use natural and man- made materials to create sculptures. • Adapt work as and when necessary and explain why. • Use language appropriate to skill and technique. • Show awareness of the effect of time upon sculptures. • Take photographs of sculpture in an outdoor setting and explain their creative vision	

Art and Design Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	x	Artists comparison- Michelangelo and Giamatti 3D **Outcome: Henry VIII bust and pet monkey armature out o clay** Skills: • Work in a safe, organised way, caring for equipment. • Make a slip to join to pieces of clay. • Use natural materials to create sculptures. • Decorate, coil, and produce marquettes confidently when necessarily. • pinch/ slab/ coil technique • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. • Show awareness of the effect of time upon sculptures. • Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Artist Study – Pablo Picasso Drawing and Painting **Outcome: Portrait in the cubist style** Skills: • Indicate facial expressions in drawings • Show consideration in the choice of pencil grade they use • Begin to show awareness of representing texture through the choice of marks and lines made • Control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Use complimentary and contrasting colours for effect		Art Through Technology **Outcome: To create a mixed media collage of photographs of a plant (science link)** Skills: • Use printed images taken with a digital camera and combine them with other media to produce art work • Take photographs and explain their creative vision • Create a piece of art, which includes integrating a digital image they have taken. • Take a photo from an unusual or thought-provoking viewpoint	Artist Style Comparison: Landscape Art 3D **Outcome: Create a 3-D model of a local landscape** Skills: • Model over an armature: newspaper frame for modroc. • Use recycled materials to create sculptures. • Adapt work as and when necessary and explain why. • Use language appropriate to skill and technique. • Use equipment and media with confidence. • Show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. • To record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures and use them when appropriate. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique

Art and Design Overview (UKS2 A)

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	Artist Study – William Morris Drawing/ Texture, colour, line and tone/ Responding to art/ Art through technology **Outcome: To design a wallpaper piece based on the art of William Morris** Skills: • Consider the use of colour for mood and atmosphere. • Have opportunity to explore traditional artists using ICT. • Combine a selection of images using digital technology considering colour, size and rotation. • Understanding which works well in their work and why. • Purposely control the types of marks made and experiment with different effects and textures • Work in a sustained and independent way to create a detailed drawing. • Develop a key element of their work: line, tone, pattern, texture. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Explore a range of great Artists, architects and designers in history.	Artist Study –Jaqueline Hurley Drawing **Outcome: Linked to Remembrance Day Create a WW1/2 remembrance picture based on Jaqueline Hurley** Skills: • Explain and demonstrate the effect of light on objects and people from different directions • interpret the texture of a surface and explain • shades and mood • Use and discuss line, tone and shade to represent things seen remembered or imagined		Artist Study- Beatriz Milhazes Print Making **Outcome: To create a wall hanging of a printed Mayan Mask** Skills: • designing a print • show precision when creating collograph • How to cut into card, paper and other materials skilfully to create clear images for stencils • Creating an accurate stencil considering the outline (not fine detail) • How to overlay images in stages to build up a print • How to use complimentary colours to bring out contrast • How to create a clear printed image • Using ICT to plan out , rotate and play with images • Discuss and evaluate own work		Artist Study – Ptolemy Elrington and Michelle Reader. 3D Sculpture **Outcome: Create a recycled material sculpture of an animal affected by pollution** Skills: • Work in a safe, organised way, caring for equipment. • Secure work to continue at a later date. • Model and develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media.. • Solve problems as they occur. • Use language appropriate to skill and technique.

Art and Design Overview (UKS2 B)

D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UKS2	Drawing /Painting **Outcome: Create a silhouette painting of a WW2 scene** Skills: • Develop close observation skills using a variety of viewfinders. • Work in a sustained and independent way to develop their own style of drawing and painting. This style may be through the development of: line, colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why.	3D **Outcome: To make a Christmas Decoration** Skills: • Mix and match colours. • Mix colour, shades and tones with confidence building on previous knowledge. • Use frameworks to provide form • Discuss and evaluate own and others' work • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Use language appropriate to skill and technique.	Artist Study- John Seerey-Lester and Richard Symonds (Wildlife artists) Drawing **Outcome: To create their own picture of a monkey, ape or chimp (linked with Science).** Skills: •Work in a sustained and independent way to develop their own style of drawing. •Development of line, tone, pattern, texture. •Draw for a sustained period of time over a number of sessions working on one piece. •Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. •Develop their own style using tonal contrast and mixed media. •Have opportunities to develop further simple perspective in their work using a single focal point and horizon. •Develop an awareness of composition, scale and proportion in their paintings. Compose a photo with thought for textural qualities, light and shade.		Collage **Outcome: Create a landscape using a variety of materials to collage** Skills: • Experiment with creating mood, feeling, movement and areas of interest • Select and use appropriate materials to achieve a specific outcome • Use the natural environment as a stimulus • Experiment with arranging, folding and overlapping materials • Develop own style using tonal contrast and mixed media. • Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Discuss and evaluate own and others' work	

DT Overview
Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Healthy eating – fruit drinks	Design and make props for performance using card and stiff materials.	Make waterproof structure – linked to science	Cooking - bread. Evaluate existing bread products. Make and evaluate Tudor house – stable structure	Explore and use levers and sliders to move part of their product.	
Year 3/4		Technological Advancements- Powered vehicle	Food, cooking and nutrition- School Bake Sale goods		Clothing and Textiles- Upcycled textile project	Building and construction- Peak Hour traffic bridge
Year 5/6		Technological Advancements- Spectroscope	Building and Construction- Go karts	Food, cooking and nutrition- Tex-Mex Tacos production line		Clothing and Textiles- Animal pouches, nests and jumper

DT Overview
Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Design and make healthy dishes – sandwiches.	Design and make props using textiles.	Explore and use mechanisms: make a catapult		Make models with axles and wheels: space buggy.	
Year 3/4			Clothing and textiles- A loom-woven project	Technological advancements- A rube Goldberg machine	Building and Construction- Timber Buildings	Food, cooking and nutrition- Nutritious lunch box snacks
Year 5/6		Technological advancements- Sensory Light Box		Building and construction- Sustainable housing	Food, cooking and nutrition- Traditional to Modern Bread	Clothing and textiles- Fast fashion

National curriculum DT objectives:

KS1	KS2
<u>Design</u> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology <u>Make</u> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, according to their characteristics <u>Evaluate</u> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria <u>Technical Knowledge</u> • Build structures, exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <u>Cooking and Nutrition</u> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from.	<u>Design</u> • 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 • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities <u>Evaluate</u> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <u>Technical Knowledge</u> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>Cooking and Nutrition</u> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Design and Technology Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Food Understand what a healthy and varied diet is. (Linked to science). Design and make a fruit drink. Skills: • design products with purpose and user in mind • make product and refine throughout process • cut, peel or grate ingredients safely • measure or weigh using cups or scales • assemble and cook ingredients • evaluate product according to purpose • identify strengths and possible changes	Mechanisms Make props using card and stiff materials. Skills: • design products with purpose and user in mind • make product and refine throughout process • cut materials safely • use tools such as scissors safely • demonstrate range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling) • demonstrate range of joining techniques (e.g. gluing, taping) • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes	Textiles Make waterproof structure. Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • make product and refine throughout process • select tools to cut • select materials for a clear purpose • shape fabric using templates • evaluate product according to purpose • identify strengths and possible changes	Structures Make Tudor house and bake bread Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes • cut, peel or grate ingredients safely • measure or weigh using cups or scales • assemble ingredients	Mechanisms Levers and sliders Skills: • design products with purpose and user in mind • make product and refine throughout process • cut materials safely • use tools such as scissors safely • demonstrate range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling) • demonstrate range of joining techniques (e.g. gluing, taping) • Create product using levers and sliders • use finishing techniques • evaluate product according to purpose .	

Design and Technology Overview (KS1 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Food Design and make healthy dishes: sandwiches and healthy lunch. Skills: • design products with purpose and user in mind • make product and refine throughout process • cut, peel or grate ingredients safely • measure or weigh using cups or scales • assemble and cook ingredients • evaluate product according to purpose • identify strengths and possible changes	Textiles Make props Skills: • explore textiles and consider uses of material according to purpose • design products with purpose and user in mind • make product and refine throughout process • select tools to cut • select materials for a clear purpose • shape fabric using templates • evaluate product according to purpose • Sew using a running stitch	Structures Make a catapult Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products • use finishing techniques • evaluate product according to purpose • identify strengths and possible changes		Mechanisms Moon buggy Skills: • design products with purpose and user in mind • make product and refine throughout process • measure, cut and score with some accuracy • cut materials safely • use tools such as scissors and hole punch safely • demonstrate range of cutting and shaping techniques (e.g. tearing, cutting, folding and curling) • demonstrate range of joining techniques (e.g. gluing, taping, combining materials to strengthen) • use finishing techniques • create products using levers and wheels • evaluate product according to purpose • identify strengths and possible changes	

Design and Technology Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4		Technological advancements Design and create a lightweight, powered vehicle, which drives, flies or floats autonomously from place to another, using recycled and craft materials. Skills: • Identify needs and opportunities for designing powered vehicles • Generate, develop and communicate design ideas and decisions using appropriate vocabulary • Select and use materials, tools and equipment safely and appropriately to construct a vehicle that moves autonomously • Evaluate design ideas, processes and solutions based on criteria for success • Plan a sequence of steps when making designed solutions • Work collaboratively to create solutions and solve problems	Food, Cooking and Nutrition Design and create a range of sweet and/or savoury baked food products for sale at a school bake sale Skills: • Identify sweet and savoury products that are baked in an oven. • Generate, develop and communicate deign ideas using appropriate vocabulary • Select and use cooking materials, tools and equipment safely. • Evaluate design ideas, processes and solutions to create a sweet or savoury baked food product • Plan a sequence of steps when making designed solutions • Works independently and collaboratively to create solutions and solve problems. • I can produce a baked food product that people could purchase and enjoy eating.		Clothing and Textiles Design and create a hand-sewn textile product by upcycling unwanted and donated clothing, linen and scrap fabric. Skills: • Identify products that can be made using donated fabric • Design a hand-sewn textile product that uses donated fabric • Select and use materials, equipment and tools safely and appropriately • Write and follow a process to create a hand-sewn textile product from donated fabric • Work independently and collaboratively to create an upcycled textile product • Create a hand-sewn textile product using donated fabric.	Building and Construction Design and create a bridge that is engineered to be structurally sound so it will support the weight of peak hour traffic in Cornwall. Skills: • Identify common types of bridges and their purposes • Design a bridge that supports the weight of vehicles during peak-hour traffic • Select and use materials, tools and equipment safely and appropriately to construct a model of a bridge • Write and follow a process to create a model of a bridge that can support peak-hour traffic • Work independently and collaboratively to create a model of a bridge • Create a bridge that will not collapse under the weight of peak-hour traffic..

Design and Technology Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4			Textiles and Clothing Design and create a handcrafted, woven and durable textile product using a simple loom or weaving tool and yarn made from natural fibres. Skills: • Identify products that can be made by using a loom or by knitting • Design a hand-crafted product made from woven yarn • Select and use materials, tools and equipment safely and appropriately • Write and follow a process to create a loom-woven textile product • Work independently and collaboratively to create a loom-woven textile product • Create a hand-crafted, woven and durable textile product using yarn and a simple loom.	Technological Advancements Design and create a Rube Goldberg machine, using classroom and household materials, that includes at least two simple machines and can be used to perform a simple task. Skills: • Identify suitable materials for constructing ramps, pulleys, levers and wheels and axles • Design and Rube Goldberg machine that includes at least two different simple machines • Select and safely use a appropriate materials, tools and equipment • Write and follow a process to create a Rube Goldberg machine • Work independently and collaboratively to create a Rube Goldberg machine • Create a Rube Goldberg machine that includes at least two different simple machines	Building and Construction Design and create a model of an Anglo-Saxon building with a unique architectural design, which serves a purpose for members of THE Anglo-Saxon community, using timber products as the primary building material. Skills: • Identify types of buildings commonly used by members of a community • Design a model of a timber building that serves a purpose for members of the commonly • Select and use materials, tools and equipment safely and appropriately • Write and follow a process to create a model of a timer building which serves a purpose for the Anglo-Saxon community • Work independently and collaboratively to create a strong structured building • Create a model of a timber building that serves a purpose for members of the an Anglo-Saxon community.	Food, Cooking and Nutrition Design and create healthier homemade alternatives to the processed snacks often consumed in primary schools, while ensuring the product still appeals to children's tastes. Skills: • Identify types of processed lunchbox snacks and whether they are healthy or unhealthy. • Design a nutritious lunch box snack that is tasty and can be made at home • Select and use materials, tool sand equipment safely and appropriately • Write and follow a process to create a nutritious and tasty home-made lunch box snack • Work independently and collaboratively to create a nutritious lunch box snack • Produce a nutritious lunch box snack that can be made at home to replace processed snacks.

Design and Technology Overview (UKS2 A)

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	He spectroscope	Technological Advancements Design and create a model of a spectroscope using recycled materials, to show how light can be separated into different colours. Skills: • Identify different ways to create a spectroscope • Design and spectroscope and identify many recycled materials to use • Select and use appropriate materials, tools and equipment appropriately and safely • Write and follow a process to create a spectroscope • Evaluate and make improvements to the spectroscope • Communicate how the spectroscope was designed and created	Building and Construction Design and create a go-kart (for travelling on Mars), based on a simple machine and powered by a direct contact push force, using as many recycled parts as possible, for a class race. Skills: • Identify different ways to create a Moon buggy go-kart • Design a moon buggy and identify many recycled materials to use • Select and use appropriate materials, tools and equipment safely and appropriately • Write and follow a process to create a moon buggy go-kart • Work independently and collaboratively within a team to create a moon buggy go-kart • Communicate how we designed and created a moon buggy go-kart.	Food, Cooking and Nutrition Design and create a simple production line to make 20 tacos using your own recipe for a heathy taco, choosing vegetarian or vegan options. Skills: • Identify ways people design and create food using a production line • Design a recipe for and create tacos using a production line • Select suitable ingredients, materials, tools and equipment and use them safely and appropriately • Write and follow a process to create 20 tacos in a production line • Work independently and collaboratively within a team to create 20 tacos • Evaluate and make improvements to the production line and finished tacos • Communicate how the production line and tacos were designed and created.		Textiles and Clothing Design and crate a sewn, knitted or crocheted garment or temporary home to help rehabilitate an injured wild animal such as a seabird. Skills: • Identify a garment or temporary home for a wild animal • Design and create a garment or temporary home and the skill needed to create it • Select suitable materials, tools and equipment and use them safely and appropriately • Write and follow a process to create an animal garment or temporary home • Work independently and collaboratively within a team to create a garment or temporary home • Evaluate and make improvements to my garment or temporary home • Communicate how the animal garment or temporary home was designed and created.

Design and Technology Overview (UKS2 B)

	Autumn 1	Autumn 2	Spring 2	Summer 1	Summer 2
Year 5/6		Technological Advancements Design and create a sensory light box for children, using classroom and household materials, to include a light source, powered by a circuit and safe and suitable for young children to play with. Skills: • Identify suitable materials to construct a sensory light box and provide an innovative light source • Design a sensory light box that is interesting for young children or those with different needs • Select and use materials, tools and equipment safely and appropriately • Write and follow a design process to create a sensory light box. • Work independently and collaboratively to create a sensory light box • Create a sensory light box that has a functioning light source	Building and Construction Design and create a prototype of a single-storey, energy efficient house that will allow people to reduce their running costs and carbon footprint, considering the five key elements of energy-efficient homes in their design. Skills: • Identify features of a house that make it energy-efficient, reduce running costs and reduce carbon footprint • Design a prototype of a single-storey, energy-efficient house using a detailed floor plan • Select and use materials, tools and equipment safely and appropriately to construct a prototype of an energy-efficient house • Write and follow a process to create a prototype of a single-storey, energy efficient house that also reduces running costs and carbon footprint • Work independently and collaboratively to create a prototype of a single-storey, energy-efficient house. • Create a prototype of a single-storey, energy-efficient house that will allow people to reduce their running costs and carbon footprint.	Food, Cooking and Nutrition Design and create artisan bread rolls that are wholegrain and flavoured in some way, for an energy source when climbing a mountain. Skills: • Identify ingredients that can be used in artisan bread • Design artisan bread rolls that can appeal to consumers • Select and use ingredients, tools and equipment safely and appropriately • Write and follow a process to create artisan bread rolls • Work independently and collaboratively to create artisan bread rolls • Produce good-quality, well-baked bread goods.	Textiles and Clothing Design and create a pair of fashionable, yet sustainable, and biodegradable sandals or flip flops, with a durable coir base and natural straps for tourists to wear Skills: • Identify different styles of sandal that can be made using natural fabrics • Design a pair of sandals/flip flops that has a coir base and natural fabric straps • Select and use materials, tools and equipment safely and appropriately • Write and follow a process to create a pair of coir sandals • Work independently and collaboratively to create coir sandals • Create a pair of fashionable yet sustainable coir sandals.

Computing Overview Year A

Units of work are part of the Purple Mash Scheme.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2	Unit 1.1 Online safety and exploring Purple Mash. Unit 2.5 Effective Searching	Unit 1.8 Spreadsheets 2calculate	Unit 1.4 Lego builders 2DIY	Unit 1.7 Coding Unit 2.1 2code	Unit 1.9 Technology outside of school Unit 1.2 Grouping and sorting 2DIY	Unit 2.6 Creating digital pictures 2Paintapicture
Years 3/4	3.2 Online safety	Coding year 3	3.7 Simulations 2simulate, 2publish	3.5 Email 2email, 2connect, 2diy	3.8 Graphing (to fit in with Maths)	3.4 Touch typing 2type
Years 5/6	5.2 Online safety	5.3 Spreadsheets	5.6 3d modelling 2designandmake	5.7 Concept maps 2connect	5.1 Coding	5.5 Game creator 2diy

Computing Overview
Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1/2	Unit 1.1 2.4 Online safety Questioning 2 question 2investigate	N/A	2.3 1.3 Spreadsheets 2calculate Pictograms 2count	2.8 2.2 Presenting idea Online safety	Unit 1.5 Maze explorers 2go	1.6 Animated story book 2createastory
Years 3/4	Unit 4.2 Online safety	4.5 Logo 2logo	Coding year 4	4.4 Writing for different audiences 2email, 2connect, 2DIY	4.7 Effective searching Browser	4.6 Animation 2animate
Years 5/6	Unit 6.2 Online safety	6.3 Spreadsheet 2calculate	6.7 Quizzing 2quiz, 2diy, 2investigate	6.5 Text adventures 2code,2connect	6.1 Coding	6.4 Blogging 2blog

Computing Overview (KS1 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	• To login safely. • To start to introduce to the children the idea of 'ownership' of their creative • work. • To know how to find saved work in the Online Work area and find teacher comments. • To know how to search to • find resources. • To become familiar with the types of resources available in the Topics section. • To become more familiar with the icons used in the resources in the Topic • section. • To start to add pictures and text • To explore the Tools section and to learn about the common icons used for Save, • Print, Open, New. • To explore the Games section To understand the importance of logging out • To understand the terminology associated with searching. • To gain a better understanding about searching on the Internet. • To create a leaflet to help • someone search	• Adding images to a spreadsheet and • using the image toolbox • Using the 'speak' and 'count' tools in • 2Calculate to count items	• To emphasise the importance of following instructions. • To follow and create simple • instructions on the computer. • To consider how the order of • instructions affects the result.	• To understand what coding means in computing. • To introduce 2Code. • To use Design Mode to add and change backgrounds and characters. • To design a scene for a program. • To explore the When Key and When Swiped commands (on tablets if available). • To explore a method to code interactivity between objects. • To understand what an algorithm is. • To create a computer program using simple • algorithms. • To compare the Turtle and Character objects. • To use the button object. • To understand how use the Repeat command. • To understand how to use the Timer command. • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To create programs using different kinds of objects whose behaviours are limited • to specific actions. • To predict what the objects will do in other programs, based on their knowledge of • what the object is capable of. • To discuss how logic helped them understand that they could only predict specific actions, as that is what the • objects were limited to.	• To walk around the local community and find examples of where • technology is used. • To record examples of technology outside school • To sort items using a range of criteria. • To sort items on the computer •	• To be introduced to 2Paint A • Picture. • To look at the impressionist style • of art (Monet, Degas, Renoir). • To recreate pointillist art and • look at the work of pointillist • artists such as Seurat. • To look at the work of Piet • Mondrian and recreate it using • the Lines template. • To look at the work of William • Morris and recreate it using the • Patterns template eCollage

Computing Overview (KS1 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	• To show that the information provided on pictogram is of limited use beyond answering simple questions. • To construct a binary tree to separate different items. • Use 2Question (a binary tree) to answer questions. • To use a database to answer more complex search questions. • To use the search tool to find information. • To login safely. • To start to introduce to the children the idea of 'ownership' of their creative work. • To know how to find saved work and teacher comments in the Online Work • To know how to search Purple Mash • To become familiar with the types of resources available in the Topics section. • To become more familiar with icons used • To start to add pictures and text to work. • To explore the Tools section of Purple Mash and to learn about the common icons used in for Save, Print, Open, New. • To explore Games section on Purple Mash. • To understand the importance of • logging out when they have finished	• To be introduced to making • music digitally using 2Sequence. • To explore, edit and combine • sounds using 2Sequence. • To upload a sound from a bank of sounds into the Sounds section. • To record their own sound and upload it into the Sounds • section. • To create their own tune using the sounds which they have added to the Sounds section.	• To emphasise the importance of • following instructions. • To follow and create simple • instructions on the computer. • To consider how the order of • instructions affects the result.	• To explore how a story can be • presented in different ways. • To make a quiz about a story or • class topic. • To make a fact file on a nonfiction topic. • Connect file to make a publisher fact file on a nonfiction topic. • To make a presentation to the • class.	• To understand functionality of the basic direction keys • To be able to use the direction keys to complete challenges successfully. • To understand how to create and • debug a set of instructions (algorithm). • To use additional direction keys as part of their algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity. • To provide an opportunity for the • children to set challenges for each other.	• To be introduced to e-books and to • 2Create a Story. • To continue a previously saved story. • To add animation to a story. • To add sound to a story including • voice recording and music the children have created. • To work on a more complex story • including adding backgrounds and • copying and pasting pages. • To use additional features to enhance their stories. • To share their e-books on a class • display board.

Computing Overview (LKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	• To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. • To understand how the Internet can be used to help us to communicate effectively. • To understand how a blog can be used to help us communicate with a wider audience. • For children to consider if what they read on websites is true. • To look at some 'spoof' websites. • To create a 'spoof' webpage. • To think about why these sites might exist and how to check that the information is accurate. • To learn about the meaning of age restrictions symbols on digital media and devices. • To discuss why PEGI restrictions exist. • To know where to turn for help if they see inappropriate content or • have inappropriate contact from others.	• To look at what simulations are. • To explore a simulation. • To analyse and evaluate a • simulation.	• To review coding vocabulary that relates to Object, Action, Output, Control and Event. • To use 2Chart to represent a sequential program design. • To use the design to write the code for the program • To design and write a program that simulates a physical system. • To look at the grid that underlies the design and relate this to X and Y properties. • To introduce selection in their programming by using the if command. • To combine a timer in a program with selection. • To understand what a variable is in programming. • To use a variable to create a timer • To create a program with an object that repeats actions indefinitely. • To use a timer to make characters repeat actions. • To explore the use of the repeat command and how this differs from the timer. • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To understand the importance of saving periodically as part of the code development Process	• To think about the different • methods of communication. • To open and respond to an • email. • To write an email to someone, • using an address book. • To learn how to use email safely. • • To learn how to use email safely. •	• To enter data into a graph and answer questions. • To solve an investigation and present the results in graphic form.	• To introduce typing terminology. • Understand the correct way to sit at the keyboard. • To learn how to use the home, top and bottom row keys. • To understand the names of the fingers. • To understand what is meant by – home, bottom and top rows. • Developed ability to touch type the home, bottom, and top rows. • To practise and improve typing for home, bottom and top rows. • To practise the keys typed with the left hand. • To practise the keys typed with the right hand.

Computing Overview (LKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	• To understand how children can protect themselves from online identity theft. • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To Identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives.	• To learn the language of Logo. • To input simple instructions on • Logo. • To know what the different instructions are in Logo and how to type them. • To use Logo to create letters. • To use the Repeat function in Logo to create shapes. • To use the Build feature in Logo.	- To review coding vocabulary. • To use a sketch or storyboard to represent a program design and algorithm. • To use the design to create a program. • To introduce the If/else statement and use it in a program. • To create a variable. • To explore a flowchart design for a program with an if/else statement • To create a program which responds to the If/else command, using the value of the variable. • To create a program with a character that repeats actions. • To use the Repeat Until command to make characters repeat actions. To program a character to respond to user keyboard input. • To make timers and counting machines using variables to print a new number to the screen every second. • To explore how 2Code can be used to investigate control by creating a simulation. • To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. • To design a decomposed	• To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.	• To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable.	- To discuss what makes a good animated film or cartoon and what their favourites are. - To learn how animations are created by hand. - To find out how 2Animate can be created in a similar way using the computer. • Children have put together a simple animation using paper to create a flick book. • Children have an understanding of animation 'frames'. • Children have made a simple animation using 2Animate. - To learn about onion skinning in animation. - To add backgrounds and sounds to animations. • Children know what the Onion Skin tool does in animation. • Children can use the Onion Skin tool to create an animated image. • Children can use backgrounds and sounds to make more complex and imaginative animations. To be introduced to stop motion animation. To share animation on the class display board and by blogging.

Computing Overview (UKS2 A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	• To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children's responsibility to one another in their online behaviour. • SMART rules as a source of guidance when online. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • Ensuring reliability through using different methods of Communication	• Conversions of measurements. Novel use of the count tool. . • Formulae including the advanced mode. • Using text variables to perform calculations. • Using a spreadsheet to plan an event.	• To be introduced to 2Design and Make. • To explore the effect of moving points when designing. • To understand designing for a • purpose. • To understand printing and making.	• To understand the need for visual representation when generating and discussing complex ideas. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map	- To review coding vocabulary. • To use a sketch or storyboard to represent a program design and algorithm. • To use the design to create a program. • To design and write a program that simulates a physical system. • To review the use of number variables in 2Code. To explore text variables. To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. To read code so that it can be adapted, personalised and improved. To explore the launch command and use buttons within a program that launch other programs or open websites.	• To set the scene. • To create the game environment. • To create the game quest. • To finish and share the game • To evaluate their and peers' games.

Computing Overview (UKS2 B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	• Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. • Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. • Identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. • To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. • To identify the positive and negative influences of technology on health and the environment.	• Exploring Probability • Use of spreadsheets in 'real life' • Creating a computational model	• To make a picture quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database.	• To find out what a text adventure is. • To plan a story adventure. • To make a story-based adventure. • To introduce map-based text adventures. • To code a map-based text adventure.	- To review good planning skills. • To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. • To use variables within a game to keep track of the properties of objects. not run as expected. • To use functions and understand why they are useful in 2Code. • To debug a program and organise the code into tabs. • To organise code into functions and Call functions to eliminate surplus code in the program. 4 • To explore the options for getting text input from the user in 2Code. • How to include interactivity in programming. • To use flowcharts to test and debug a program. • To create a simulation of a room in which devices can be controlled. • To explore how 2Code can be used to make a text-based adventure game.	• To identify the purpose of writing a blog. • To identify the features of successful blog writing. • To plan the theme and content for a blog. • To understand how to write a blog. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand the importance of regularly updating the content of a blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria.

EYFS – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Nursery	Who am I? Action Songs Can express musical preferences and has favourites. Can sing and chant with and to others.	Nativity production Christmas Anticipates change in familiar music eg recognises and remembers when music is going to get louder, quieter or stop. Reproduces songs in individual ways.	Jack and the Beanstalk Describes music eg 'scary music, angry music, happy music.' Moves in response to rhythms.	Nursery Rhymes Can identify specific sounds in the environment eg sounds of cars, running water. Creates own patterns in music making.	Growing and Us Sings to and with toys, props and resources. Sings in dramatic role play, eg singing phrases such as 'dinner's ready' or 'let's go'. Experiments with ways of playing instruments eg volume (dynamic), speed (tempo), character of sound eg tapping or shaking a tambourine (timbre).	School Repeats phrases of songs Can sing an entire song. Shows control in holding and playing instruments.
Reception	Me! I can identify and match an instrumental sound. I can describe the sound of instruments (eg scratchy sound, soft sound) I can clap to the pulse of the music I am listening to. I can lead or be led by other children in music making ie being a conductor. Operates equipment (CD player) **Vocab: Pulse, instrument names, conductor, CD player, play, headphones,**	Nativity Production My stories I can listen and respond to others in a pair/group music making. I can create rhythms using body percussion and instruments. I can match the melodic shape of songs. I enjoy performing. **Vocab: rhythm, percussion, song, chorus, verse,**	Everyone! I can tap rhythms to accompany words eg tapping the syllables of names/objects/animals. I can play along to the beat of a song or the rhythm in the music (eg lyrics). I can play instruments with control to play loud/quiet, fast/slow (dynamics and tempo). **Vocab: rhythm, beat, pulse, control, loud, quiet, fast, slow, (dynamics/tempo),**	Our World I can create music based on a theme eg creates the sounds of the seaside. I can keep a steady beat while playing instruments. I can move in time to the pulse of the music and can respond to changes (eg jumps when there is a loud/sudden change.) **Vocab: compose, beat, steady, pulse, loud, quiet, fast, slow,**	Big Bear Funk I can move to the sound of instruments eg walks, jumps, hops to the sound of a drum. I can combine moving, singing and playing instruments. I can choreograph my own dances to familiar music. I can play instruments (inc imaginary ones such as air guitar) to match the structure of the music eg playing quietly with quiet parts and stopping when it stops. **Vocab: instrument names, fast, slow, quiet, loud, beat**	Reflect, Rewind and Replay I can think abstractly about music and express this physically or verbally eg this music sounds like floating on a boat or like dinosaurs. I can distinguish and describe changes in music and compare pieces eg this piece started fast and then it became slow or this music was spiky and this one was smooth. **Vocab: compare, changes,**

KS1 – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year 1	**My Musical Heartbeat** Every piece of music has a heartbeat – this is called the 'pulse' or the 'beat' of the music. In this unit, children will need to try to find and keep the pulse or steady beat. Singing and listening are at the heart of each lesson. Children will learn to play, improvise and compose using a selection of these notes: C, D, E, F, G **Vocab: pulse, beat, improvise, compose using a selection of these notes: C,D,E,F,G**	**Nativity Production** Children will take part in a Nativity production which will be performed to the wider community. Children will explore pitch when singing and will sing songs in ensembles, following the melody. **Vocab: melody, pitch, ensemble, dynamics, timbre**	**Exploring Sounds** Music is made up of high and low sounds, long and short sounds, loud and quiet sounds. In this unit, children will be exploring these sounds and creating their own very simple melodies. **Vocab: singing, listening, play, dynamics, melody improvise, compose using a selection of these notes: C,D,E,F,F#, G,A**	**Learning to Listen** Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. In this unit, children will be exploring the question: What can you hear in this unit? **Vocab: play, improvise, compose using a selection of these notes: C, D, E, F, F♯, G, A**	**Having fun with Improvisation** Singing and listening are at the heart of each lesson. In this unit, children will play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A **Vocab: play, improvise, rhythmic patterns, pitch compose using a selection of these notes: C, D, E, F, F♯, G, A**	**Let's perform together** Singing, dancing and playing together is called 'performing'. Performing together is great fun! In this unit, children will plan a concert together to celebrate all the songs they have learnt this year.
Year 2	**Pulse, Rhythm and Pitch** Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. In this unit, children will listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together. **Vocab: beat, rhythmic pattern, pitch, improvise, compose using a selection of these notes: C, D, E, F, G, A**	**Nativity Production** Children will take part in a Nativity production which will be performed to the wider community. Children will explore pitch when singing and will sing songs in ensembles, following the melody. **Vocab: melody, pitch, ensemble, dynamics, timbre**	**Inventing a Musical Story** Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. In this unit, children will explore the music in this unit and try to connect their feelings with what they hear. In addition to this, children will use the music in this unit to explore loud and soft sounds. **Vocab: beat, rhythmic pattern, pitch, improvise, compose using a selection of these notes: C, D, E, F, G, A, B♭, B**	**Recognising Different Sounds** When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! In this unit, children will be exploring the voices and instruments used within the music to identify how and when harmony takes place. **Vocab: beat, rhythmic pattern, pitch, harmony improvise, compose using a selection of these notes: C, D, E, F, G, A, B♭, B**	**Exploring Improvisation** In this unit, children will be exploring improvisation a bit further. They will use two or three notes and have a go playing or singing on their own. **Vocab: beat, rhythmic pattern, pitch, harmony improvise, compose using a selection of these notes: C, D, E, F, G, A, B♭, B**	**Our Big Concert** Put on a big concert! In this unit, children will present their choice of songs to create a performance.

LKS2 – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A (3)	**Writing Down Music** Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. This helps us to remember what we are going to sing and play. Children will explore the notes, crotchets and minims within the music they learn. They will see how these notes can fit on the lines and spaces of a stave **Vocab: time signature, crotchet, minim, quaver, key signature, sharps, flats, composition, improvisation**	**Nativity** I sing songs from memory with accurate pitch and in tune. I show control in voice and pronounce the words in a song clearly (diction). I can maintain a simple part within an ensemble.	**Compose Using Your Imagination** Children will use their imagination when creating their compositions in this unit. What do they see when they close their eyes? Can they write a melody or find sounds that represent the story they want to tell? **Vocab: moderato, $\frac{3}{4}$ time signature, F major, Bb, minim, crotchet, quaver**	**More Musical Styles** Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit **Vocab: andante, 4/4 time signature, A minor key signature, minim, crotchet, quaver**	**Enjoying Improvisation** Exploring the structure of songs is interesting and important. There are patterns in songs that children will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse and chorus are some more. Children will improvise over a section of the song. Can they work out where they will improvise in the songs in the unit? Can they identify sections of the music that change or repeat? **Vocab: andante, 2/4 time signature, C major key signature, Gospel, Jazz, Hip Hop**	**Opening Night!** Children will create and present a performance with an understanding of the songs they are singing and where they fit in the world. They will present what has been learnt in the lesson with confidence. **Vocab: Andante, 2/4 time signature, F major key signature (Bb), minim, crotchet, quaver**
Year B (4)	**Musical Structures** Musical sections that repeat or change help create the structure, or form, of a piece of music or a song. Children will look for patterns in the sections of music and songs within this unit. Verses and choruses can repeat or alternate and these provide structure in music. **Vocab: moderato, 4/4 time signature, C major key signature, minim, dotted crotchet, crotchet, quaver, pentatonic, 20th and 21st century classical, soul, R&B**	**Nativity** I can sing in tune, breathe well, pronounce words, change pitch and dynamics. I can perform with control and awareness of what others are singing/ playing.	**Compose With Your Friends** When composing music together, there is a lot to remember. Music is often written based on various key signatures that guide melodies used in the music. There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final - like it has been resolved. Children will practice listening, singing, and playing instruments to explore this important note in music. **Vocab: allegro, 3/4 time signature, G major (F#), minim, dotted crotchet, crotchet, quaver, pentatonic, 20th and 21st century orchestral, folk, disco**	**Feelings Through Music** Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Children will explore the music in this unit and try to connect their feelings with what they hear. **Vocab: andante, 2/4 time signature, G major key signature (F#), minim, dotted crotchet, crotchet, quaver, pentatonic, contemporary R&B, Jazz, Rock**	**Expression and Improvisiation** Improvisation is a way of expressing our feelings. Music comes from our hearts. To make the children's improvisations more expressive, they will be focusing on dynamics. **Vocab: adagio, 4/4 time signature, A minor key signature, minim, dotted crotchet, crotchet, quaver, Gospel, 20th and 21st century orchestral**	**The Show Must Go On!** Children and creating and presenting a performance. They will present what has been learnt in the lessons with confidence. They will introduce the performance with an understanding of what the songs are about and any other connections. **Vocab: Moderato, 4/4 time signature, C major key signature, minim, dotted crotchet, crotchet, quaver,**

UKS2 – Music Map

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Year A	**Melody and Harmony in Music** A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. In this unit, children will explore the voices that sing the melodies and the instruments used within the music to create the harmonies. **Vocab: melody, harmony, play, improvise, compose using a selection of these notes: C, D, Eb, E, F, F♯, G, A, Ab, Bb, B**	**Carol Concert** For this half term, children will be singing a range of Christmas carols to an audience. They will show control, phrasing and expressions when singing and will be able to sing in solo/ ensemble contexts. They will also demonstrate how to sing in harmony and as part of a canon. **Vocab: control, phrasing, solo, ensemble, harmony, pitch, canon**	**Composing and Chords** If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, children will create an accompaniment. **Vocab: melody, harmony, play, chords, accompaniment, pitch improvise, compose using a selection of these notes: C, D, Eb, E, F, F♯, G, A, Ab, Bb, B**	**Enjoying Musical Styles** There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. In this unit, children will explore how voices and instruments combine to create texture in music. **Vocab: melody, harmony, play, chords, accompaniment, pitch, texture, improvise, compose using a selection of these notes: C, D, Eb, E, F, F♯, G, A, Ab, Bb, B**	**Freedom to Improvise** Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion). **Vocab: melody, harmony, play, chords, accompaniment, pitch, stepping motion, skipping motion, texture, improvise, compose using a selection of these notes: C, D, Eb, E, F, F♯, G, A, Ab, Bb, B**	**Battle of the Bands** In this unit, children will create a fun and confident performance with their choice of music and songs. They will perform in small groups and as a whole class.!
Year B	**Music and Technology** Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. In this unit, children will be looking at similarities and differences between live sounds and digital sounds. **Vocab: tempo, adagio, time signature, key signature, C major, rhythmic patterns, improvise, compose using a selection of these notes: C, D, E, F, F♯, G, A, Bb, B**	**Carol Concert** For this half term, children will be singing a range of Christmas carols to an audience. They will show control, phrasing and expressions when singing and will be able to sing in solo/ ensemble contexts. They will also demonstrate how to sing in harmony and as part of a canon. **Vocab: control, phrasing, solo, ensemble, harmony, pitch, canon**	**Creative Composition** By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. In this unit, children will explore how chords are used within the music by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever. **Vocab: tempo, adagio, time signature, key signature, D major, rhythmic patterns, improvise, compose using a selection of these notes: C, C♯, D, E, F, F♯, G, A, Bb, B**	**Musical Styles Connect Us** Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. In this unit, children will explore how the different styles of music developed from different social themes. **Vocab: tempo, moderato, time signature, key signature, G major, rhythmic patterns, improvise, compose using a selection of these notes: C, C♯, D, E, F, F♯, G, A, Bb, B**	**Improvising with Confidence** In this unit, children will think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases – just like a paragraph is made up of many sentences. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting. **Vocab: phrasing, dynamics, crescendo, diminuendo**	**Farewell Tour** In this unit, children will create a fun and confident performance with their choice of music and songs. They will perform in small groups and as a whole class.!

Year 3 – Modern Foreign Languages: French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
About Me • Greet people and introduce yourself. • Greet people and say who you are. • Understand classroom instructions. • Recognise and pronounce the sounds UN and ON. • Count from 1-10. • Revise the vocabulary covered this half term.	**About Me** • Give your age and ask others their age. • Recognise and pronounce the sounds EU and AU. • Describe which language you speak. • Describe your Nationality. • Make sentences about yourself. • Learn 10 words related to Christmas in France.	**Family and Pets** • Describe which family members you have . • Recognise and pronounce the sounds E and E. • Desribe which family members you have and how many. • Count from 1-20. • Revise the vocabulary covered this half term.	**Family and Pets** • Use possessive adjectives to say my families ages. • Say which pets you have. • Learn how to say your pets name. • Recognise and pronounce the sounds OU and U. • Make sentences about your family and pets. • Learn about April Fools celebrations in France.	**Birthdays and Opinions** • Understand the months of the year. • Recognise and pronounce the sounds AN and IN. • Understand the months of the year. • Give the date of my birthday. • Say my families ages and birthday months. • Revise the vocabulary covered this half term.	**Birthdays and Opinions** • Learn words for zoo animals. • Say which animals you like and dislike. • Say which animals you like and dislike in French. • Make sentences about your birthday and likes/ dislikes. • to produce a poster using key French phrases from this year.

Year 4 – Modern Foreign Languages: French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hobbies and Routines • Revise how to greet people and introduce yourself. • To count to 1-30. • Recognise and produce the sounds I and OI. • Say what time it is in French. • Understand and pronounce the days of the week in French. • Revise the vocabulary covered this half term.	**Hobbies and Routines** • To learn to talk about your hobbies in French. • Revise the days of the week and giving the time. • Say when you like doing different hobbies. • Recognise and pronounce the sounds CH and J. • To produce a cartoon strip in French to describe hobbies. • Learn about how the holiday season is celebrated in Canada.	**How I look** • Revision of animals and colours in French. • Recognise and pronounce the sounds UN and ON. • To learn the words for the different parts of the face. • To use ' j'ai' to talk about your face. • Describe your hair and eyes. • Understand how to use adjectives in French. • Revise the vocabulary in French.	**How I look** • Be able to describe yourself physically. • To be able to name different body parts in French. • To be able to describe the body parts of an alien. • Create a drawing of an alien and describe it in French. • Make sentences describing yourself and others. • Learn 10 words related to Easter in French.	**Food and Drink** • Learn how to say what you eat and drink. • Revise how to pronounce the sounds EU and AU. • Learn words for foods from the different food groups. • Revise meal time vocabulary. • Revise the vocabulary this half term.	**Food and Drink** • Revise opinion phrases and use them to talk about food. • Learn some new opinion phrases and use them to talk about food. • To learn some classic dishes and how they would look on a menu. • Make sentences describing the food you eat and what you like. • To learn about some classic French dishes. • To design a menu

Year 5 – Modern Foreign Languages: French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Where I live • Revise how to greet people and introduce yourself. • Say what country you live in and give more detail about where you live. • Recognise and pronounce the sounds GN and N. • Practise talking about where you live and give an opinion. • Describe where in the country you live. • Revise the vocabulary covered this half term.	**Where I live** • Describe your home. • Describe your living room and say what you like to do in your living room. • Use prepositions to talk about where things are in a room. • Describe your kitchen and describe what you eat and drink. • Make sentences describing where you live. • Learn about what food French people at Christmas.	**The Weather** • Be able to describe the weather. • Revise the months of the year. • Recognise and pronounce the sounds Q, U, C. • To understand the different seasons in French and be able to describe the weather linked to the seasons. • Revise the vocabulary this half term.	**The Weather** • Revise how to count from 1-30. • Use numbers to give the temperature. • Talk about the weather forecast in French and revise the compass points. • Create a weather forecast in French and revise compass and weather vocabulary. • Make sentences describing the weather and the temperature. • Learn about a famous kite festival in France.	**The French-speaking world** • To learn the names of other countries that speak French. • To learn the names of the different countries. • To use ' se situer' to say where a country is. • Revise how to pronounce the sounds E and E. • To use 'il y a' to describe the landscape of a country/ continent. • Revise the vocabulary covered this half term.	**The French-speaking world** • Revise colours and how to describe a countries flag. • To understand facts about a country in French. • Make sentences in French describing different countries and continents. • To write your own presentation of a French-speaking country.

Year 6 – Modern Foreign Languages: French

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Paris • To revise how to greet people and introduce yourself. • Learn about cities in France and how to use the alphabet to spell them. • Revise and pronounce the sounds AN and IN. • Recognises places in a town. • Revise places in a town and give their location. • Revise the vocabulary this half term.	**A Paris** • To be able to identify the important landmarks in Paris. • To be able to give directions. • To revise and consolidate to how to give and understanding directions to a place or landmark. • Revise and pronounce OU and U. • Make sentences about a city. • Ask for direction sin French. • To learn about Christmas markets in France.	**Music and Television** • Describe what instruments people play. • Revise types of instruments and say what instrument people play. • Revise how to pronounce the should CH and J. • Understand the term genre and learn how to say different types of music. • Be able to give an opinion about different types of music. • Revise the vocabulary revised this half term.	**Music and Television** • Learn how to say different TV programmes in French. • Revise how to say different TV programmes in French and give a simple opinion. • How to say when you do an activity. • Make sentences about music and television and give opinions. • Learn about the French Festival of Music.	**School** • Learn how to say what you study at school. • Revise how say what you study at school. • Revise pronunciation in French. • Learn to say what subject you do like and don't like. • Say what subjects you do and don't like and say why. • Revise vocabulary covered this half term.	**School** • Use connectives to join sentences. • Say when you learn a subject. • Be able to describe your timetable. • Say what activities you do and where you go after school. • Make sentences about the subjects you study and give opinions. • Learn about Bastille Day.

EYFS PE Overview – Arena Scheme of Work

EYFS to ensure the following targets are worked towards through the year through a range of Topic-based activities using inspiration from the Arena Scheme of Work.
The aim is that by the Summer Term the children will be having a set PE time with a structured PE lesson to prepare them for PE in KS1. Evidence to be shown through Tapestry portfolios.

<table>
<tr><td colspan="3">To be completed throughout the year through Topic based activities.</td><td rowspan="2"><u>Gymnastics</u>
I can copy sequences of movements. I can move my body creatively and imaginatively in different ways. I can experiment with different ways of moving. I can understand associated vocabulary such as ‘strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’ I can follow and repeat a sequence of 3 actions. I can jump off an object and land appropriately. I can experiment with different ways of making shapes with my body. I can crawl over, under and through small apparatus.</td><td><u>Summer 1</u>

<u>Infant Agility</u>

Introduce to infant agility activities. Throw/run/jump.</td><td><u>Summer 2</u>

<u>Athletics</u>

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td></tr>
<tr><td><u>Fundamental movement skills</u>

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, learning in isolation.</td><td><u>Games</u>

I can roll a ball in an intended direction with force. Stop a moving ball, which has been rolled. Drop a beanbag onto a flat target. Throw a beanbag toward a large target. Chase and track a rolling ball. Kick a ball in an intended direction with force. Stop a moving ball, which has been kicked. Hit a ball from a standing T. Hit a moving ball. Catch a balloon. Catch a beanbag thrown by adult. Bounce a ball and catch it. Throw a tennis ball, head height and catch. I can stay in a marked out area.</td><td><u>Dance</u>

I can move to music creatively. I can copy dance moves. I can follow a sequence of 3 moves. Children move to show different feelings created by music.</td><td colspan="2"></td></tr>
</table>

KS1 PE Overview –Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics **(Twinkle unit: year 2 gymnastics under the sea)** I can work on my own and in small groups to create a sequence of 3 movements or actions. I can jump from low bench and land safely. I can jump, creating a shape in the air, landing safely. I can competently roll forwards and sideways. Walking forward on a bench maintaining balance. I can maintain static balances on 1, 3 or 4 limbs for 10 seconds. I can make tuck, pike and straddle shapes, when standing, seated or laid flat. I can control my body when travelling. I can control my body when balancing. I can climb safely. I can think of more than one way to create a sequence, which follows a set of 'rules'. I can crawl over, under and through large apparatus.	**Dance** **(Twinkle unit year 1 Dance Starry Skies)** I can create a sequence of 3 dance moves related to a stimulus. I can begin to create my own dance, moving imaginatively. I can change rhythm, speed, direction and level.	**Physical Literacy** **(Twinkl unit Year 1 running and jumping)** Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	**Year A:** **Team games:** **(twinkl year 1 invasion games)** **Year B: Striking and Fielding** **(twinkl Year 2 throwing and catching)** Children can move with speed, agility and coordination when bouncing, dribbling, kicking a ball. Children can stop a moving ball with feet and hands. Children can competently change their speed in order to move and change direction, round objects, into space, avoiding obstacles. Understands special concepts of in front, behind, to the side, between. Hit, roll and throw, with power and accuracy. Children can catch beanbags, large balls and tennis balls. I can follow rules.	**Circuit training** **(twinkl circuit training year 2)** Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Defending and attacking** **(Twinkl year 1 attack and defend)**

LKS2 PE Overview –Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health Related Fitness **(twinkl cicuit training year 4)** Begin to develop flexibility, strength, technique, control and balance Compare their performances with previous ones. Develop competence to excel in a range of physical activities Are physically active for for an increasing period of time Lead healthy, active lives.	**Hockey** **(twinkl hockey year 4)** 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 Take part in outdoor and adventurous activity challenges both individually and within a team	**Tag Rugby** **(twinkl year 4 tag rugby)** I can use different tactics in the game when attacking or defending. I can decide where what space I should be in, during the game to support my team. I can keep possession of a ball in a game. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, passion, determination, respect, self-belief and honesty.	**Year A – Gymnastics** **(Twinkl year $\frac{3}{4}$ gymnastics)** I can share and create phrases independently. I can repeat, remember and perform these phrases in a dance. **Year B – Dance** I can use a greater number of my own ideas for movement in response to a task. I can develop my strength through activities. I can create simple sequences with a partner that incorporate balances, speed, space, direction and rotation.	**Athletics** **(twinkl athletics year 3)** I can run at fast, medium and slow speeds, changing speed and direction, dependant on the distance. I can take part in a racing activity, remembering when to run and what to do. I can effectively throw a variety of objects. Compare their performances with previous ones. **Swimming** I can swim competently, confidently and proficiently over a distance of at least 10 metres.	**Striking and Fielding** **(twinkl strike field cricket)** I can use different tactics in the game when attacking or defending. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, respect, self-belief and honesty. **Swimming** I can swim competently, confidently and proficiently over a distance of at least 10 metres.

UKS2 PE Overview –Scheme of Work

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health Related Fitness **(Twinkl cicuit training 5/6)** develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop competence to excel in a broad range of physical activities. Are physically active for sustained periods of time Lead healthy, active lives. **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.	**Netball** **(twinkl netball year 6)** I can pass, shoot, dribble, throw in different ways. I can use forehand and backhand shots. I can explain complicated rules when being a referee. I can coach skills for others. I can lead my team in a game situation. I can play and coach competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis **Swimming** I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different water-based situations.	**Invasion game** **(twinkl invasion games year 5)** I can pass, shoot, dribble, throw in different ways. I can use forehand and backhand shots. I can explain complicated rules when being a referee. I can coach skills for others. I can lead my team in a game situation. I can play and coach competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis.	**Year A – Gymnastics** **(twinkl year 5 gymnastics)** I can share and create phrases individually, with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. **Year B – Dance** **(twinkl year 6 dance)** I can use a greater number of my own ideas for movement in response to a task. I can develop my strength through activities. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can create simple sequences in pairs or groups that incorporate balances, flight, speed, space, direction and rotation.	**Striking and Fielding** **(twinkl striking fielding year 6)** I can use different tactics in the game when attacking or defending. I can decide where what space I should be in, during the game to support my team. I can keep possession of a ball in a game. I can throw, catch, hit, kick and roll a ball, accurately, with control, when under pressure. I can follow the rules fairly. I can show teamwork, passion, determination, respect, self-belief and honesty.	**Athletics** **(twinkl year 6 athletics)** I can run at fast, medium and slow speeds, changing speed and direction, dependant on the distance. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children understand and have developed flexibility, strength, technique control and balance. I can demonstrate stamina over long distance. I can demonstrate speed over short distance. I am controlled when taking off and landing in a jump. I can throw with power and accuracy.

PSHE

Early Years Foundation Stage objectives:

EYFS
• The Early Learning Goals that link closely with PSHCE National Curriculum are: **Personal Social and Emotional Development** **Managing Feelings and Behaviour** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **Self Confidence and Self Awareness** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help **Making Relationships** Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children will work towards achieving these objectives by the end of their time in Reception through a child centred curriculum. Opportunities to develop these skills will be encouraged and provided through child initiated learning. Concepts and skills will be taught and delivered when appropriate throughout the year, or explicitly if child interest does not arise. Below is suggested termly coverage for reception:

RSE Statutory Requirements for the end of primary

Families and people that care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

PSHE Overview

Programme:
Jigsaw PSHE
Love and Sex Matters

Parts of the relationships section includes sex education which parents can opt to have their child taken out of. Please see lesson overviews to view specific sex education lessons.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

PSHE Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

PSHE Lesson Overview Year 1

★ Love and Sex Matters

Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like. ★	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.

★ **Love and Sex Matters Lessons**

- **How we love and care for ourselves –** Children will learn about how to look after their bodies and make good decisions.
- **How we love and care for our friends –** Children will learn about saying sorry and times this might be difficult.

PSHE Lesson Overview Year 2

★ Love and Sex Matters

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. ★	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. ★

★
★
★

Love and Sex Matters Lessons

- **Loving me –** This lesson will help the children lay the foundations for healthy self esteem.
- **Our wonderful bodies –** This lesson will explore body parts and encourage children to appreciate how amazing their bodies are.
- **How our bodies are different –** This lesson will start to explore the differences between male and female bodies.

PSHE Lesson Overview Year 3

★ Love and Sex Matters

Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know. ★	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

★ **Love and Sex Matters Lessons**

- **Making me –** This lesson will encourage children to reflect on what forms a person's identity. It will explore how media and advertising can shape our views and ideas. It will consider religious and non-religious perspectives on human worth. Pupils will be encouraged to think about how they feel valuable as a person and to acknowledge that healthy self-esteem is a necessary foundation for building healthy relationships.

PSHE Lesson Overview Year 4

★ Love and Sex Matters

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal. ★	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

★ **Love and Sex Matters Lessons**

- **My world, your world –** In this lesson pupils will think about how their actions can affect others both physically and emotionally. They will reflect on the possible consequences and resulting outcomes from specific decisions. They will consider how an awareness of potential consequences could guide their decision making processes.

PSHE Lesson Overview Year 5

★ Love and Sex Matters

Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. ★

★ **Love and Sex Matters Lessons**

- **Changing bodies –** In this lesson pupils will explore the physical and emotional changes that take place during puberty. This lesson helps to equip children to understand strong feelings and emotions.

PSHE Lesson Overview Year 6

★ Love and Sex Matters

Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations. ★	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

★ **Love and Sex Matters Lessons**

- **In need of restoration?** In this lesson pupils will discuss the concept of forgiveness and the part it plays, or can play, in relationships. Pupils will engage in a practical activity using pebbles as a metaphor for how guilt and anger can build up and become a burden.