

| Year Group 4   |   |         |  |          |  |          |
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|  | Autumn 1  | Autumn2 | Spring 1   | Spring 2 | Summer 1   | Summer 2 |
| <b>Theme</b>   | <b>Romans &amp; Volcanoes</b>   |         | <b>The Mighty Midlands</b>   |          | <b>Habitats</b>  |          |
| <b>Context</b>   | Civilisations: Empire, Settlements, Trade and Economy<br>Rules and Democracy<br>Law and Governments<br>Social Hierarchy<br>Slavery and Discrimination<br>Worship and beliefs: Gods/ Goddesses and Myths.<br>Inventions and Impacts upon the Modern World: Roman roads<br>Geographical names of places and their changes and Currency (number systems).<br>Time – calendar and months<br>Enjoyment and Leisure<br>Identification of countries and continents<br>Science – How volcanoes are Formed<br>Impact upon land and civilisations<br>History – Destruction of society, secondary sources of information – evidence of the past/human recounts.<br>Life experiences.<br>Global news – Impact on economy and technology |         | Identifying the Midlands<br>Modernisation: Trade and Economy<br>Evolution/ Changes over time – Technological advancements<br>Inventions and creativity and their impacts upon the Modern World<br>Improvements to Life and Income<br>Local communities<br>Revolution<br>Industry<br>Culture, equality and living conditions<br>Transport |          | Identifying different animal groups and insect species<br>Features and classification<br>Categorising animals – branching data base, data handling<br>Habitats<br>Survival and needs of animals<br>Ecosystems and Environmental requirements of animals<br>Life cycles<br>Diet and Food Chains – predator and prey<br>Impacts of human intervention and pollution<br>Extinction and endangered species |          |
| <b>Values:</b><br>Honesty<br>Wisdom<br>Kindness<br>Happiness<br>Bravery<br>Self-Belief | <p><b>Honesty</b><br/>Look at Pinocchio and write what honesty looks like and own targets.</p> <p><b>Wisdom</b><br/>Link with RE- Bible story of the parable of the two builders retell</p>   |         | <p><b>Kindness</b><br/>Acrostic poem</p> <p><b>Happiness</b><br/>Write about what makes the children happy- link to home and school</p>  |          | <p><b>Bravery</b><br/>Online story</p> <p><b>Self-Belief</b><br/>Look at their achievements throughout the year and review what you have succeeded in.</p>   |          |

## Languages

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| <p><b>Context</b></p>        | <p>Salut! Unit D — Playtime (Unité D — La récréation)</p> <p><b>Lesson 1: The farmer in his meadow/:</b> <i>Le fermier dans son pré</i></p> <p><b>Lesson 2: Simon says.../Jacques a dit...</b></p> <p><b>Lesson 3: I play.../ Je joue</b></p> <p><b>Lesson 4: In the playground/Dans la cour</b></p> <p><b>Lesson 5: What do you like to play?/ À quoi tu aimes jouer?</b></p> <p><b>Lesson 6: Luc the dreamer/:</b> <i>Luc le rêveur</i></p>  | <p>Salut! Unit E — My Home (Unité E — Chez moi)</p> <p><b>Lesson 1: Where do you live?/Où habites-tu?</b></p> <p><b>Lesson 2: Your home/Chez to</b></p> <p><b>Lesson 3: Your bedroom/Ta chambre</b></p> <p><b>Lesson 4: The kitchen/La cuisine</b></p> <p><b>Lesson 5: Daily routine/ La routine quotidienne</b></p> <p><b>Lesson 6: Garon the giant/Garon le géant</b></p>  | <p>Salut! Unit F My Town (Unité F — Ma ville)</p> <p><b>Lesson 1: How much does it cost?/Ça coûte combien?</b></p> <p><b>Lesson 2: In your town/ Dans ta ville</b></p> <p><b>Lesson 3: Where is...?/Où est...?</b></p> <p><b>Lesson 4: Shops/Les magasins</b></p> <p><b>Lesson 5: At the shop/ Au magasin</b></p> <p><b>Lesson 6: Éric goes shopping/ Éric fait du shopping</b></p>   | <p>Salut! Unit G - Describing People (Unité G — Décrire les gens)</p> <p><b>Lesson 1: What are you like?/ Tu es comment?</b></p> <p><b>Lesson 2: Hair/Les cheveux</b></p> <p><b>Lesson 3: We're all different/ Nous sommes tous différents</b></p> <p><b>Lesson 4: The fairy and the pirate/La fée et le pirate</b></p> <p><b>Lesson 5: I'm wearing.../Je porte...</b></p> <p><b>Lesson 6: The sad frog/La grenouille triste</b></p>  | <p>Salut! Unit H The Body (Unité H — Le corps)</p> <p><b>Lesson 1: My face/:</b> <i>Mon visage</i></p> <p><b>Lesson 2: What are you doing?/Qu'est-ce que tu fais?</b></p> <p><b>Lesson 3: It hurts/J'ai mal</b></p> <p><b>Lesson 4: Fairy tales/:</b> <i>Les contes de fées</i></p> <p><b>Lesson 5: Where do they live?/:</b> <i>Où habitent-ils ?</i></p> <p><b>Lesson 6: Little Red Riding Hood/Le Petit Chaperon rouge</b></p>   | <p>Salut! Unit I— Sport (Unité I — Le sport)</p> <p><b>Lesson 1: Sports/Les sports</b></p> <p><b>Lesson 2: Which sport do you like doing?/ Tu aimes faire quel sport?</b></p> <p><b>Lesson 3: At the stadium/ Au stade</b></p> <p><b>Lesson 4: Wimbledon/Wimbledon</b></p> <p><b>Lesson 5: Can you...?/Tu sais...?</b></p> <p><b>Lesson 6: A tennis match/ Un match de tennis</b></p>  |
| <p><b>Aims</b></p>           | <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>Understand and respond to spoken and written language from a variety of authentic sources</li> <li>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>Discover and develop an appreciation of a range of writing in the language studied.</li> </ul>                                       |  |   |   |   |  |
| <p><b>Key Vocabulary</b></p> | <ul style="list-style-type: none"> <li>Basic commands (imperatives)</li> <li>Saying what's in the playground</li> <li>How to say a variety of playground games</li> <li>Using "j'aime" with another verb</li> <li>Saying what and where they like to play</li> </ul> <p><b>Lesson 1: The farmer in his meadow/:</b> <i>Le fermier dans son pré</i></p> <p><i>le fermier</i> the farmer<br/><i>le pré</i> the meadow<br/><i>la femme</i> the wife<br/><i>l'enfant</i> (m) the child<br/><i>le chien</i> the dog<br/><i>le chat</i> the cat<br/><i>la souris</i> the mouse<br/><i>le fromage</i> the cheese</p> <p><u>Question and Answer:</u><br/><i>Qui est dans le pré?</i><br/>Who is in the meadow?<br/><i>...est dans le pré.</i><br/>...is in the meadow.</p> | <ul style="list-style-type: none"> <li>Saying where they live</li> <li>Identifying a variety of rooms and types of furniture</li> <li>Saying what there is in the kitchen</li> <li>Describing their daily routine</li> </ul> <p><b>Lesson 1: Where do you live?/Où habites-tu?</b></p> <p><i>une maison</i> a house<br/><i>un appartement</i> a flat<br/><i>un village</i> a village<br/><i>une ville</i> a town<br/><i>une grande ville</i> a city<br/><i>une chaumière</i> a cottage<br/><i>une ferme</i> a farm<br/><i>les bois</i> (m) the woods</p> <p><u>Question and Answer:</u><br/><i>Où habites-tu?</i><br/>Where do you live?<br/><i>J'habite dans...</i> I live in...</p> <p><b>Lesson 2: Your home/Chez to</b></p> <p><i>une chambre</i> a bedroom<br/><i>une salle de bains</i> a bathroom</p> | <ul style="list-style-type: none"> <li>Asking how much something costs and saying prices</li> <li>Talking about what is in their town</li> <li>Giving directions</li> <li>Saying names of shops</li> <li>Saying the names of items you might buy in a shop</li> </ul> <p><b>Lesson 1: How much does it cost?/Ça coûte combien?</b></p> <p><i>un euro</i> one euro<br/><i>un euro vingt</i> one euro twenty<br/><i>deux euros</i> two euros<br/><i>deux euros cinquante</i> two euros fifty<br/><i>cinquante centimes</i> fifty cents</p> <p><i>trop cher</i> too expensive<br/><i>très bien</i> very good</p> <p><u>Question and Answer:</u><br/><i>Ça coûte combien?</i><br/>How much does it cost?<br/><i>Ça coûte...</i></p> | <ul style="list-style-type: none"> <li>Saying colours that are useful for describing hair and eyes</li> <li>Describing physical features</li> <li>Describing a person's personality</li> <li>Saying what they are wearing</li> <li>Using "il" and "elle" with "être" and "avoir"</li> </ul> <p><b>Lesson 1: What are you like?/ Tu es comment?</b></p> <p><i>les yeux bleus</i> blue eyes<br/><i>les yeux verts</i> green eyes<br/><i>les yeux marron</i> brown eyes<br/><i>les yeux noisette</i> hazel eyes<br/><i>je suis grand</i> I'm tall (male)<br/><i>je suis grande</i> I'm tall (female)<br/><i>je suis petit</i> I'm short (male)<br/><i>je suis petite</i> I'm short (female)</p> <p><u>Question and Answer:</u><br/><i>Tu es comment?</i><br/>What are you like?<br/><i>J'ai les yeux...</i><br/>I have ... eyes.</p> | <ul style="list-style-type: none"> <li>Naming parts of the face</li> <li>Saying basic verbs in the first person</li> <li>Saying that something hurts</li> <li>Naming fairy tale characters</li> <li>Saying traditional fairy tale locations</li> </ul> <p><b>Lesson 1: My face/:</b> <i>Mon visage</i></p> <p><i>le visage</i> the face<br/><i>l'œil</i> (m) the eye<br/><i>les yeux</i> (m) the eyes<br/><i>le nez</i> the nose<br/><i>la joue</i> the cheek<br/><i>l'oreille</i> (f) the ear<br/><i>la bouche</i> the mouth<br/><i>les dents</i> (f) the teeth</p> <p><u>Question and Answer:</u><br/><i>Qu'est-ce que c'est?</i><br/>What is it?<br/><i>C'est... / Ce sont...</i><br/>It's... / They're...</p> | <ul style="list-style-type: none"> <li>Talking about the sports they play</li> <li>Expressing likes</li> <li>Detailed vocabulary for football and tennis matches</li> <li>The use of the verb "savoir"</li> </ul> <p><b>Lesson 1: Sports/Les sports</b></p> <p><i>le foot</i> football<br/><i>le tennis</i> tennis<br/><i>le tennis de table</i> table tennis<br/><i>le basket</i> basketball<br/><i>le cricket</i> cricket<br/><i>le rugby</i> rugby</p> <p><u>Question and Answer:</u><br/><i>Tu joues à quel sport?</i><br/>What sport do you play?<br/><i>Je joue au...</i><br/>I play...</p> <p><b>Lesson 2: Which sport do you like doing?/ Tu aimes faire quel sport?</b></p> <p><i>la danse</i> dancing<br/><i>la natation</i> swimming<br/><i>le vélo</i> cycling</p> |

PROGRESSION OF SKILLS

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| <p><b>Lesson 2: Simon says.../Jacques a dit...</b><br/>                     Sautez! Jump!<br/>                     Touchez le nez! Touch your nose!<br/>                     Touchez la tête! Touch your head!<br/>                     Dites 'bonjour'! Say 'hello'!<br/>                     Dites 'au revoir'! Say 'goodbye'!<br/>                     Frappez dans les mains!<br/>                     Clap your hands!<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que Jacques a dit?<br/>                     What did Jacques say?<br/>                     Various responses...</p> <p><b>Lesson 3: I play.../ Je joue</b><br/>                     un ballon a ball<br/>                     une corde à sauter a skipping rope<br/>                     un vélo a bicycle<br/>                     une trottinette a scooter<br/>                     une balançoire a swing<br/>                     un toboggan a slide<br/>                     une bascule a seesaw<br/>                     un tourniquet a roundabout<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que c'est?<br/>                     What is it?<br/>                     C'est... It's...</p> <p><b>Lesson 4: In the playground/Dans la cour</b><br/>                     jouer à chat to play tag<br/>                     jouer au foot to play football<br/>                     jouer à la balle to play catch<br/>                     jouer à la thèque to play rounders<br/>                     sauter à la corde to skip<br/>                     faire la course to race<br/>                     jouer à cache-cache to play hide-and-peek<br/>                     jouer aux jeux de mains to play clapping games<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que tu aimes faire dans la cour? What do you like to do in the playground?<br/>                     J'aime... I like...</p> <p><b>Lesson 5: What do you like to play?/ À quoi tu aimes jouer?</b><br/>                     les jeux d'équipe team games<br/>                     les jeux de société board games<br/>                     les jeux vidéo video games</p> | <p>un salon a living room<br/>                     une salle à manger a dining room<br/>                     une cuisine a kitchen<br/>                     un jardin a garden<br/>                     un balcon a balcony<br/>                     le rez-de-chaussée the ground floor<br/>                     le premier étage the first floor<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que c'est? What is it?<br/>                     C'est... It's...</p> <p><b>Lesson 3: Your bedroom/Ta chambre</b><br/>                     un lit a bed<br/>                     une chaise a chair<br/>                     une table a table<br/>                     une commode a chest of drawers<br/>                     une armoire a wardrobe<br/>                     une lampe a light<br/>                     une télévision a television<br/>                     des rideaux (m) curtains<br/>                     une moquette a carpet<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce qu'il y a dans ta chambre?<br/>                     What is there in your bedroom?<br/>                     Dans ma chambre, il y a...<br/>                     In my bedroom, there's...</p> <p><b>Lesson 4: The kitchen/La cuisine</b><br/>                     une fenêtre a window<br/>                     une porte a door<br/>                     une poubelle a bin<br/>                     un four an oven<br/>                     une bouilloire a kettle<br/>                     un grille-pain a toaster<br/>                     un évier a sink<br/>                     un lave-vaisselle a dishwasher<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce qu'il y a dans la cuisine?<br/>                     What is there in the kitchen?<br/>                     Il y a... There's...</p> <p><b>Lesson 5: Daily routine/ La routine quotidienne</b><br/>                     Je me lève. I get up.<br/>                     Je me douche. I shower.<br/>                     Je prends le petit déjeuner. I have breakfast.<br/>                     Je vais à l'école. I go to school.<br/>                     Je prends le déjeuner. I have lunch.</p> | <p>It costs...</p> <p><b>Lesson 2: In your town/ Dans ta ville</b><br/>                     des magasins (m) some shops<br/>                     une église a church<br/>                     un supermarché a supermarket<br/>                     un centre de loisirs a leisure centre<br/>                     un théâtre a theatre<br/>                     une gare a train station<br/>                     une rivière a river<br/>                     un jardin public a public garden<br/>                     un musée a museum<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce qu'il y a dans ta ville?<br/>                     What is there in your town?<br/>                     Il y a... There is... / There are...</p> <p><b>Lesson 3: Where is...?/Où est...?</b><br/>                     la gare the train station<br/>                     la piscine the swimming pool<br/>                     continuez tout droit go straight on<br/>                     tournez à gauche turn left<br/>                     tournez à droite turn right<br/>                     prenez la première rue à gauche take the first street on the left<br/>                     prenez la deuxième rue à droite take the second street on the right<br/>                     voilà there you are<br/> <b>Question and Answer:</b><br/>                     Où est...? Where is... ?<br/>                     Various responses...</p> <p><b>Lesson 4: Shops/Les magasins</b><br/>                     la boucherie the butcher's<br/>                     la boulangerie the baker's<br/>                     la pâtisserie the cake shop<br/>                     la confiserie the sweet shop<br/>                     le marché the market<br/>                     la banque the bank<br/>                     la pharmacie the chemist<br/>                     la poissonnerie the fishmonger's<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que c'est?<br/>                     What is it?<br/>                     C'est... It's...</p> <p><b>Lesson 5: At the shop/ Au magasin</b><br/>                     un CD a CD<br/>                     un jeu vidéo a video game<br/>                     un livre a book<br/>                     un magazine a magazine<br/>                     une boisson a drink</p> | <p>Je suis... I'm...</p> <p><b>Lesson 2: Hair/Les cheveux</b><br/>                     les cheveux blonds blonde hair<br/>                     les cheveux bruns brown hair<br/>                     les cheveux roux ginger hair<br/>                     les cheveux noirs black hair<br/>                     les cheveux gris grey hair<br/>                     mon ami my friend (male)<br/>                     mon amie my friend (female)<br/> <b>Question and Answer:</b><br/>                     Ton ami a les cheveux de quelle couleur?<br/>                     What colour hair does your friend (male) have?<br/>                     Ton amie a les cheveux de quelle couleur?<br/>                     What colour hair does your friend (female) have?<br/>                     Il a les cheveux... He has ... hair.<br/>                     Elle a les cheveux... She has ... hair.</p> <p><b>Lesson 3: We're all different/ Nous sommes tous différents</b><br/>                     les cheveux raides straight hair<br/>                     les cheveux bouclés curly hair<br/>                     les cheveux ondulés wavy hair<br/>                     les cheveux courts short hair<br/>                     les cheveux longs long hair<br/>                     les oreilles percées (f) pierced ears<br/>                     les joues rouges red cheeks<br/>                     des taches de rousseur (f) freckles<br/>                     des lunettes glasses<br/> <b>Question and Answer:</b><br/>                     Il est comment?<br/>                     What's he like?<br/>                     Elle est comment?<br/>                     What's she like?<br/>                     Il a ... / Elle a... He has... / She has...</p> <p><b>Lesson 4: The fairy and the pirate/La fée et le pirate</b><br/>                     la fée the fairy<br/>                     le pirate the pirate<br/>                     gros fat<br/>                     mince thin<br/>                     gentil friendly<br/>                     mauvais nasty<br/>                     content happy<br/>                     triste sad<br/>                     intelligent intelligent</p> | <p><b>Lesson 2: What are you doing?/Qu'est-ce que tu fais?</b><br/>                     je cours I run<br/>                     j'écris I write<br/>                     je lis I read<br/>                     je parle I talk<br/>                     j'écoute I listen<br/>                     je nage I swim<br/>                     je marche I walk<br/>                     je peins I paint<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que tu fais ce matin / cet après-midi?<br/>                     What are you doing this morning / this afternoon?<br/>                     Ce matin / Cet après-midi, je... This morning... / This afternoon, I'm...</p> <p><b>Lesson 3: It hurts/J'ai mal</b><br/>                     J'ai mal à la tête. I have a headache.<br/>                     J'ai mal au bras. My arm is hurting.<br/>                     J'ai mal à l'oreille. I have earache.<br/>                     J'ai mal au pied. My foot is hurting.<br/>                     J'ai mal au ventre. I have stomachache.<br/>                     J'ai mal au dos. I have backache.<br/>                     J'ai mal au genou. My knee is hurting.<br/>                     J'ai mal au doigt. My finger is hurting.<br/>                     J'ai mal aux dents. I have toothache.<br/> <b>Question and Answer:</b><br/>                     Où as-tu mal?<br/>                     Where does it hurt?<br/>                     J'ai mal... My... is hurting. / I have... ache.</p> <p><b>Lesson 4: Fairy tales/ Les contes de fées</b><br/>                     le prince the prince<br/>                     l'ogre (m) the ogre<br/>                     Cendrillon Cinderella<br/>                     l'ours (m) the bear<br/>                     le loup the wolf<br/>                     la grand-mère the grandmother<br/>                     la grenouille the frog<br/>                     la méchante belle-mère the wicked stepmother</p> | <p>l'équitation (f) horse riding<br/>                     le skate skateboarding<br/>                     le surf surfing<br/>                     l'escalade (f) climbing<br/>                     le footing jogging<br/> <b>Question and Answer:</b><br/>                     Tu aimes faire quel sport?<br/>                     Which sport do you like doing?<br/>                     J'aime (faire)... I like (doing)...</p> <p><b>Lesson 3: At the stadium/ Au stade</b><br/>                     un stade a stadium<br/>                     une équipe a team<br/>                     un joueur de foot a football player<br/>                     un directeur a manager<br/>                     un terrain a pitch<br/>                     un arbitre a referee<br/>                     un ballon de foot a football<br/>                     un sifflet a whistle<br/>                     un spectateur a spectator<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que c'est?<br/>                     What is it?<br/>                     C'est... It's...</p> <p><b>Lesson 4: Wimbledon/Wimbledon</b><br/>                     un court a court<br/>                     une raquette a racket<br/>                     un joueur de tennis a tennis player<br/>                     un arbitre an umpire<br/>                     un spectateur a spectator<br/>                     un ramasseur de balles a ball boy<br/>                     une balle de tennis a tennis ball<br/>                     des fraises (f) à la crème strawberries and cream<br/> <b>Question and Answer:</b><br/>                     Qu'est-ce que c'est?<br/>                     What is it?<br/>                     C'est... / Ce sont... It's... / They're...</p> <p><b>Lesson 5: Can you...?/Tu sais...?</b><br/>                     jouer au tennis to play tennis<br/>                     jouer au foot to play football<br/>                     jouer au hockey to play hockey<br/>                     jouer au netball to play netball<br/>                     jouer au rugby to play rugby</p> |
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PROGRESSION OF SKILLS

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|   | <p><i>dans le pré</i> in the meadow<br/> <i>à l'intérieur</i> inside<br/> <i>dehors</i> outside<br/> <i>dans la cour</i> in the playground<br/> <b>Question and Answer:</b><br/> <i>À quoi tu aimes jouer?</i><br/>                     What do you like to play?<br/> <i>Où tu aimes jouer?</i><br/>                     Where do you like to play?<br/> <i>J'aime jouer...</i> I like to play...</p> <p><b>Lesson 6: Luc the dreamer/ Luc le rêveur</b><br/> <i>un garçon</i> a boy<br/> <i>ce soir</i> tonight<br/> <i>occupé</i> busy<br/> <i>ennuyeux</i> boring<br/> <i>écrire</i> to write</p> | <p><i>Je rentre chez moi.</i><br/>                     I go home.<br/> <i>Je prends un goûter.</i><br/>                     I have an afternoon snack.<br/> <i>Je dîne.</i> I have dinner.<br/> <i>Je me couche.</i> I go to bed.<br/> <b>Question and Answer:</b><br/> <i>Qu'est-ce que tu fais chaque jour?</i><br/>                     What do you do each day?<br/>                     Various responses...</p> <p><b>Lesson 6: Garon the giant/ Garon le géant</b><br/> <i>un château</i> a castle<br/> <i>un nain</i> a gnome<br/> <i>tout le monde</i> everyone<br/> <i>ses amis</i> his friends<br/> <i>faire une fête</i> to have a party<br/> <i>s'effondrer</i> to fall down</p> | <p><i>une glace</i> an ice cream<br/> <i>des vêtements (m)</i> some clothes<br/> <i>une tablette de chocolat</i> a chocolate bar<br/> <i>une carte d'anniversaire</i> a birthday card<br/> <b>Question and Answer:</b><br/> <i>Qu'est-ce que vous désirez?</i><br/>                     What would you like?<br/> <i>Je voudrais..., s'il vous plaît.</i><br/>                     I would like ... please.</p> <p><b>Lesson 6: Éric goes shopping/ Éric fait du shopping</b><br/> <i>une animalerie</i> a pet shop<br/> <i>le marchand</i> the shopkeeper<br/> <i>il trouve</i> he finds<br/> <i>il vend</i> he sells<br/> <i>il saute</i> he jumps<br/> <i>se cacher</i> to hide<br/> <i>Arrête!</i> Stop!<br/> <i>fâché</i> angry<br/> <i>Ça coûte combien?</i><br/>                     How much does it cost?</p> | <p><i>stupide</i> stupid<br/> <b>Question and Answer:</b><br/> <i>La fée est comment?</i><br/>                     What's the fairy like?<br/> <i>Le pirate est comment?</i><br/>                     What's the pirate like?<br/> <i>Elle est...</i> She's...<br/> <i>Il est...</i> He's...<br/> <b>Lesson 5: I'm wearing.../Je porte...</b><br/> <i>une robe</i> a dress<br/> <i>un pantalon</i> trousers<br/> <i>un jean</i> jeans<br/> <i>un pull</i> a jumper<br/> <i>un tee-shirt</i> a T-shirt<br/> <i>une chemise</i> a shirt<br/> <i>une jupe</i> a skirt<br/> <i>des chaussures (f)</i> shoes<br/> <i>des chaussettes (f)</i> socks<br/> <i>un chapeau</i> a hat<br/> <b>Question and Answer:</b><br/> <i>Qu'est-ce que tu portes?</i><br/>                     What are you wearing?<br/> <i>Je porte...</i> I'm wearing...</p> <p><b>Lesson 6: The sad frog/La grenouille triste</b><br/> <i>une grenouille</i> a frog<br/> <i>un serpent</i> a snake<br/> <i>une fête</i> a party<br/> <i>triste</i> sad<br/> <i>gentil</i> friendly<br/> <i>camouflé</i> camouflaged<br/> <i>gober</i> to swallow whole<br/> <i>cracher</i> to spit out</p> | <p><i>le Petit Chaperon rouge</i><br/>                     Little Red Riding Hood<br/> <b>Question and Answer:</b><br/> <i>C'est qui?</i> Who is it?<br/> <i>C'est...</i> It's...<br/> <b>Lesson 5: Where do they live?/ Où habitent-ils ?</b><br/> <i>une maison</i> a house<br/> <i>une chaumière</i> a cottage<br/> <i>une forêt</i> a forest<br/> <i>un palais</i> a palace<br/> <i>un château</i> a castle<br/> <i>une grotte</i> a cave<br/> <i>un marais</i> a swamp<br/> <i>un pont</i> a bridge<br/> <b>Question and Answer:</b><br/> <i>Qu'est-ce que c'est?</i> What is it?<br/> <i>C'est...</i> It's...<br/> <b>Lesson 6: Little Red Riding Hood/Le Petit Chaperon rouge</b><br/> <i>un coup de pied</i> a kick<br/> <i>affamé</i> hungry<br/> <i>apporter</i> to take<br/> <i>frapper</i> to knock<br/> <i>entendre</i> to hear<br/> <i>voir</i> to see</p> | <p><i>jouer au cricket</i> to play cricket<br/> <i>faire du vélo</i> to go cycling<br/> <i>faire du ski</i> to go skiing<br/> <b>Question and Answer:</b><br/> <i>Tu sais...?</i><br/>                     Can you...?<br/> <i>Oui, je sais...</i><br/>                     Yes, I can...<br/> <i>Non, je ne sais pas...</i><br/>                     No, I can't...<br/> <b>Lesson 6: A tennis match/ Un match de tennis</b><br/> <i>un billet</i> a ticket<br/> <i>travailler</i> to work<br/> <i>malade</i> ill<br/> <i>célèbre</i> famous<br/> <i>triste</i> sad<br/> <i>content</i> happy<br/> <i>frapper</i> to hit or knock<br/> <i>ramasser</i> to collect<br/> <i>donner</i> to give</p> |
| <b>National Curriculum</b>  | <b>Autumn 1</b>   | <b>Autumn2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>   |
| listen attentively to spoken language and show understanding by joining in and responding                                       | Through the development of the language, children can: <ul style="list-style-type: none"> <li>pick out familiar words and phrases from spoken sentences</li> <li>write responses to spoken language using short phrases and simple sentences. Children again use support sheets/prompts and work upon a structured template.</li> </ul>   |   |  |   |  |   |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words          | Children can: <ul style="list-style-type: none"> <li>use knowledge of French phonics to begin to spell French words some accuracy.</li> <li>use knowledge of French phonics to explore new vocabulary linked to the units we are exploring within the program.</li> </ul>   |   |  |   |  |   |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | When beginning to develop their understanding of the language, children can: <ul style="list-style-type: none"> <li>begin to offer lengthier responses which have been heavily modelled by the program, and using vocabulary they have explored throughout the unit.</li> <li>ask for simple opinions, and begin to give their own opinion e.g. likes and dislikes.</li> <li>begin to express their own opinions using simple sentences.</li> </ul>   |   |  |   |  |   |
| speak in sentences, using familiar vocabulary, phrases and basic language structures  | Children can have several simple sentences from memory using the vocabulary they have explored within their unit, using the program.  |   |  |   |  |   |

PROGRESSION OF SKILLS

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| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases                             | Children can say full sentences (which have been heavily modelled using the program) from memory, with accurate pronunciation so that others can understanding.  |   |  |  |  |  |
| present ideas and information orally to a range of audiences  | Children can follow modelling from the program to prepare and present a set of simple instructions to a group for them to follow i.e. directions   |   | Children can follow modelling from the program to prepare and present a set of simple instructions to a group for them to follow i.e. directions   |  |  |  |
| read carefully and show understanding of words, phrases and simple writing  | Children can use the program for modelling in order to: <ul style="list-style-type: none"> <li>follow and understand a familiar written text, reading and listening at the same time.</li> </ul>   |   |  |  |  |  |
| appreciate stories, songs, poems and rhymes in the language   | Children can: <ul style="list-style-type: none"> <li>recognise familiar words and phrases in a spoken story or poem.</li> <li>Recite a simple finger rhyme from memory – using vocabulary modelled from the program.</li> <li>Read aloud a simple rhyme, song, or story aloud to their class – heavily modelled from the program.</li> </ul> Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. |   |  |  |  |  |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | Children to explore a bilingual dictionary to look up the meaning of unfamiliar words in French.<br>Children to use a bilingual dictionary to look up the French translation of English words.   |   |  |  |  |  |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly  | Children can: <ul style="list-style-type: none"> <li>write some phrases and simple sentences from memory</li> <li>complete a written sentence by adding letters/words/phrases – modelled by the program</li> </ul>   |   |  |  |  |  |
| describe people, places, things and actions orally* and in writing  | Children can: <ul style="list-style-type: none"> <li>say a few sentences about things they do e.g. my daily routine, hobbies, including simple likes and dislikes</li> <li>write a few sentences about things they do e.g. my daily routine, hobbies from memory</li> </ul>  | Children can: <ul style="list-style-type: none"> <li>say a few sentences to describe where they live,</li> <li>write a few simple sentences to describe where they live from memory</li> <li>say a few sentences about things they do e.g. my daily routine, hobbies, including simple likes and dislikes</li> <li>write a few sentences about things they do e.g. my daily routine, hobbies from memory</li> </ul> | Children can: <ul style="list-style-type: none"> <li>say a few sentences to describe where they live,</li> <li>write a few simple sentences to describe where they live from memory</li> </ul> | Children can: <ul style="list-style-type: none"> <li>write a few simple sentences about themselves, including they name and age from memory,</li> <li>give short descriptions of other people, including my family and friends</li> <li>write a few sentences about other people including my friends and family from memory.</li> </ul> | Children can: <ul style="list-style-type: none"> <li>write a few simple sentences about themselves, including they name and age from memory,</li> <li>give short descriptions of other people, including my family and friends</li> <li>write a few sentences about other people including my friends and family from memory.</li> </ul> | Children can: <ul style="list-style-type: none"> <li>write a few simple sentences about themselves, including they name and age from memory,</li> <li>say a few sentences about things they do e.g. my daily routine, hobbies, including simple likes and dislikes</li> <li>write a few sentences about things they do e.g. my daily routine, hobbies from memory</li> </ul> |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the                        | Children can: <ul style="list-style-type: none"> <li>begin to identify the gender of a noun from its article in spoken French</li> <li>begin to recognise who is being talked about in a sentence from the pronoun.</li> <li>recognise that the structure of some French sentences differ from English (location of adjectives etc.)</li> </ul>  |   |  |  |  |  |

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| conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | <ul style="list-style-type: none"> <li>begin to use the correct article most of the time to match the gender of the noun.</li> <li>begin to use either 'les' or 'des' with plural nouns -</li> <li>begin to describe things using simple adjectives.</li> <li>begin to use simple sentences where the structure or word order differs from the English – i.e. negatives and reflexives.</li> <li>begin to identify the gender of a French nouns from the article.</li> <li>begin to recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. -</li> <li>begin to recognise the first-, second- and third-person singular forms of some common verbs in the present tense. – with prompts</li> <li>recognise common sentence and word order patterns in French.</li> <li>use the correct article most of the time to match the gender of the noun.</li> <li>use a model to write sentences in the first person.</li> </ul> write the correct form of some common verbs in the first person, present tense e.g. 'je suis'. |
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| <b>Physical Education</b>   |   |  |  |  |  |   |
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| Context   | Hockey<br><br>Swimming  | Dance - Street Dance<br><br>Swimming                   | Gymnastics<br><br>Badminton  | Tennis (net and wall)<br><br>Cricket   | Rounders<br><br>Basketball   | Athletics<br><br>Sports Day Practise  |
| <b>Aims</b>   | The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul> |  |  |  |  |   |
| <b>Key Vocabulary</b>   | Team games: throw, catch, move into space, push pass.   | Dance: timing, levels, mirroring, routine, travelling. | Gymnastics: balance, point, patch, jump, roll, linking together, sequences, apparatus, different levels – high, low. | Team games: throw, catch, move into space, push pass.  | Team games: throw, catch, move into space, push pass.  | Athletics: sprinting, jumping, throwing, hurdles, distance, speed, control, accuracy.   |
| <b>National Curriculum</b>  | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
| use running, jumping, throwing and catching in isolation and in combination | <b>Hockey</b> - To control the puck whilst running and changing direction.  |  | Gymnastics - Masterpencil, star, tuck, and half-turn jumps adding full turn jumps and increasing size of apparatus.  | <b>Cricket</b> – Advise children whether to throw underarm (for short distances) and overarm (for long distances) when bowling.<br><br>Children to run when fielding to catch/retrieve the ball. | Basketball – Children to bounce pass the ball to each other in a game situation. To use a one-handed dribble to move with the ball. To control the ball whilst running and changing direction. | <ul style="list-style-type: none"> <li>Athletics - Increase running distance, refine sprinting technique and introduce small hurdles; introduce running in relays.</li> </ul> Improve javelin throwing technique to achieve greater distance.<br>Perform a three-step long jump using legs and arms for |

PROGRESSION OF SKILLS

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|   |  |   |  |   |   | leverage, taking off on one foot and landing on two.  |
| 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 | Hockey - Develop skills and understanding of attacking and defending, working towards competitive games of hockey (using a puck).  |   | Badminton<br><br>Net and Wall- to begin to have some understanding of the rules of badminton e.g. no double hits. Introducing a shuttlecock after the use of a balloon.  | Tennis – To begin to learn the rules of the game and apply some skills/understanding to play a range of competitive games.<br><br>Cricket – To continue to learn the rules of the sport and apply skills/understanding in order to compete in small sided game.<br><br>Begin to learn the batting scoring system in cricket.  | <b>Rounders</b> – To continue to learn the rules of the game and apply skills/understanding to play a range of competitive games.<br>To begin to play small sided competitive games.<br><b>Basketball</b> – To learn the rules of the game and apply skills/understanding to play a range of competitive games intra-school.<br><br>To begin to play larger or full sided competitive games.  | <b>Sports day</b> To use the skills taught in athletics to improve performance in competition   |
| develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]   | Swimming – building strength and control whilst learning the technique front crawl.<br><br>Hockey – To develop and use push pass, shooting, dribbling and control of the ball. | <b>Dance</b> - Perform routines with a partner and group, linking moves together to develop continuity and fluidity.<br><b>Swimming</b> – building strength and control whilst learning the technique front crawl and backstroke. | <b>Gymnastics</b> - Perform point and patch balances with a partner and group, linking moves together with continuity and fluidity.<br><br>Badminton<br>Forehand – practise hit towards a partner, using a balloon/shuttlecock. Partner to return the balloon/shuttlecock to the opposite player.<br>Practise dropping shuttlecock onto the racket using forehand to hit it to a partner.<br>Volley- attempting a volley without dropping the shuttlecock.<br>Serve- to attempt to serve the balloon to a partner. | <b>Tennis</b> -Practise the forehand shot towards a partner with one bounce.<br><br>To begin to return and maintain rallies.<br><br>Practise the back hand by dropping on to racket.<br>Attempt a volley shot (no bounce)<br><br>Cricket<br>Striking a ball off a cricket tee towards a partner to retrieve.<br><br>Retrieving the ball in the long barrier position.<br><br>Using the correct bowling technique while standing still with one bounce towards the wickets and the clock face arm technique to release the ball. | <b>Rounders</b><br>Striking the ball with a rounders bat only using one hand.<br><br>Bowling with an underarm technique accurately towards the batting team.<br><br>Fielding: retrieving the ball and throwing to bases, positioning.<br><br>Understanding the best base to throw to.<br><br><b>Basketball</b><br>To move the ball in a variety of ways improving your skills and accuracy while travelling at speed and maintaining control of the ball.<br><br>To be able to perform a variety of passes with confidence accuracy and using the correct technique.<br><br>To understand and perform the correct shooting technique. To improve our accuracy of shots towards a target | <b>Athletics</b> – Develop sprinting technique through racing against peers/teams, and throwing technique/strength using a range of equipment (Javelin)<br>Children to begin to develop their control and balance by linking simple moves together with some continuity and fluidity when completing a range of jumps e.g. Long Jump<br><br>Jumping - with a run up using one foot hit the take-off board correctly, landing on two feet.<br>Sprinting – using the correct techniques, keeping your head still and looking forward using running arms, high knee lifts and the balls of your feet at all times.<br>Relay practice – handing over the baton when running, and racing communicating to a partner when to go using the commands hand and go. |

PROGRESSION OF SKILLS

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|   |  |   |   |   |   | To learn and apply different defending skills (pressure, intercepting, blocking). To understand when is best to pressure, intercept or block.  |
| perform dances using a range of movement patterns   |  | <b>Dance</b> – With support, compose and combine routines as a class and small groups using different movements and thinking about their body position at all levels. |   |   |   |  |
| take part in outdoor and adventurous activity challenges both individually and within a team  |  |   |   |   |   | Explore the local natural environment and take part in forest school activities as part of Plants and Animals Science topic.<br>Take part in outdoor and adventurous activities on residential trip. |
| compare their performances with previous ones and demonstrate improvement to achieve their personal best  | Children to continue to measure/ give verbal feedback upon their team’s results to enable them to monitor and improve their team performance.  | Children to continue to measure/ give verbal feedback upon their team’s results to enable them to monitor and improve their team performance.                         | Children to continue to measure/ give verbal feedback upon their team’s results to enable them to monitor and improve their team performance. | Children to continue to measure/ give verbal feedback upon their team’s results to enable them to monitor and improve their team performance. | Children to continue to measure/ give verbal feedback upon their team’s results to enable them to monitor and improve their team performance. | Children to continue to measure/ give verbal feedback upon their team’s results to enable them to monitor and improve their team performance.  |
| Swimming and water safety<br>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>use a range of strokes effectively</li> </ul> | <ul style="list-style-type: none"> <li>Children who didn’t achieve curriculum expectations to receive an additional term of teaching.</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>To perform safe self-rescue in different water-based situations.</li> </ul> |   |   |   |   |  |

**Music**

|         |                                       |                                      |                    |                    |                               |
|---------|---------------------------------------|--------------------------------------|--------------------|--------------------|-------------------------------|
| Context | Topic – We came, we saw, we conquered | Practise and perform Christmas songs | • DPA WCIT – Flute | • DPA WCIT – Flute | Topic – Amazing animal abodes |
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PROGRESSION OF SKILLS

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|  | Perform Roman songs<br>Listen to the Gladiator theme music by Hans Zimmer  |   |  |   | Listen to Peter and the wolf                  |
| <b>Aims</b>  | <p>The national curriculum for music aims to ensure that all pupils:</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p> <p>Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> |   |  |   |   |
| <b>Key Vocab</b>   | Structure: binary form, melody/accompaniment.  | Structure: binary form, melody/accompaniment.   | Structure: binary form, melody/accompaniment.  | Structure: binary form, melody/accompaniment. | Structure: binary form, melody/accompaniment. |
| <b>National Curriculum</b>   | <b>Autumn</b>  | <b>Spring</b>   | <b>Summer</b>  |   |   |
| Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <p>Children will:</p> <p>Perform, controlling sounds through singing and playing – singing from memory with accurate pitch, in tune with clear enunciation.</p> <p>Maintain a part within a group.</p> <p>Play the recorder and or glockenspiel.</p> <p>Perform with control and an awareness of others in the group.</p> <p>Recognise major and minor.</p> <p>Recognise melody and accompaniment.</p>   | <p>Children will:</p> <p>Perform, controlling sounds through singing and playing – singing from memory with accurate pitch, in tune with clear enunciation.</p> <p>Maintain a part within a group.</p> <p>Play the recorder and or glockenspiel with care and produce a good quality sound.</p> <p>Perform with control and an awareness of others in the group.</p> <p>Recognise major and minor.</p> <p>Recognise melody and accompaniment.</p> | <p>Children will:</p> <p>Perform, controlling sounds through singing and playing – singing from memory with accurate pitch, in tune with clear enunciation.</p> <p>Maintain a part within a group.</p> <p>Perform with control and an awareness of others in the group.</p> <p>Recognise major and minor.</p> <p>Recognise melody and accompaniment.</p> |   |   |
| improvise and compose music for a range of purposes using the inter-related dimensions of music  |  |   | <p>Children will:</p> <p>Perform, improvise and compose music of Eastern culture on a tuned instrument (glockenspiel, recorders or on own instrument).</p> <p>Understand and compose a 16 beat phrase.</p>   |   |   |
| listen with attention to detail and recall sounds with increasing aural memory   | <p>Children will:</p> <p>Evaluate own playing and identify how to improve.</p>   | <p>Children will:</p> <p>Evaluate own playing and identify how to improve.</p>  | <p>Children will:</p> <p>Evaluate own playing and identify how to improve.</p>   |   |   |
| use and understand stave and other musical notations   | <p>Children will:</p> <p>Continue to understand musical language and symbols relevant to the recorder music which they are learning.</p> <p>Expand their knowledge of notation into lower notes using the right hand (Low d, e and f sharp).</p>   | <p>Children will:</p> <p>Continue to understand musical language and symbols relevant to the recorder music which they are learning.</p>  | <p>Children will:</p> <p>Continue to understand musical language and symbols relevant to the recorder music which they are learning.</p>   |   |   |
| appreciate and understand a wide range of high-quality live  | <p>Listen to and appraise a variety of styles of music.</p> <p>Recognise instruments.</p>  | <p>Listen to and appraise a variety of styles of music.</p> <p>Recognise instruments.</p>   | <p>Children will:</p> <p>Listen to Sheherezade (composed by Rimsky Korsikov)</p>   |   |   |

PROGRESSION OF SKILLS

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| and recorded music drawn from different traditions and from great composers and musicians |  |  | <p>Use the combined elements (e.g. pitch, duration etc.) to understand how the sounds are organised to communicate different moods and effects.</p> <p>Listen to and describe the music of bands that have come from the Midlands (Slade, UB40, Black Sabbath, CBSO, Giggerty).</p> <p>Compare music from different genres (e.g. reggae, heavy metal, rock, folk)</p> <p>CBSO – identify instrument families, sounds produced and how the instruments are played.</p> <p>Listen to and appraise a variety of styles of music.</p> <p>Recognise instruments.</p> |
| develop an understanding of the history of music  |  |  | <p>Children will:</p> <p>Listen to music composed by Rimsky Korsikov (Sheherezade)</p> <p>Investigate the instruments used during this time period, and compare them to instruments today.</p> <p>Appreciate how instruments have developed through the ages.</p>   |

**Religious Education**

|                   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|-------------------|--|---|---|---|---|--|
| <b>Concepts</b>   | <p><b><u>Why do Muslims fast?</u></b><br/>Revisit earlier work on Islam. To keep on the straight path Muslims support each other - the house of Islam. The five pillars. Fasting during Ramadan. Ramadan and "The Night of Power" story. Real awareness of hunger. The thirsty dog. A test against the desires of the body. Fasting in Christianity – Lent. Christianity and the Harvest festival –thinking of others in our community. Sikh attitudes to fasting- "He does not eat food; he tortures his body..."</p> | <p><b><u>Why do Sikhs celebrate Divali?</u></b><br/>Intro to Sikhism. The story of Akbar and the Guru's kitchen. The story of Guru Hargobind and the 52 Hindu princes. We are all members of the same human race with one creator. Using metaphor's to describe God. God as a potter. Divali in Sikhism. Christmas as a time for forgetting old arguments and for making up. The Christian belief in showing forgiveness, not bearing a grudge.</p> | <p><b><u>Why is the Bible called Holy?</u></b><br/>Explore different Bibles, children's Bible, different translations. What makes it so special for Christians? Literal revelation. The Word of God. Inspired revelation – through the power of the Holy Spirit humans gain insights into the will and nature of God.</p> | <p><b><u>What makes a good prayer?</u></b><br/>Praising (devotional) and asking (petitionary) prayer. Are there wrong things to ask for in prayer? The Pharisee and the tax collector. Vindictive prayer? Selfish prayer? Christianity and the Lord's Prayer. What are Christians asking for? Islam and the Opening Prayer – the first chapter of the Qur'an. What are Muslims asking for? Are there different views about God?</p> | <p><b><u>Is there evidence of religion locally?</u></b><br/>Explore the local community. Is there evidence of religious belief? What special buildings are there? Explore the different branches of Christianity that are close to the school – Church of England, Society of Friends (Quaker). Different religious traditions? What evidence is there of Islam in the area. Is there evidence of religion in people's lives?</p> | <p><b><u>Does the love of money lead to evil?</u></b><br/>Explore Jesus' sayings about money. 'You can-not serve two masters'. 'The love of money is the root of all evil.' 1 Tim 6:10. Zacchaeus. Link with English - <b>Ebenezer Scrooge</b> Revisit the story of Malak Bhago and Lalo. Can the love of money corrupt? Does the love of money lead to evil? Understand the difference between having money, and being in love with money. What are your views? Give reasons to support view.</p> |
| <b>Curriculum</b> | <p><b><u>Stories</u></b><br/>Pupils should be encouraged to enquiry into how these stories</p>   | <p><b><u>Stories</u></b><br/>Pupils should be encouraged to enquiry into how these stories</p>  | <p><b><u>Stories</u></b><br/>Pupils should learn about Christian stories that are in the</p>  | <p><b><u>Artefacts</u></b></p>  | <p><b><u>Artefacts</u></b></p>  | <p><b><u>Stories</u></b><br/>Pupils should be encouraged to enquiry into how these stories</p>   |

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|  | <p>may be interpreted and what values and beliefs they may be expressing.</p> <p><b>Pupils should also learn about stories associated with at least one other religious tradition.</b><br/>Islam – Night of Power and Sikhism – Malik Bhago and Lalo/ Akbar and the Guru’s kitchen</p> <p>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</p> <p><b>Artefacts</b><br/>Pupils should also learn about worship in at least one other religious tradition – Sikh artefacts diva pots, incense sticks, Islamic artefacts – Qu’ran, prayer mat, compass, head dress.</p> <p>Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</p> <p><b>Festivals</b><br/>Pupils should learn about Christian festivals- Easter and Christmas, Lent and harvest.</p> <p><b>Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate.</p> <p><b>Beliefs</b><br/><b>Pupils should also learn about some central beliefs associated with at least one other religion – Sikhism - forgiveness and Islam – 5 Pillars.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</p> <p><b>Leaders in Religion</b><br/><b>Pupils should also learn about the leader of religion in at least one other religious tradition - Muhammad, Guru Nanak.</b></p> <p>Pupils should be encouraged to share their thoughts and views in</p> | <p>may be interpreted and what values and beliefs they may be expressing.</p> <p><b>Pupils should also learn about stories associated with at least one other religious tradition.</b><br/>Islam – Night of Power and Sikhism – Malik Bhago and Lalo/ Akbar and the Guru’s kitchen</p> <p>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</p> <p><b>Artefacts</b><br/>Pupils should also learn about worship in at least one other religious tradition – Sikh artefacts diva pots, incense sticks, Islamic artefacts – Qu’ran, prayer mat, compass, head dress.</p> <p>Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</p> <p><b>Festivals</b><br/><b>Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate.</p> <p><b>Beliefs</b><br/><b>Pupils should also learn about some central beliefs associated with at least one other religion – Sikhism - forgiveness and Islam – 5 Pillars.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</p> <p><b>Leaders in Religion</b><br/><b>Pupils should also learn about the leader of religion in at least one other religious tradition - Muhammad, Guru Nanak.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion.</p> <p><b>Holy Books</b></p> | <p>Bible. Stories that they learnt about in Key Stage 1 like <b>the Pharisee and the tax-collector and the Good Samaritan</b> may be revisited in Key Stage 2 in order to gain a deeper understanding of how these stories may be interpreted.</p> <p>In addition pupils should also learn about other New Testament stories for example, the story of <b>Zacchaeus the tax collector</b> and the Lord’s Prayer (Lk 11 v 1-4).</p> <p>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</p> <p><b>Artefacts</b><br/>Pupils should learn about Christian worship – Rosary, Cross, Crucifix, photo of local church.</p> <p>Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</p> <p><b>Beliefs</b><br/>Pupils should learn about some major Christian beliefs forgiveness and greed.</p> <p><b>Leaders in Religion</b><br/>They should have knowledge of events in Jesus’ life. They should also have learnt that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion 62 whose servant was sick.</p> <p>They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong.</p> <p><b>Holy Books</b></p> | <p>Pupils should learn about Christian worship – Rosary, Cross, Crucifix, photo of local church.</p> <p>Types of prayer like praising (devotional) prayer in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be.</p> <p>The Lord’s Prayer as a model for prayer involving devotion, confession and petition</p> <p>Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</p> <p>They should be taught to support their views or beliefs making use of reasons which are clear and cogent.</p> <p><b>Beliefs</b><br/>Pupils should learn about some major Christian beliefs forgiveness and greed</p> <p><b>Leaders in Religion</b><br/>Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion.</p> <p><b>Holy Books</b><br/><b>Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu’ran.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to what they have learnt</p> | <p>Pupils should learn about Christian worship – Rosary, Cross, Crucifix, photo of local church.</p> <p>Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</p> <p><b>Festivals</b><br/><b>Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid.</b></p> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate.</p> <p><b>Beliefs</b><br/>Pupils should learn about some major Christian beliefs forgiveness and greed</p> | <p>may be interpreted and what values and beliefs they may be expressing.</p> <p><b>Pupils should also learn about stories associated with at least one other religious tradition.</b><br/>Islam – Night of Power and Sikhism – Malik Bhago and Lalo/ Akbar and the Guru’s kitchen</p> <p>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</p> <p><b>Artefacts</b><br/><b>Pupils should also learn about worship in at least one other religious tradition – Sikh artefacts diva pots, incense sticks, Islamic artefacts – Qu’ran, prayer mat, compass, head dress.</b></p> <p><b>Festivals</b><br/><b>Pupils should also learn about festivals in at least one other religious tradition – Sikhism and Divali, Islam and Eid.</b></p> <p><b>Beliefs</b><br/>Pupils should learn about some major Christian beliefs forgiveness and greed.</p> <p><b>Leaders in Religion</b><br/>They should have knowledge of events in Jesus’ life. They should also have learnt that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion 62 whose servant was sick.</p> <p>They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who</p> |
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PROGRESSION OF SKILLS

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|  | <p>response to the beliefs held about leaders of religion.</p> <p><b>Holy Books</b><br/> <b>Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu’ran.</b><br/>                 Pupils should be encouraged to share their thoughts and views in response to what they have learnt</p> | <p><b>Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu’ran.</b><br/>                 Pupils should be encouraged to share their thoughts and views in response to what they have learnt</p> | <p>Pupils should learn about the Bible as the holy book of Christianity.<br/>                 Pupils should explore the Christian belief that the Bible is ‘holy’ and that individuals have received divine revelation or have been divinely inspired.<br/>                 They should learn that for Christians the Bible is made up of two main sections, of which there is material which pre dates the life of Jesus, which is sacred for both Jews and Christians.<br/>                 They should learn about stories (see earlier section on stories p.61) associated with certain books of the Bible, for example, Genesis, Exodus and the Gospels.<br/>                 Pupils should be taught that the Bible is divided into named books, numbered chapters and numbered verses<br/>                 Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</p> |  |  | <p>taught about what was right and wrong<br/>                 Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion.</p> <p><b>People of Faith</b><br/>                 Pupils may explore the life of a well-known person drawn from history - Thomas Barnardo<br/>                 Pupils should explore in what way this person’s life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them.<br/>                 Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</p> |
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## History

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| <p>Context</p> | <p><b>We came, we saw, we conquered topic - Romans/Volcanoes</b><br/>                 Children will study the Roman invasions of Britain and where they fit into world history</p> <p>They will investigate the Roman army and daily life of soldiers and civilians</p> <p>They will investigate the Roman impact on Britain including the battles with the ancient Britons (Boudicca and the Iceni tribe in particular)</p> <p>They will study the eruption of Mount Vesuvius in Pompeii on August 24<sup>th</sup> AD79</p> | <p><b>Mighty Midlands – Industrial Revolution</b><br/>                 Local study of the Midlands focussing on the changes during the industrial revolution – in particular the effect that Cadburys had on Birmingham and the rise of factories in the surrounding area</p> <p>The children will study the history of Cotwall End Woods and the surrounding area.</p> <p>Identifying the Midlands<br/>                 Modernisation: Trade and Economy<br/>                 Evolution/ Changes over time – Technological advancements<br/>                 Inventions and creativity and their impacts upon the Modern World</p> |  |
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PROGRESSION OF SKILLS

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|                            | <p>Destruction of society, secondary sources of information – evidence of the past/human recounts.<br/>                 Civilisations: Empire, Settlements, Trade and Economy<br/>                 Rules and Democracy<br/>                 Law and Governments<br/>                 Social Hierarchy<br/>                 Slavery and Discrimination</p>  | <p>Improvements to Life and Income<br/>                 Local communities<br/>                 Revolution<br/>                 Industry, Transport<br/>                 Culture, equality and living conditions</p> |               |
| <b>Aims</b>                | <p>The national curriculum for history aims to ensure that all pupils:</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p> |   |               |
| <b>Key Vocabulary</b>      | <p>BCE/CE Before Common Era/Common Era<br/>                 Archaeology<br/>                 Pre-historic<br/>                 Bronze/Stone/Iron Age<br/>                 Neolithic/ Mesolithic/Palaeolithic<br/>                 Civilisation<br/>                 Hieroglyphics<br/>                 Pharaoh<br/>                 Ancient</p>  |   |               |
|                            | <p>Primary/Secondary Source<br/>                 Empire<br/>                 Emperor<br/>                 Revolution<br/>                 Conquest<br/>                 Invasion<br/>                 Settlement<br/>                 Industrial<br/>                 Invention</p>  |   |               |
| <b>National Curriculum</b> | <b>Autumn</b>  | <b>Spring</b>   | <b>Summer</b> |



## Geography

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| <b>Context</b>  | We came, we saw, we conquered - Romans and Volcanoes<br>The children will study dangerous volcanoes across the world   | Mighty Midlands<br>The children will study the Midlands and its importance to the British economy | Amazing animal abodes - The Local Area<br>Fieldwork will be undertaken around school and the local area and Astley Burf Outdoor and adventure centre |
| <b>Aims</b>   | <p>The national curriculum for geography aims to ensure that all pupils:</p> <ol style="list-style-type: none"> <li>1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</li> <li>2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:</li> <li>3. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>4. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>5. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ol> |   |  |
| <b>Key Vocabulary</b>   | <p>Northern/Southern Hemisphere<br/>Coastal<br/>Arctic<br/>Antarctic<br/>Source/Mouth<br/>Island<br/>Mainland</p> <p>Rural<br/>Urban<br/>Regions<br/>4 Compass Points<br/>Grid reference<br/>Counties<br/>Eruption<br/>Trade<br/>Ordinance Survey Maps</p>   |   |  |
| National Curriculum   | <b>Autumn</b>  | <b>Spring</b>   | <b>Summer</b>  |
| <p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South</p> | <p>Children to explore the locations of volcanoes around the world using atlases and maps (Plan Bee slideshow)</p> <p>Children will know the name of the volcano and the continent and country the volcano is in.</p> <p>Children to use a symbol to locate the volcano on a world map.</p>  |   |  |

PROGRESSION OF SKILLS

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| <p>America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>   |  |  |   |
| <p>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.</p> |  | <p>Children to explore counties and cities within England.</p> <p>Children explore human and physical geography and look at how local land use has changed over time. Children especially explore how human geography has developed/changed over time e.g. Birmingham/Sedgley.</p> |   |
| <p>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).</p>  | <p>To look at the positions of volcanoes on a map and understand the terms equator etc.</p>  |  | <p>Children to explore the Artic, Antarctic and the Equator (linking to the rainforests) to explore habitats.</p> |
| <p>Place knowledge</p> <p>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.</p>  | <p>Children to investigate the country of Italy through a video clip on Youtube.</p> <p>To locate the cities, mountains and rivers of Italy on a map.</p> <p>To locate volcanoes on a world map.</p> <p>To explore why people settle near volcanoes.</p> | <p>Linked to their local study, children can explore human and physical geography, and look at how local land use has changed over time. Children especially explore how human geography has developed/changed over time.</p>  |   |
| <p>Human and physical geography</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>   | <p>To label and understand the features of a volcano and why it erupts.</p>  | <p>Children to explore the water cycle, linked to their Scientific study of states of matter.</p> <p>To set up a mini water world to observe.</p>  | <p>Children to explore the Artic, Antarctic and the Equator (linking to the rainforests) to explore habitats.</p> |

PROGRESSION OF SKILLS

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| <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>   | <p>Children to explore settlements, based on their study of Romans and their movement throughout their empire.<br/><br/>To understand the land use and economic activity of an area surrounding a volcano.</p> | <p>Children to explore local, historical economic activity and trade links via the distribution of resources i.e. through the trade of limestone by canal, coal etc.</p>  |   |
| <p>Geographical skills and fieldwork<br/><br/>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> |  | <p>Children to look at the safety around school and our local area and to collect data from a traffic survey.<br/>To do a tally chart of the amount of traffic that passes on road, to analyse results and create a graph.<br/>To explain how we stay safe by referring to photographic evidence.</p> |   |
| <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>   |  | <p>Children to be introduced to Ordnance Survey symbols and keys to colour code and represent information on maps.</p>  |   |
| <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>  |  | <p>Use atlases, local maps and online resources (Google maps) to look at England, the midlands, Birmingham and Sedgley and study the physical geography of an area.</p>   | <p>Children to have the opportunity to use globes and reinforce the fact that the globe is a sphere. Children can then explore 'flat maps' to make links to the location of different countries and how atlases/maps represent the globe as a sphere in a 2D way.</p> |

## Design and Technology

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| <b>Context</b>  | <b>Electrical board game/ lamp</b>  |                                      | <b>Food – linked to Mighty Midlands topic</b>                              |           | <b>Sewing linked to animals abodes– soft toy animals</b>  |
| <b>Skills and Knowledge</b>   | Design<br>Make<br>Evaluate<br>Technical Knowledge   |                                      | Design<br>Make<br>Evaluate<br>Technical Knowledge<br>Cooking and Nutrition |           | Design<br>Make<br>Evaluate<br>Technical Knowledge   |
| <b>Aims</b>   | <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <p>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world<br/>                 build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users<br/>                 critique, evaluate and test their ideas and products and the work of others<br/>                 understand and apply the principles of nutrition and learn how to cook.</p> |                                      |  |           |   |
| <b>Key Vocabulary</b>   | <u>Previous Core Vocabulary +</u><br>Reflect<br>Investigate<br>Design<br>Evaluate<br><br>Electrical circuit<br>Component<br>Bulb<br>Switch<br>Current   | Kneading<br>Proving<br>Carbohydrates | Plushes<br>Sewing<br>Binca<br>Stitch                                       | Key Vocab | <u>Previous Core Vocabulary +</u><br>Reflect<br>Investigate<br>Design<br>Evaluate<br><br>Electrical circuit<br>Component<br>Bulb<br>Switch<br>Current   |
| <b>National Curriculum</b>  | <b>Autumn</b>   |                                      | <b>Spring</b>  |           | <b>Summer</b>   |
| Design<br>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 | Making electrical Lamp: links to science topic (electricity). Children to research different types of light sources (torches, lighthouses, lanterns, indoor and outdoor lights – what is the functionality of the light). Children to think about what age range their design will be aimed at.   |                                      |  |           | Plushes: research real soft toys, including how they are made. Children to think about what age range their design will be aimed at, and the functionality of the toy. Children to also think about the prices of the toy and costings. |
| Design<br>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded   | Lamps: Children to create a cross-section diagram to show both the outer layer of the lamp design, and the electrical circuit inside.   |                                      |  |           | Plushes: labelled diagrams created for their designs. Children to experiment with different stitches (using binca).   |

PROGRESSION OF SKILLS

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| diagrams, prototypes, pattern pieces and computer-aided design  |  |   |  |
| Make<br>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately                                      | Children to have access to the electrical equipment required for the task:<br>Bulbs<br>Wires<br>Batteries etc.<br>Children will then select how they wish to make the structure of their lamps using materials that have been suggested by their adults. Children therefore begin to make their own selections and begin to select how they will adhere the pieces of their product. |   | Children to use binca to explore different stitches felt to create plush (children to select colours etc. needles and thread   |
| Make<br>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | Children will be given electrical equipment that will then be used to create the basic lamp circuit. Children to create a simple switch using paperclips/split pins – as modelled by an adult.<br><br>Children then to use construction materials to suit their design.  |   | Children to use:<br>Textiles<br>Binca to test stitching<br>Needles and thread to complete their design.  |
| Evaluate<br>investigate and analyse a range of existing products  | Children to look at examples of lamps and watch clips in preparation for their design.<br>Children to discuss purposes/audiences of their lamp whilst researching to help them shape their final design.   | Children to experience tasting different types of bread and form opinions   | Children to look at examples of plushies and watch clips in preparation for their design.<br>Children to discuss purposes/audiences of their plushies whilst researching to help them shape their final design.  |
| Evaluate<br>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  | Children to receive a structured evaluation whereby they will offer their reflections in written sentences.<br>Children will start to recognise what they feel went well during their project and what they would choose to improve.<br><br>Children will evaluate their presentation and functionality of their lamp.   | Children to receive a structured evaluation whereby they will offer their reflections in written sentences.<br>Children will start to recognise what they feel went well during their project and what they would choose to improve.<br><br>They will evaluate the presentation and taste of their bread. | Children to receive a structured evaluation whereby they will offer their reflections in written sentences.<br>Children will start to recognise what they feel went well during their project and what they would choose to improve.<br><br>Children will evaluate their presentation and functionality of their plushies. |
| Evaluate<br>understand how key events and individuals in design and technology have helped shape the world  |  | Children to research a famous inventor, - James Watt, his significance in Birmingham and his improvements to the efficiency of the steam engine.  |  |
| Technical knowledge<br>apply their understanding of how to strengthen, stiffen and reinforce more complex structures.   | Children to discuss how they will make connections and ensure their circuit is still successful within their lamp design.<br><br>Children to experiment in groups how different materials are stronger than others and therefore will create a better structure for their lamp.  |   | Children to discuss which stitches they will choose to use based upon their prototypes on the Binca.   |

PROGRESSION OF SKILLS

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| Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]                         | Children to understand the components in an electrical circuit and use this to create their final product.   |   |  |
| Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] | Children to understand the components in an electrical circuit and use this to create their final product and they will decide which switch and bulb to use. |   |  |
| Technical knowledge apply their understanding of computing to program, monitor and control their products.   |  |   |  |
| Cooking Nutrition understand and apply the principles of a healthy and varied diet   |  | To understand different food group e.g carbohydrates: bread.<br>Compare different breads e.g white verses wholemeal and discuss healthy options.<br>Look at adding extra ingredients to the bread (eg: fruits, seeds) |  |
| Cooking Nutrition prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques   |  | Bread: Made a dough, including weighing, kneading, proving, plaiting and mark-making on the dough. Add extra ingredients to their bread. Children to then design their own loaf.                                      |  |
| Cooking Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed                            |  | Mighty Midlands link: children to be taught about what foods were seasonable/available at the time.   |  |

**Computing**

|                |                                |                                 |   |                                 |                         |                           |
|----------------|--------------------------------|---------------------------------|---|---------------------------------|-------------------------|---------------------------|
| <b>Context</b> | <u>Digital Literacy - word</u> | Espresso Coding<br>BLOCK CODING | <u>Computing in the Wider World; e-safety</u> | ESPRESSO CODING<br>BLOCK CODING | PowerPoint – Topic Link | ESPRESSO CODING<br>PYTHON |
|----------------|--------------------------------|---------------------------------|---|---------------------------------|-------------------------|---------------------------|

PROGRESSION OF SKILLS

|   |  |   |                        |   |   |   |
|---|--|---|------------------------|---|---|---|
|   |  |   |                        |   | Create PowerPoint based on amazing animal abodes. | Python graphics 6-8 lessons.  |
| <b>Aims</b>   | <p>The national curriculum for computing aims to ensure that all pupils:</p> <p>can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</p> <p>can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <p>can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology</p> |   |                        |   |   |   |
| <b>Key Vocabulary</b>   | Fonts, bullet points, text boxes, Justify tool Page border, Image format, Copy and paste   | Change, set, variable,  | Cyber bullying content | loop, nesting, infinite, repeat,                      | Slide transitions, animations                     | Python, graphics, Turtle, instructions, program, simulations, debugging.  |
| <b>National Curriculum</b>  | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>        | <b>Spring 2</b>                                       | <b>Summer 1</b>                                   | <b>Summer 2</b>   |
| design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts                  |  | Children to use block coding and simple Python coding to create programs, including games and animations, following step by step instructions from onscreen videos. |                        |   |   |   |
| use sequence, selection, and repetition in programs; work with variables and various forms of input and output  |  | Children to use variables to count things and keep track of what is happening in their program; children then create simple games which use a variable.             |                        | Children to use repetition and loops in block coding. |   | Children to use Python coding to control a turtle graphic.  |
| use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  |  |   |                        |   |   | Children to follow more challenging instructions and use what has been taught to sequence their programming correctly, and solve problems that arise. |
| understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | Children to learn how to save and open work when working on the school laptops – save work into their personal area and be able to reopen it on another device.  |   |                        |   |   |   |

PROGRESSION OF SKILLS

|   |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>   |   |  |   |  | <p>Children given key words and websites to search on the Internet (linked to topic) for information. Children taught about adverts and how they are given priority. Children learn about pop-up adverts and not to click on them.</p> |  |
| <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> | <p>To use Word tools:<br/>           Fonts<br/>           Bullet points<br/>           Textboxes<br/>           Justify tool<br/>           Page border<br/>           Image format<br/>           Copy and paste images from the Internet<br/>           Present data in a table</p> |  |   |  | <p>To use PowerPoint skills:<br/>           Slide transitions<br/>           Simple animations</p>   |  |
| <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>   |   |  | <p>Children to learn about Cyber Bullying and being safe and respectful when online.<br/>           Think You Know 8-10:<br/>           Band Runner<br/>           Playing online games safely<br/>           Be kind to others online<br/>           Careful what you share<br/>           Identify a range of ways to report concerns about content and contact</p> |  |  |  |

PROGRESSION OF SKILLS

**Art and Design**

|   |  |  |  |
|---|--|--|--|
| <b>Context</b>  | Artwork linked to the Romans - volcanoes, mosaics, collaging   | Artwork linked to The Mighty Midlands – e.g. water colour landscapes/skyscapes,  | Artwork linked to Habitats – e.g. clay animals, natural art (Richard Shilling/Andy Goldsworthy)  |
| <b>Aims</b>   | <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>  |  |  |
| <b>Key Vocabulary</b>   | <i>form, shape, line, texture, pattern, tone, size, collage,</i>   | <i>scene, landscape,</i>   | Form shape texture collage, size   |
| <b>National Curriculum</b>  | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
| to create sketch books to record their observations and use them to review and revisit ideas  | <p>Children continue working within their first sketch book.</p> <p>Sketch books are not marked by adults, instead children begin to self-assess their work and give written feedback to a partner.</p> <p>Children develop their skills for each lesson within sketch books, building into the development of their final piece.</p>  | <p>Sketch books are not marked by adults, instead children begin to self-assess their work and give written feedback to a partner.</p> <p>Children develop their skills for each lesson within sketch books, building into the development of their final piece.</p>   |  |
| 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] | <p>Clay – Children to explore ‘coiling’, creating the form of the Volcano by rolling sausage shapes, then joining them into rings, before stacking them on top of one another. Children to explore using tools to secure any added pieces of clay, using slip/cross hatching, and using items such as jars to give form and structure. (Volcanoes)</p> <p>Mosaics/ Collage – Children to explore images i.e. Roman Frescoes and previous artwork around school such as on the drive. Children to create their own design using a range of media i.e. tiles.</p> <p>Children to use pencils to sketch still life and then to use pastels to recreate Roman artwork of still life fruit.</p> | <p>Children to explore and recreate the style of Lowry, using local geography (linked to Mighty Midlands) – Mixed media art work – using watercolour paints and pen/pencil etc. developing their understanding of form from previous work.</p> <p>Children to explore and recreate the style of Horton, using local geography (linked to Mighty Midlands) – Mixed media art work – using watercolour paints and pen/pencil etc. developing their understanding of form from previous work.</p> | <p>Sculpture – Andy Goldsworthy – Children to explore how to make artwork out of natural materials i.e. grass, twigs, leaves, wet mud boggarts etc. (Amazing animal abodes/habitats topic)</p> |
| about great artists, architects and designers in history  |  | Paul Horton<br>Lowry   | Andy Goldsworthy<br>Richard Shilling   |

## Science

|                            | Autumn 1  | Autumn 2   | Spring 1 | Spring 2   | Summer 1  | Summer 2   |
|----------------------------|---|--|----------|--|---|--|
| <b>Context</b>             | <b>Sound and Hearing</b>  | <b>Electricity</b>   |          | <b>States of Matter</b>  | <b>Animals and Humans</b>   | <b>Living Things and Their Habitats</b>  |
| <b>Aims</b>                | <p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li> <li>• develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> </ul> |  |          |  |   |  |
| <b>Key Vocabulary</b>      |   |  |          |  |   |  |
| <b>National Curriculum</b> | <p>Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>   | <p>Pupils should be taught to: 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</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> |          | <p>Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> | <p>Pupils should be taught to: recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> |

