

Key Stage 1 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science (Grammarsaurus)	Everyday Materials 1 (6) <ul style="list-style-type: none"> • What are materials? • How are materials different? • What are objects made from? • How can we sort materials? • Which material would be best for an umbrella? • Which material would be best for curtains? 		Animals, including humans 1 (6) <ul style="list-style-type: none"> - What is this animal? - How are animals different? - Do all animals eat the same thing? - What are our body parts called? - What are senses? - Are all humans the same? Living things and their habitats 2 (6) <ul style="list-style-type: none"> - Is it living, dead or never been alive? - What is a microhabitat? - How are habitats different around the world? - What conditions do woodlice prefer? - How are living things adapted to their habitat? - What is a food chain? 		Plants 2 (5) <ul style="list-style-type: none"> - Which plants can we eat? - Are all seeds the same? - What do plants need? - Where will they grow? - How do plants grow and change? 	
Art (Grammarsaurus)	Monochromatic year 1 <ul style="list-style-type: none"> • Lesson 1: How can we make marks with a pencil? • Lesson 2: How can we use lines and shapes to draw? • Lesson 3: How does Christa Rijneveld use lines to create art? • Lesson 4: How can we create our own drawing inspired by Christa Rijneveld? • Lesson 5: How can we describe art? 		Sculpture year 1 <ul style="list-style-type: none"> • Lesson 1: What is sculpture and what is clay? • Lesson 2: How can nature inspire sculptors? • Lesson 3: How can I be inspired by nature and make a leaf sculpture? 	Monochromatic year 2 <ul style="list-style-type: none"> • Lesson 1: What is pattern? • Lesson 2: How can we collage a monochromatic pattern? • Lesson 3: How can designers use pattern? • Lesson 4: How can pattern be used to celebrate? • Lesson 5: How can I evaluate 		Sculpture year 2 <ul style="list-style-type: none"> • Lesson 1: How have castles inspired Staffordshire Pottery? • Lesson 2: What is a clay relief sculpture? • Lesson 3: How can I use colour to enhance my sculpture? • Lesson 4: How have other artists been inspired by castles?

			<ul style="list-style-type: none"> Lesson 4: How can I use colour to improve my sculpture? Lesson 5: How can I evaluate my sculpture? 	my own artwork?		<ul style="list-style-type: none"> Lesson 5: How can I evaluate my sculpture?
DT (Grammarsaurus) Coming soon.		DT food year 1			DT food year 2	
Computing (Teach computing)	1. Computing systems and networks – Technology around us – From Year 1 - Lesson 1 Technology in our classroom - Lesson 2 Using technology - Lesson 3 Developing mouse skills - Lesson 4 Using a computer keyboard - Lesson 5 Developing keyboard skills - Lesson 6 Using a computer responsibly	1. Computing systems and networks – IT around us – from Year 2 - Lesson 1 What is IT? - Lesson 2 IT in school - Lesson 3 IT in the world - Lesson 4 The benefits of IT - Lesson 5 Using IT safely - Lesson 6 Using IT in different ways	2. Creating media – Digital painting – From year 1 - Lesson 1 How can we paint using computers? - Lesson 2 Using shapes and lines - Lesson 3 Making careful choices - Lesson 4 Why did I choose that? - Lesson 5 Painting all by myself - Lesson 6 Comparing computer art and painting	2. Creating media – Digital photography – From Year 2 - Lesson 1 Taking Photographs - Lesson 2 Landscape or portrait? - Lesson 3 What makes a good photograph? - Lesson 4 Lighting - Lesson 5 Effects - Lesson 6 Is it real?	3. Programming A – Moving a robot – From Year 1 - Lesson 1 Buttons - Lesson 2 Directions - Lesson 3 Forwards and backwards - Lesson 4 Four directions - Lesson 5 Getting there - Lesson 6 Routes	3. Programming A – Robot algorithms – From Year 2 - Lesson 1 Giving instructions - Lesson 2 Same but different - Lesson 3 Making Predictions - Lesson 4 Mats and routes - Lesson 5 Algorithm design - Lesson 6 Debugging
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 1,	Unit 02: Check it's for real – Activity 1,	Unit 03: Protect Your Stuff – Activity 1,	Unit 04: Respect Each Other – Activity 1,	Unit 05: When In Doubt, Discuss – Activity 1	

Geography (Grammarsaurus)	The World and My School (6) <ul style="list-style-type: none"> • What is my classroom like? • Where is my school on the street? • Where is my town in the country? • What are the seasons like in the United Kingdom? • Where is my country in the world? • How is the weather different around the world? 				Our School Grounds (3) <ul style="list-style-type: none"> - Which features in our school grounds encourage plant life? - Where on our school grounds could we encourage plant life? - How can we share the locations in our school where we would encourage plant life? Our Local Park (3) <ul style="list-style-type: none"> - Where is our local park, and how do people get there? - How can we collect data about the key features of our local park? - How can we present data about our local park's facilities? 	
	History (Grammarsaurus)	Toys (6) <ul style="list-style-type: none"> • How can we find out about the past? • What are toys like now? • What was my favourite toy when I was a baby? • What were our guardians' toys like and how do we know? 		Kings, Queens and Castles (7) <ul style="list-style-type: none"> - How can we find out about the past? - Why did monarchs build castles? - Who were the kings and queens of the past? - Who was Queen Victoria, and where did she live? - Who was the first Queen Elizabeth? - Why do we remember King William I? - Where did kings and queens live through time? 		The Great Fire of London (6) <ul style="list-style-type: none"> - What was London like in 1666? - What happened on the 2nd September 1666? - How did the fire spread and how do we know? - What was left of London? - How was London rebuilt? - How did the fire impact the future?
PHSE (Scarf)		Unit: Me and My Relationships <ul style="list-style-type: none"> - Why we have classroom rules - How are you listening? - Thinking about feelings - Our feelings - Feelings and bodies Good friends	Unit: Valuing Difference <ul style="list-style-type: none"> - Same or different? - Unkind, tease or bully? - Harold's school rules - It's not fair! - Who are our special people? Our special people balloons	Unit: Keeping Safe <ul style="list-style-type: none"> - Super sleep - Who can help? (1) - Good or bad touches? - Sharing pictures (Online safety link) - What could Harold do? 	Unit: Rights and Respect <ul style="list-style-type: none"> - Harold has a bad day - Around and about the school - Taking care of something - Harold's money - How should we look after our money? Basic first aid	Unit: Being My Best <ul style="list-style-type: none"> - I can eat a rainbow - Eat well - Harold's wash and brush up - Catch it! Bin it! Kill it! - Harold learns to ride his bike - Pass on the praise! Inside my wonderful body! (OPTIONAL)

				Harold loses Geoffrey			
Music (Charanga and Sing up)	'Magical Musical Aquarium' – Sing Up (Y1) <ul style="list-style-type: none"> Lesson 1: Experiment with sounds to create aquarium-inspired music. Lesson 2: Listen actively to 'Aquarium' and refine aquarium-inspired compositions. Lesson 3: Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece. 	'Carnival of The Animals' – Sing Up (Y2) <ul style="list-style-type: none"> Lesson 1: Learn about Carnival of the animals and listen to 'Aquarium'. Lesson 2: How a composer uses timbre to create character and responding to the music through art. Lesson 3: How a composer uses rhythm and articulation to create character and responding 	Exploring Sounds – Charanga (Y1) From: English Model Music Curriculum Scheme (Y1 – Spring 1) SONG 1 If You're Happy And You Know It Style: Pop SONG 2 Sing Me A Song Style: Waltz SONG 3 Sparkle Style: Pop SONG 4 Rhythm In The Way We Walk Style: Reggae SONG 5 Big Bear Funk Style: Funk SONG 6 Baby Elephant Style: Lullaby	'Glockenspiel Stage 1' – Charanga (Freestyle) KS1 Units of Work Step 1 Step 2 Step 3 Step 4 Step 5 Step 6 Performance		Exploring Improvisation – Charanga (Y2) English Model Music Curriculum Scheme (y2 – Summer 1) SONG 1 I Wanna Play In A Band Style: Rock SONG 2 Music Is All Around Style: Jazz SONG 3 Saying Sorry Style: Calypso	'Minibeasts' – Sing Up (Y2) <ul style="list-style-type: none"> Lesson 1: Choreograph and perform a characterful dance for the song 1. Lesson 2: Choreograph and perform a characterful dance for the song 2. Lesson 3: Sing with clear diction and a smooth style. Lesson 4: Play an accompaniment on tuned percussion. Lesson 5: Play an accompaniment on tuned percussion and compose minibeast sound effects. Lesson 6: Perform as part of a class performance.

		g to the music through movement					
RE (Devon Agreed Syllabus)	What does it mean to belong to a faith or belief community? <ul style="list-style-type: none"> L1: What does it mean to belong to a community? L2: How do Christians and Muslims show that they belong? L3: How do Christians, Muslims and Jewish people show that they belong? L4: What do worldviews say about how valuable people are? L5: How do Muslims and Christians welcome a new baby? L6: How do people show that they belong to each other? Recap and assessment 	Who is Jewish and how do they live? <ul style="list-style-type: none"> L1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L3: How and why do Jewish people celebrate Shabbat? L4: What stories do Jewish people tell from the Torah? 	What do Christians believe God is like? <ul style="list-style-type: none"> L1: What is a parable? L2: What do parables teach us? L3: What is forgiveness and how does prayer help? L4: How is God loving and forgiving? L5: How do Christians interact with God? L6: Recap and assessment 	Why should we care for others and the world and why does it matter? <ul style="list-style-type: none"> L1: What do Christian, Jewish and non-religious people believe about caring for people? L2: What do Christian, Jewish and non-religious people believe about caring for people? L3: What do Jewish people believe about caring for people? L4: What do Jewish people believe about caring for people? L5: What do Christians and Jewish people believe about the beginning of the world 	Who do Christians say made the world? <ul style="list-style-type: none"> L1: Who do Christians say made the world? L2: How might Christians describe the creator of the world? L3: How might Christians describe the creator of the world? L4: How might you say thank you to God? L5: When do Christians say thank you to God for what he has made and given them? L6: Recap and assessment 	What makes some places sacred to believers? <ul style="list-style-type: none"> L1: Which places are special to me? Where is a sacred place for a believer to go? L2: Which place of worship is sacred for Christians? L3: Which place of worship is sacred for Jewish people? L4: What happens during worship? L5: Which place of worship is sacred for Muslims? L6: How are places of worship similar and different? Why are places of worship important to our community? Assessment. 	

		<ul style="list-style-type: none"> L5: What might the story of Chanukah* make Jewish people think about? L6: Recap and Assessment 		<p>and how do they think people should treat the world?</p> <ul style="list-style-type: none"> L6: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? Recap and assessment 		
PE – LEAP into life	<ul style="list-style-type: none"> Functional Movement 1 Movement concepts 2 Aesthetic movement 1 Aesthetic movement 2 Manipulative skills 1 Functional movement 2 	<ul style="list-style-type: none"> Functional movement 3 Movement concepts 2 Aesthetic movement 3 Aesthetic movement 4 Manipulative skills 2 Functional movement 4 	<ul style="list-style-type: none"> Functional movement 5 Movement concepts 3 Aesthetic movement 5 Aesthetic movement 6 Manipulative skills 3 Functional movement 6 	<ul style="list-style-type: none"> Functional movement 7 Movement concepts 4 Aesthetic movement 7 Aesthetic movement 8 Manipulative skills 4 Functional movement 8 	<ul style="list-style-type: none"> Functional movement 9 Movement concepts 5 Aesthetic movement 9 Aesthetic movement 10 Manipulative skills 5 Functional movement 10 	<ul style="list-style-type: none"> Functional movement 11 Movement concepts 6 Aesthetic movement 11 Aesthetic movement 12 Manipulative skills 6 Functional movement 12
PE Achieve 4 all EXPLORE	Fundamental movement skills, spatial awareness	Object manipulation, Gymnastics	Creative movement, Dance	Co-operative games Invasion-style games and skills	Athletics style games skills	Striking and fielding style games and skills

Exploring skills, games, playing with others and equipment					
Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM
Science (Grammarsaurus)	Seasonal changes 1 (2) <ul style="list-style-type: none"> • What is Autumn? • What is Winter? Materials 2 (5) <ul style="list-style-type: none"> • What are materials? • What are things made from? • Which material should the pigs make their house from? • Which material will protect Humpty Dumpty? • How can we change materials? 		Seasonal changes 1 (1) <ul style="list-style-type: none"> - What is Spring? Animals including humans 2 (8) <ul style="list-style-type: none"> - What do humans need? - What are offspring? - How do animals change as they grow into adults? - Do we all grow the same? - Do we need to exercise? - What is a healthy diet? - Why do we need to have good hygiene? - How can we feel better when we are ill? 		Seasonal changes 1 (3) <ul style="list-style-type: none"> - What is Summer? - Rain - Seasonal changes Plants 1 (8) <ul style="list-style-type: none"> - What is a plant? - What are the parts of a plant called? - Do plants grow? - Do wild plants grow in our local area? - How can we group plants? - Can we eat plants? - Are trees a type of plant? - What is a leaf?
Art (Grammarsaurus)		Chromatic year 1 <ul style="list-style-type: none"> • Lesson 1: How can we make colours? • Lesson 2: What is abstract art? • Lesson 3: Who was Hilma af Klint? • Lesson 4: What different meanings can abstract art have? 		Chromatic year 2 <ul style="list-style-type: none"> • Lesson 1: How can colours work together? • Lesson 2: How else can colours work together? • Lesson 3: Who was Ted Harrison? • Lesson 4: How can Ted Harrison inspire me? • Lesson 5: How can I evaluate my artwork? 	

		<ul style="list-style-type: none"> Lesson 5: How can we talk about abstract art? 				
DT (Grammarsaurus) More information coming soon	DT Textiles year 1		DT Textiles year 2		DT Mechanisms year 1	DT Mechanisms year 2
Computing (Teach computing)	4. Data and information – Grouping data – From Year 1 - Lesson 1 Label and match - Lesson 2 Group and count - Lesson 3 Describe an object - Lesson 4 Making different groups - Lesson 5 Comparing groups - Lesson 6 Answering questions	4. Data and information – Pictograms – From Year 2 - Lesson 1 Counting and comparing - Lesson 2 Enter the data - Lesson 3 Creating pictograms - Lesson 4 What is an attribute? - Lesson 5 Comparing people - Lesson 6 Presenting information	5. Creating media – Digital writing (from Year 1) - Lesson 1 Exploring the keyboard - Lesson 2 Adding and removing text - Lesson 3 Exploring the toolbar - Lesson 4 Making changes to text - Lesson 5 Explaining my choices - Lesson 6 Pencil or keyboard	5. Creating media - Digital music (from year 2) - Lesson 1 How music makes us feel - Lesson 2 Rhythms and patterns - Lesson 3 How music can be used - Lesson 4 Notes and tempo - Lesson 5 Creating digital music - Lesson 6 Reviewing and editing music	6. Programming B - Programming animations From Year 1 - Lesson 1 Comparing tools Lesson 2 Joining blocks Lesson 3 Make a change Lesson 4 Adding sprites Lesson 5 Project design Lesson 6 Following my design	6. Programming B - Programming quizzes From Year 2 - Lesson 1 ScratchJr recap - Lesson 2 Outcomes - Lesson 3 Using a design - Lesson 4 Changing a design - Lesson 5 Designing and creating a program - Lesson 6 Evaluating
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 2,	Unit 02: Check it's for real – Activity 2,	Unit 03: Protect Your Stuff – Activity 2	Unit 04: Respect Each Other – Activity 2	Unit 05: When In Doubt, Discuss – Activity 2	

Geography (Grammarsaurus)	Investigating Weather and Climate (6)			My Local Area and Mexico/Norway (10)	
	<ul style="list-style-type: none"> • What is the difference between weather and climate? • How can we read a weather map? • How can we collect weather data? • How can we collect and record weather data? • How can we present weather data? • How can we analyse our weather data and evaluate our fieldwork? 			<ul style="list-style-type: none"> - Can I use atlases and globes to discover the continents and oceans of the world? - What is the effect of the equator and the poles on the climate across the world? - What are the countries, capital cities and surrounding seas of the UK? - Where is my local area and what are the key human and physical features? - Can I create a map of my school using key map features? - Can I create a map of my local area using aerial photographs? - Where is Mexico? - How do the physical features of Tulum compare to my local area? - How do the human features of Tulum compare to my local area? - What are the similarities and differences between my local area and Tulum, Mexico? 	
History (Grammarsaurus)	Famous Explorers (6)		Hospital and Healthcare (7)		Technology (6)
	<ul style="list-style-type: none"> • How can we find out about the past? • Why do people explore? • Who are the important explorers from the past? • What are the famous explorations of the past? • Can we compare different explorations? • How have explorations changed over time? 		<ul style="list-style-type: none"> - How can we find out about the past? - Who was Florence Nightingale, and why was she important? - Who was Edith Cavell, and why was she important? - When did Florence and Edith become significant? - Why did Florence and Edith act the way they did? - How has the past been represented? - Final Response: How did Florence and Edith change our hospitals? 		<ul style="list-style-type: none"> - How can we find out about the past? - How has technology changed how we write? - How has technology changed how we talk? - How has technology changed the way we are entertained? - Who are the important inventors in the history of technology? - How has technology changed our lives over the last 60 years?
PHSE (SCARF)	Unit: Me and My Relationships		Unit: Valuing Difference	Unit: Keeping Safe	Unit: Rights and Respect
	<ul style="list-style-type: none"> - Our ideal classroom (1) 				<ul style="list-style-type: none"> - You can do it!
					Unit: Growing and Changing

	<ul style="list-style-type: none"> - Our ideal classroom (2) (OPTIONAL) - How are you feeling today? - Let's all be happy! - Being a good friend - Types of bullying - Don't do that! - Bullying or teasing? (OPTIONAL) 	<ul style="list-style-type: none"> - What makes us who we are? - My special people - How do we make others feel? - When someone is feeling left out - An act of kindness <p>Solve the problem</p>	<ul style="list-style-type: none"> - Harold's picnic - How safe would you feel? - What should Harold say? - I don't like that! - Fun or not? <p>Should I tell?</p>	<ul style="list-style-type: none"> - Getting on with others - When I feel like erupting - Feeling safe - Playing games - Harold saves for something special - Harold goes camping (OPTIONAL) - How can we look after our environment? 	<ul style="list-style-type: none"> - My day - Harold's postcard - helping us to keep clean and healthy - Harold's bathroom - What does my body do? - My body needs... (OPTIONAL) <p>Basic first aid</p>	<ul style="list-style-type: none"> - A helping hand - Sam moves away - Haven't you grown! - My body, your body - Respecting privacy <p>Some secrets should never be kept</p>
<p>Music (Charanga and Sing up)</p>	<p>'Trains' – Sing Up (Y2)</p> <ul style="list-style-type: none"> • Lesson 1: Transport. • Lesson 2: Train rhythms. • Lesson 3: A musical journey. 	<p>'Colonel's March' – Sing Up (Y1)</p> <ul style="list-style-type: none"> • Lesson 1: Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments • Lesson 2: Explore instruments found in marching bands. Compose and play simple 	<p>Inventing a Musical Story – Charanga (Y2)</p> <p>English Model Music Curriculum Scheme</p> <p>Year 2</p> <p>SONG 1 Rainbows Style: Pop</p> <p>SONG 2 Hands, Feet, Heart Style: Kwela</p> <p>SONG 3 All Around The World Style: Pop</p> <p>6 Lessons</p>	<p>'Glockenspiel Act 1' – Charanga Instrument > First notes to First Band – Act 1</p> <ul style="list-style-type: none"> - Setting the scene - Musical Cartoons - Simple rhythm Games - First Pieces - Songs - Theory and composing 	<p>Having Fun with Improvisation – Charanga (1)</p> <p>English Model Music Curriculum Scheme Year 1</p> <p>SONG 1 Getting Dressed Style: Pop</p> <p>SONG 2 Dress Up Style: Jazz: Swing</p> <p>SONG 3 Brush Our Teeth Style: Pop</p> <p>SONG 4 Get Ready Style: Pop</p> <p>SONG 5 Up and Down Style: Pop</p> <p>SONG 6 Star Light, Star Bright Style: Lullaby</p>	<p>'The Rockpool Rock' – Sing Up (Y2)</p> <ul style="list-style-type: none"> • Lesson 1: Listen, draw, and chant. • Lesson 2: Listen, move, alternate. • Lesson 3: Structure ideas and perform composed pieces.

		<p>marching music.</p> <ul style="list-style-type: none"> Lesson 3: Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it. 					
<p>RE (Devon agreed syllabus)</p>	<p>Who is Muslim and how do they live (1)? L1: What do people think about God? What do Muslims think about God? L2: What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? L3: What do Muslims think about God? What does the Shahadah say about Muslim beliefs? L4: Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? L5: Why is the Prophet Muhammad so important to Muslims? L6: What do Muslims do because they love to treat the Quran with respect? Assessment.</p>	<p>Why does Christmas matter to Christians? L1: What is Christmas? L2: What is the Christmas story? L3: Where was Jesus born? L4: What are Christians waiting for in the lead up the Christmas? L5: What are Christians thankful for at Christmas? L6: Recap and assessment</p>	<p>Who is a Muslim and how do they live (2)? L1: Who was the Prophet Muhammad and why is he important to Muslims? L2: What difference does worshipping God make to Muslims? L3: What difference does worshipping God make to Muslims? L4: What difference does worshipping God make to Muslims? L5: What difference does worshipping God make to Muslims?</p>	<p>What is the 'good news' Christians believe Jesus brings (1)? L1: Who is Matthew? L2: Retell Matthew's story L3: What is forgiveness? L4: Who needs the peace of Jesus? L5: How do Christians follow the life of Jesus and spread the Good News? L6: Recap and assessment</p>	<p>Why does Easter matter to Christians? L1: What are the main events of Easter? L2: Can you explain the events of Easter? L3: Which events are happy or sad? L4: What is sin? L5: What is salvation? What is secular and religious? L6: Recap and assessment.</p>	<p>What is the 'good news' Christians believe Jesus brings (2)? L1: Who is Hannah Dunnett and what does she do? L2: Can I produce art showing some Good News? L3: What is prayer? L4: What is prayer? L5: How do people share the Good News? L6: Recap and assessment</p>	

			L6: Recap and assessment.			
PE – LEAP into Life	<ul style="list-style-type: none"> • Functional Movement 1 • Movement concepts 2 • Aesthetic movement 1 • Aesthetic movement 2 • Manipulative skills 1 • Functional movement 2 	<ul style="list-style-type: none"> • Functional movement 3 • Movement concepts 2 • Aesthetic movement 3 • Aesthetic movement 4 • Manipulative skills 2 • Functional movement 4 	<ul style="list-style-type: none"> • Functional movement 5 • Movement concepts 3 • Aesthetic movement 5 • Aesthetic movement 6 • Manipulative skills 3 • Functional movement 6 	<ul style="list-style-type: none"> • Functional movement 7 • Movement concepts 4 • Aesthetic movement 7 • Aesthetic movement 8 • Manipulative skills 4 • Functional movement 8 	<ul style="list-style-type: none"> • Functional movement 9 • Movement concepts 5 • Aesthetic movement 9 • Aesthetic movement 10 • Manipulative skills 5 • Functional movement 10 	<ul style="list-style-type: none"> • Functional movement 11 • Movement concepts 6 • Aesthetic movement 11 • Aesthetic movement 12 • Manipulative skills 6 • Functional movement 12
PE – Achieve 4 all EXPLORE Exploring skills, games, playing with others and equipment	Fundamental movement skills, spatial awareness	Object manipulation, Gymnastics	Creative movement, Dance	Co-operative games Invasion style games and skills	Athletics style games skills	Striking and fielding style games and skills

Lower Key Stage 2 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science (Grammars aurus)	Rocks and soils 3 (6) - Chemistry <ul style="list-style-type: none"> - What are rocks? - Are all rocks the same? - How are rocks formed? - Which rocks make up the Earth? - What are soils? - How are fossils formed? 	Animals including humans 3 (5) - Biology <ul style="list-style-type: none"> - How does our skeleton help us? - Do our bones affect what we can do? - What do our muscles do? - Do all animals have the same skeleton? - What types of nutrition do we need? 	Plants 3 (6) - Biology <ul style="list-style-type: none"> - What do plants need? - Do the different parts of the plant have a function? - What are roots? - How do plants transport water? - How do plants reproduce? - How are seeds dispersed? 	Electricity 4 (5) Physics <ul style="list-style-type: none"> - Which appliances use electricity? - How can I make a simple circuit? - Why don't some circuits work? - How can we test if a material is a conductor or an insulator? - How do switches affect a circuit? 	Sound 4 (7) Physics <ul style="list-style-type: none"> - How are sounds made? - What is a sound vibration? - What is inside your ear? - Does the size of the pinna affect the volume of the sound? - What is pitch? - What is volume? - Which material is best at muffling sound? 	
Art (Grammars aurus)	Monochromatic year 3 Lesson 1: How can we draw texture? Lesson 2: How can artists draw eyes? Lesson 3: How can artists draw noses? Lesson 4: How can artists draw mouths? Lesson 5: How can I evaluate my artwork while learning from others?		Monochromatic year 4 Lesson 1: What is the difference between shape and form in drawing? Lesson 2: How can we use linear perspective in drawing? Lesson 3: How can we use atmospheric perspective in drawing? Lesson 4: How can I be inspired by how Patrick Hughes uses perspective? Lesson 5: How can we evaluate our artwork?	Sculpture year 3 Lesson 1: How have Mexican artists been influenced by where they live? Lesson 2: How can Mexico inspire us? Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture? Lesson 5: How have other artists been influenced by where they live?		Sculpture year 4 Lesson 1: How has pottery taught us about the Ancient Egyptian time? Lesson 2: How can we best make a coil pot? Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture? Lesson 5: What can we learn from pottery?
DT (Grammars aurus)		DT Food year 3			DT Food year 4	

More information coming soon.						
Computing (Teach computing)	1. Computing systems and networks – Connecting computers (from Year 3) <ul style="list-style-type: none"> - Lesson 1 How does a digital device work? - Lesson 2 What parts make up a digital device? - Lesson 3 How do digital devices help us? - Lesson 4 How am I connected? - Lesson 5 How are computers connected? - Lesson 6 What does our school network look like? 	1. Computing systems and networks – The Internet (From Year 4) <ul style="list-style-type: none"> - Lesson 1 Connecting networks - Lesson 2 What is the internet made of? - Lesson 3 Sharing information - Lesson 4 What is a website? - Lesson 5 Who owns the web? - Lesson 6 Can I believe what I read? 	2. Creating media - Stop-frame animation (from Year 3) <ul style="list-style-type: none"> - Lesson 1 Can a picture move? - Lesson 2 Frame by frame - Lesson 3 What's the story? - Lesson 4 Picture perfect - Lesson 5 Evaluate and make it great - Lesson 6 Lights, camera, action! 	2. Creating media - Audio production (from Year 4) <ul style="list-style-type: none"> - Lesson 1 Digital recording - Lesson 2 Recording sounds - Lesson 3 Creating a podcast - Lesson 4 Editing digital recordings - Lesson 5 Combining audio - Lesson 6 Evaluating podcasts 	3. Programming A - Sequencing sounds (From Year 3) <ul style="list-style-type: none"> - Lesson 1 Introduction to Scratch - Lesson 2 Programming sprites - Lesson 3 Sequences - Lesson 4 Ordering commands - Lesson 5 Looking good - Lesson 6 Making an instrument 	3. Programming A – Selection in physical computing (From Year 4) <ul style="list-style-type: none"> - Lesson 1 Programming a screen turtle - Lesson 2 Programming letters - Lesson 3 Patterns and repeats - Lesson 4 Using loops to create shapes - Lesson 5 Breaking things down - Lesson 6 Creating a program
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 3,	Unit 02: Check it's for real – Activity 3,	Unit 03: Protect Your Stuff – Activity 3,	Unit 04: Respect Each Other – Activity 3,	Unit 05: When In Doubt, Discuss – Activity 3,	Digital Well-being: Lesson 1
Geography (Grammarsaurus)	Land Use, Economic Activity and Travel (4) (Farm Wise?) <ul style="list-style-type: none"> • What are the types of land use? • What are the important features of a settlement and why do settlers choose specific places? • How can I record the facilities that are available in my local area? • How can I present and analyse information about local facilities? 		The United Kingdom (10) <ul style="list-style-type: none"> – What are the countries of the UK and the regions of England? – What are the settlements of the UK and the counties of England? – What are the human features of the UK? – What are the physical features of the UK? 		Bee Conservation (5) (Honey Farm?) <ul style="list-style-type: none"> – What can we learn about bees? – What are the key issues affecting bees? – How can our school environment help bees? – How can we plan and carry out effective ways to conserve bees? – How can I record and evaluate the effectiveness of the conservation in my school? 	

			<ul style="list-style-type: none"> - How can I use compasses, keys and symbols to read a map? - How can I use 4-figured grid references to read a map? - What are the key topographical features found in the UK? - How have land use patterns changed over time in the UK? - What are my regions key human and physical features? - Can I create a sketch map of my local area? 			
History (Grammarsaurus)	Stone Age to Iron Age (11) (Kent's Cavern?) <ul style="list-style-type: none"> • What was life like in the Paleolithic and Mesolithic? • What changed from the Paleolithic to the Mesolithic? • What did people eat in the Paleolithic and Mesolithic? • How did the search for food change the Neolithic? • What tools were used in the Neolithic? • Who were the beaker people? • How did tools change after the Neolithic? • How did the Bronze age move into the Iron age? • What are round houses? • What is a hill fort? • What was life like in different regions of England during the Stone age? 			Ancient Egypt (10) (Torquay Museum?) <ul style="list-style-type: none"> - What is the chronology of Ancient Egypt? - What was life like in early Egypt? - Did the Ancient Egyptians write anything down? - Who were the Egyptian gods? - What did the Ancient Egyptians believe about the afterlife? - How were the pyramids built? - What were the consequences of invasion on the Old Kingdom of Ancient Egypt? - What were the successes of the New Kingdom? - Who was Ramses II? - How did the Egyptian Empire end? 		
PHSE (Scarf)	Unit: Me and My Relationships <ul style="list-style-type: none"> - As a rule - Looking after our special people - How can we solve this problem? - Tangram team challenge (OPTIONAL) - Friends are special 	Unit: Valuing Difference <ul style="list-style-type: none"> - Respect and challenge - Family and friends - My Community - Our friends and neighbours - Let's celebrate our differences - Zeb 	Unit: Keeping Safe <ul style="list-style-type: none"> - Safe or unsafe? - Danger or risk? - The Risk robot - Super Searcher - Help or harm? - Alcohol and cigarettes: the facts Raisin challenge (1) (OPTIONAL)	Unit: Rights and Respect <ul style="list-style-type: none"> - Helping each other to stay safe - Recount task - Our helpful volunteers - Can Harold afford it? - Earning money - Harold's environment project 	Unit: Being My Best <ul style="list-style-type: none"> - Derek cooks dinner! (healthy eating) - Poorly Harold - Body team work - For or against? - I am fantastic! - Top talents Getting on with your nerves! (OPTIONAL)	Unit: Growing and Changing <ul style="list-style-type: none"> - Relationship tree - Body space - None of your business! - Secret or surprise? - My changing body Basic first aid

	<ul style="list-style-type: none"> - Thunks - Dan's dare <p>My special pet (OPTIONAL)</p>			Let's have a tidy up! (OPTIONAL)		
Music (Charanga and Sing up)	'Mingulay Boat Song' – Sing Up (Y3) Lesson 1: Listen to Mingulay boat song and sing Skye boat song. Lesson 2: Listen to Nao chariya de and sing Under the lemon tree. Lesson 3: Write a school folk song.	'The Pink Panther' – Sing Up (Y4) Lesson 1: Exploring The Pink Panther theme and creating sound effects. Lesson 2: Composing new sound effect sequences for the Pink Panther. Lesson 3: Composing a short storyboard of events and the accompanying music.	Compose Using Your Imagination – Charanga (Y3) English Model Music Curriculum Scheme Year 3 6 Steps: SONG 1 Your Imagination Style: Pop SONG 2 You're A Shining Star Style: Pop: Ballad SONG 3 Music Makes The World Go Round Style: Musicals	'Glockenspiel Stage 2' – Charanga Freestyle - KS1 Units of Work Step 1 Step 2 Step 3 Step 4 Step 5 Step 6 performance	Expression and Improvisation – Charanga (Y4) English Model Music Curriculum Scheme Year 4 6 steps looking at SONG 1 Train Is A-Comin' Style: Gospel SONG 2 Oh Happy Day Style: Gospel SONG 3 A World Full Of Sound Style: 20th and 21st Century Orchestral	'The Doot Doot song' - Sing Up (Y4) Lesson 1: Get to know the song 1. Lesson 2: Get to know the song 2. Lesson 3: Progression snapshot 2. Make a video recording of children singing. Lesson 4: Listen and compare acoustic styles and practise playing and singing the song. Lesson 5: Improvise melodies over chords in the song. Lesson 6: Create an arrangement of The doot doot song and perform as a class band.
RE (Devon agreed syllabus)	What do Christians learn from the Creation story? L1: Where does creation belong in the 'Big Story' of the Bible? L2: What kind of world do Christians believe in? What do we mean by 'good'? L3: How have Christians interpreted 'looking after the world'?	How do festivals and family life show what matters to Jewish people? L1: What do many Jewish people do to mark Shabbat? L2: What does Shabbat look like in the UK today? L3: What do different Jewish people celebrate at Rosh Hashanah?	What is it like for someone to follow God? L1: How did Noah follow God? L2: How did Noah's emotions and feelings change through the story? L3: How does the story of Noah help us to care about the world? L4: What promises would a new Christian give to God?	How do festivals and worship show what matters to a Muslim? L1: How do festivals and family life show what matters to a Muslim? L2: What does the opening chapter of the Qur'an teach Muslims about God? L3: Why does prayer matter to Muslims?	What is the Trinity and why is it important to Christians? L1: What is baptism? L2: What is the Trinity? L3: Who is John the Baptist? L4: What is baptism like today?	How and why do people try to make the world a better place? L1: How and why do people try to make the world a better place? What is wrong with the world? L2: How can the 'Golden Rule' help people to work out how to make the world a better place?

	<p>L4: How do different Christians think about and look after the environment? L5: What do Christians mean by 'the fall'? L6: What do many Christians learn from the stories of 'the creation and 'the fall'?</p>	<p>L4: What happens at Yom Kippur? L5: What is the story of Passover? L6: Why do many Jews celebrate Passover every year?</p>	<p>L5: How did Abram/Abraham follow God? L6: What have we learnt about how people can show that they follow God?</p>	<p>L4: What is the mosque important to Muslims? L5: Why do Muslims celebrate the end of Ramadan? L6: How do festivals and worship show what matters to Muslims?</p>	<p>L5: How does baptism in a 'Baptist' church differ from other Christian churches? L6: What is the Trinity and why is it important to Christians?</p>	<p>L3: Tikum Olam repairing the world: How do Jewish people try to make the world a better place? L4: Who is inspired by Jesus' example of sacrifice? L5: How do Muslims try to make the world a better place? L6: How do non-religious people try to make the world a better place?</p>
<p>PE - UPS</p>	<p><u>Dance Unit 3</u></p> <p>Improvise freely, translating ideas from a stimulus into movement. Create dance phrases that communicate ideas. Share and create dance phrases with a partner and in a small group</p> <p><u>Invasion Games unit 1/2 (netball)</u></p> <ul style="list-style-type: none"> Throw and catch with control to keep possession of the ball and scores 'goals'. Be aware of space and use it to support teammates and cause problems for the opposition. Experiment with a range of throwing and catching techniques. Find 	<p><u>Fitness – circuits</u></p> <p>Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Invasion Games unit 1/2 (hockey)</u></p> <p>Learn to control the ball by dribbling. Practise good passing and collecting techniques and use these to keep possessions as a team. Start to use tactics to make it difficult for the opposition.</p>	<p><u>Gym Unit 3/4</u></p> <p>Use a greater number of their own ideas for movements in response to a task. Perform actions, body shapes, balances and agilities with control. Choose, plan and perform longer sequences of contrasting actions that include changes of speed and level, clear shapes and quality of movement.</p> <p><u>Invasion Games Unit 1/2 (rugby)</u></p> <p>Pass and catch the ball using the correct techniques for the game. Use appropriate game play to move down the field in order to 'score'. Intercept players and learn how the 'tag' system works.</p>	<p><u>Fitness – aerobics</u></p> <p>Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Net/Wall Unit 1</u></p> <p>Keep up a continuous game using a range of throwing and catching skills and techniques. Use a small range of basic racket skills. Choose and use a range of simple tactics for sending a ball in different ways to make it difficult for their opponent. Choose and use a range of simple tactics for defending their own</p>	<p><u>Dance Unit 4</u></p> <p>Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. Refine, repeat and remember dance phrases and dances. Show sensitivity to the dance idea and the accompaniment.</p> <p><u>Athletics unit 2</u></p> <p>Understand and demonstrate the difference between sprinting and running for sustained periods. Know and demonstrate a range of throwing techniques. Throw with accuracy and some power into a target area. Perform a range of jumps</p>	<p><u>Fitness – circuits</u></p> <p>Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Strike/Field Unit 1</u></p> <p>Use a range of skills (throwing, striking, intercepting and stopping a ball) with some control and accuracy. Choose and vary skills and tactics to suit the situation in a game. Carry out tactics successfully. Set up small games and know how to use rules to keep games going fairly.</p>

	ways of attacking successfully and use a range of tactics to keep possession as a team.			court. Make up their own net games.	showing consistent technique and sometimes using a short run-up.	
PE – Achieve 4 all EMBED Basic introduction to skills, rules and principles	Invasion 1 Choice of Tag Rugby, Football, Basketball, Netball, Hockey	Dance Components of dance, dynamics, space, relationships and performance	Gymnastics Floor work Travel, shapes, rolls, jumps, sequence	Invasion 2 Choice of Tag Rugby, Football, Basketball, Netball, Hockey	Athletics Running, Jumps, throws	Striking and Fielding Choice of Cricket, Rounders, Baseball or mixed.
French (Grammars aurus)	<p><u>Greetings and names (2)</u></p> <ul style="list-style-type: none"> - Use simple greetings - Greet people at the right time of the day - Ask how people are feeling - Say how I am feeling - Ask someone's name - Say my name <p><u>Numbers 0-20 (2)</u></p> <ul style="list-style-type: none"> - Count from 0-20 in French <p><u>Classroom Instructions (1)</u></p> <ul style="list-style-type: none"> - Stand up - Sit down <p><u>Colours (1)</u></p> <ul style="list-style-type: none"> - Name the French colours 	<p><u>Date and birthdays (3)</u></p> <ul style="list-style-type: none"> - Name months of the year - Use numbers up to 31 - Say my birthday - Ask someone's birthday - Say today's date - Name days of the week - Say the year - Use numbers up to 31 - Ask someone the date - Use the days in a sentence <p><u>French Christmas</u></p>	<p><u>My family</u></p> <ul style="list-style-type: none"> - Key concepts seen in Y3 - Name members of my family - Say if I have brothers and sisters - Ask someone if they have brothers and sisters 	<p><u>Pets</u></p> <ul style="list-style-type: none"> - Name pets in French - Say if I have pets - Ask someone if they have pets 	<p><u>Going to School</u></p> <ul style="list-style-type: none"> - Learn names of modes of transport - Accurately pronounce the modes of transport - Recognise names of modes of transport when written - Show understanding when hearing the words - Know the words for each mode of transport - Label the pictures, using matching activities 	<p><u>Lunch at School</u></p> <ul style="list-style-type: none"> - Name some food and drinks items - Recognise food and drinks when said out loud - Recognise food and drinks when written - Use correct gender (article) in front of the name of food (un/une/du/des/de la) - Say what I eat and drink - Read a menu - Write a menu - Play games co-operatively in French,

	<ul style="list-style-type: none"> - Say my favourite colour - Say which colours I like/don't like 	<ul style="list-style-type: none"> - List some Christmas-related vocabulary 			<ul style="list-style-type: none"> - Play games co-operatively in French, practising the words - Understand the question: "Comment vas-tu à l'école?" (How do you go to school?) <p><u>In the Classroom</u></p> <ul style="list-style-type: none"> - Name things and items in the classroom - Describe what is in the classroom/pencil case and how many items - Ask for items in French 	<p>practising the words</p> <p><u>School subjects</u></p> <ul style="list-style-type: none"> - Name the different school subjects - Say what I like/love/don't like/hate - Say what my favourite school subject is - Name food items - Say what I eat at school - Say what I like/don't like eating at school
Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science (Grammars aurus)	<p>Animals including Humans 4 (5) - Biology</p> <ul style="list-style-type: none"> - What is the digestive system? 	<p>Light 3 (6) - Physics</p> <ul style="list-style-type: none"> - What is a light source? 	<p>States of Matter 4 (7) - Chemistry</p> <ul style="list-style-type: none"> - What are solids, liquids and gases? 		<p>Magnets 3 (6) - Physics</p> <ul style="list-style-type: none"> - What is a force? 	<p>Living things and their habitats 4 (6) - Biology</p>

	<ul style="list-style-type: none"> - Why are teeth different shapes? - What drink causes the most tooth decay? - What is a food chain? - How can I construct a food chain? 	<ul style="list-style-type: none"> - What is reflected light? - Is the Sun dangerous? - What is a shadow? - Does moving the light source above the object make the object's shadow longer? - How do mirrors work? 	<ul style="list-style-type: none"> - Do all liquids behave the same? - What is a thermometer used for? - How do materials change state? - What is the water cycle? - Do all liquids evaporate? - Does temperature affect the rate of evaporation? 		<ul style="list-style-type: none"> - Do objects move the same on different surfaces? - How do magnetic forces work? - Which materials are magnetic? - Do magnets attract each other? - Are all magnets the same strength? 	<ul style="list-style-type: none"> - What are the seven life processes? - How can we sort and group animals? - What are vertebrate animals? - Which living things can be found in the local area? - What is a classification key? - How is our environment changing?
Art (Grammarsaurus)		<p>Chromatic year 3</p> <p>Lesson 1: How are watercolour paints different to acrylic paints?</p> <p>Lesson 2: What does an illustrator do?</p> <p>Lesson 3: How can illustrations help people? (1)</p> <p>Lesson 4: How can illustrations help people? (2)</p> <p>Lesson 5: How can we talk about illustrations?</p>		<p>Chromatic year 4</p> <p>Lesson 1: How do artists use sketchbooks?</p> <p>Lesson 2: If art isn't to hang on a wall, what else can it be for?</p> <p>Lesson 3: What is mixed media?</p> <p>Lesson 4: How can I use my sketchbook to help my process?</p> <p>Lesson 5: How can we evaluate our artwork?</p>		
DT (Grammarsaurus) More informatio	DT Textiles year 3		DT Textiles year 4		DT Mechanical structures year 3	DT Mechanical structures year 4

n coming soon						
Computing (Teaching computing)	4. Data and information – Branching databases (from Year 3) - Lesson 1 Yes or no questions - Lesson 2 Making groups - Lesson 3 Creating a branching database - Lesson 4 Structuring a branching database - Lesson 5 Using a branching database - Lesson 6 Two ways of presenting information	4. Data and information – Data logging (from Year 4) - Lesson 1 Answering questions - Lesson 2 Data collection - Lesson 3 Logging data - Lesson 4 Analysing data - Lesson 5 Data for answers - Lesson 6 Answering my question	5. Creating media – Desktop publishing (From year 3) - Lesson 1 Words and pictures - Lesson 2 Can you edit it? - Lesson 3 Great template! - Lesson 4 Can you add content? - Lesson 5 Lay it out - Lesson 6 Why desktop publishing?	5. Creating media – Photo editing (from Year 4) - Lesson 1 Changing digital images - Lesson 2 Changing the composition of images - Lesson 3 Changing images for different uses - Lesson 4 Retouching images - Lesson 5 Fake images - Lesson 6 Making and evaluating a publication	6. Programming B - Events and actions in programs (from Year 3) - Lesson 1 Moving a sprite - Lesson 2 Maze movement - Lesson 3 Drawing lines - Lesson 4 Adding features - Lesson 5 Debugging movement - Lesson 6 Making a project	6. Programming B – Repetition in games (from Year 4) - Lesson 1 Using loops to create shapes - Lesson 2 Different loops - Lesson 3 Animate your name - Lesson 4 Modifying a game - Lesson 5 Designing a game - Lesson 6 Creating our games
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 4,	Unit 02: Check it's for real – Activity 4,	Unit 03: Protect Your Stuff – Activity 4,	Unit 04: Respect Each Other – Activity 4,	Unit 05: When In Doubt, Discuss – Activity 4,	Digital Well-being: Lesson 2
Geography (Grammarsaurus)	Investigating Weather and Climate (5) <ul style="list-style-type: none"> What is the difference between weather and climate? How can we collect weather data? How can we collect and record weather data? How can we present weather data? How can we analyse our weather data and evaluate our fieldwork? 		Italy (11) <ul style="list-style-type: none"> How is the world represented on maps and globes? What are the key features of the UK and my region (recap)? What are Europe's human and physical features including countries and capital cities? What are the key geographical features of Italy? What is plate tectonics? What are earthquakes and how do they occur? What are volcanoes and how do they occur? What are the key physical features of Campania, Italy and how do they compare with my region 		Locality Unit (planning pending)	

		<ul style="list-style-type: none"> - What are the key settlements in Campania, Italy and how do they compare with my region? - How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region? - What are the similarities between my region and the region of Campania, Italy? 				
History (Grammarsaurus)	Ancient Greece (9) <ul style="list-style-type: none"> • What can excavations tell us about early Greece? • What was life like in early Greece? • How did the Minoans trade in early Greece? • What was life like in Athens and Sparta? • How did the city-states overcome the Persian invasion? • What was life like in the city-states after the Persians retreated? • How did King Philip II grow the Macedon Empire? • Who was Alexander the Great and what made him a significant leader? • What were the greatest achievements of Ancient Greece? 		Romans (9) (RAM?) <ul style="list-style-type: none"> - What do we know about early Rome and how do we know this? - Who was in charge of the Roman Empire? - How powerful was the Roman army? - What events led up to Emperor Claudius invading Britain? - How did the Roman settlements compare to the Celtic villages? - Who was Boudicca and why did she take revenge on the Romans? - How did the Romans protect their land and how do we know this? - What happened in the final years of the Roman Empire? - What was life like in the different regions of England during the Roman era? 			
PHSE (Scarf)	Unit: Me and My Relationships <ul style="list-style-type: none"> - Human machines - Ok or not ok? (part 1) - Ok or not ok? (part 2) - An email from Harold! - Different feelings - When feelings change (OPTIONAL) <p>Under pressure</p>	Unit: Valuing Difference <ul style="list-style-type: none"> - Can you sort it? - What would I do? - The people we share our world with - That is such a stereotype! - Friend or acquaintance? <p>Islands</p>	Unit: Keeping Safe <ul style="list-style-type: none"> - Danger, risk or hazard? - How dare you! - Keeping ourselves safe - Raising challenge (2) - Picture wise - Medicines: check the label - Know the norms (OPTIONAL) <p>Traffic lights (OPTIONAL)</p>	Unit: Rights and Respect <ul style="list-style-type: none"> - Who helps us stay healthy and safe? - It's your right - How do we make a difference? - In the news! - Safety in numbers - Harold's expenses (OPTIONAL) - Why pay taxes? <p>Logo quiz (OPTIONAL)</p>	Unit: Being My Best <ul style="list-style-type: none"> - What makes me ME! - Making choices - SCARF hotel - Harold's Seven Rs - My school community (1) - Basic first aid <p>unteering is cool (OPTIONAL)</p>	Unit: Growing and Changing <ul style="list-style-type: none"> - Moving house - My feelings are all over the place! - All change! - Preparing for changes at puberty (formerly Period positive/preparing for periods)

						- Secret or surprise? Together
Music (Charanga and sing up)	<p>'Sound Symmetry' – Sing Up (Y3) Lesson 1: Recognise symmetrical patterns in songs – Dr Knickerbocker. Lesson 2: Improvise and sing simple melodies and rhythms. Lesson 3: Compose a simple symmetrical song.</p>	<p>'Fanfare For the Common Man – Sing Up (Y4) Lesson 1: Explore the features of Aaron Copland's Fanfare for the common man. Lesson 2: Improvise fanfare melodies based around three notes and repeated rhythms. Lesson 3: Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence.</p>	<p>Compose With Your Friends – Charanga (Y4) English Model Music Curriculum Scheme Year 4 6 steps SONG 1 Bringing Us Together Style: Disco SONG 2 Old Joe Clark Style: Folk SONG 3 Dance With Me Style: 20th and 21st Century Orchestral</p>	<p>'Glockenspiel Act 2' – Charanga Instruments> Glockenspiel> Act 2</p> <ul style="list-style-type: none"> - Prepare for Classroom Band - Introducing classroom Band - Large Ensembles for everyone - Large Ensemble songs 	<p>Enjoying improvisation – Charanga (Y3)</p> <p>English Model Music Curriculum Scheme 6 Steps looking at: SONG 1 He's Got The Whole World In His Hands Style: Gospel SONG 2 Why Does Music Make A Difference? Style: Jazz SONG 3 Panda Extravaganza Style: Hip Hop</p>	<p>'Favourite Song' – Sing Up (Y4) Lesson 1: Get to know the song – Learn Verse 1, learn the verse chords. Lesson 2: Get to know the song – Learn the Chorus, learn the Chorus chords. Lesson 3: Progression snapshot 2. Make a video recording of children singing. Lesson 4: Recap playing Verse 1 and the Chorus, and compare pieces of music. Lesson 5: Practise singing and playing the song. Lesson 6: Rehearse and perform.</p>

<p>RE (Devon agreed syllabus)</p>	<p>What do Hindus believe God is like?</p> <p>L1: How do many Hindus describe ultimate reality?</p> <p>L2: How might the idea of Brahman being in everything affect how you live?</p> <p>L3: What can we find out about some Hindu deities?</p> <p>L4: How do many Hindus understand deities?</p> <p>L5: What can we learn about deities from Ganesh?</p> <p>L6: What do Hindus believe God is like? - assessment</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>L1: What is Hindu Dharma?</p> <p>L2: How and why do many Hindus perform Puja?</p> <p>L3: What is dharma? What can we learn from the story of King Yudhishtira?</p> <p>L4: What does the Ramayana tell Hindus about dharma?</p> <p>L5: How and why do many Hindus celebrate Diwali?</p> <p>L6: Can I plan a Diwali celebration for my local community?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>L1: Can I order key events of the Easter story?</p> <p>L2: How did Mary feel at key points in the Easter story?</p> <p>L3: Why is the day called Good Friday?</p> <p>L4: How might people who are not Christians respond to the Easter story?</p> <p>L5: What do you think is the most important part of the Easter story?</p> <p>L6: Why do Christians call the day that Jesus died 'Good Friday'? - Assessment</p>	<p>When Jesus left; What was the impact of Pentecost?</p> <p>L1: How did the disciples feel when Jesus left?</p> <p>L2: Can I research the key events of Pentecost?</p> <p>L3: Can I represent Pentecost through art?</p> <p>L4: What is the holy spirit?</p> <p>L5: Can I explain the holy spirit and trinity?</p> <p>L6: When Jesus left; What was the impact of Pentecost – assessment.</p>	<p>How and why do people mark the significant events of life?</p> <p>L1: How and why do people mark the significant events in life?</p> <p>L2: What is the significance of baptism for Christians? What happens and what does it mean?</p> <p>L3: How do many Jewish people mark becoming an adult?</p> <p>L4: What ceremonies do many Hindus mark in the journey of life?</p> <p>L5: Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</p> <p>L6: Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?</p>	<p>What kind of world did Jesus want?</p> <p>L1: What did Jesus mean when he called the disciples 'fishers of men'?</p> <p>L2: Who were Jesus' first disciples?</p> <p>L3: What is an evangelist?</p> <p>L4: Why did Jesus' treatment of a leper shock people at the time?</p> <p>L5: How did Jesus use the parable of the Good Samaritan to teach people about God?</p> <p>L6: What kind of world did Jesus want? - Assessment</p>
<p>PE - UPS</p>	<p><u>Gym Unit 3</u></p>	<p><u>Fitness – aerobics</u></p>	<p><u>Fitness – circuits</u></p>	<p><u>Swimming</u></p>	<p><u>Dance Unit 4</u></p>	<p><u>Fitness – aerobics</u></p>

	<p>Use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Adapt sequences to suit different types of apparatus and their partner's ability.</p> <p><u>Invasion Games unit 1/2</u></p> <p>(netball)</p> <p>Throw and catch with control to keep possession of the ball and scores 'goals'. Be aware of space and use it to support team-mates and cause problems for the opposition. Experiment with a range of throwing and catching techniques. Find ways of attacking successfully and use a range of tactics to keep possession as a team</p>	<p>Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Invasion Games unit 1/2</u></p> <p>(hockey)</p> <p>Learn to control the ball by dribbling. Practise good passing and collecting techniques and use these to keep possessions as a team. Start to use tactics to make it difficult for the opposition.</p>	<p>Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Invasion Games Unit 1/2</u></p> <p>(rugby)</p> <p>Pass and catch the ball using the correct techniques for the game. Use appropriate game play to move down the field in order to 'score'. Intercept players and learn how the 'tag' system works</p>	<p>Learn to swim using three different strokes, swimming on their front and back.</p> <p>Learn to control breathing when swimming on the surface and under water.</p> <p>Learn to float and to tread water.</p> <p><u>Net/Wall Unit 1</u></p> <p>Keep up a continuous game using a range of throwing and catching skills and techniques. Use a small range of basic racket skills. Choose and use a range of simple tactics for sending a ball in different ways to make it difficult for their opponent. Choose and use a range of simple tactics for defending their own court. Make up their own net games.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative. Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. Refine, repeat and remember dance phrases and dances. Show sensitivity to the dance idea and the accompaniment.</p> <p><u>Athletics unit 2</u></p> <p>Understand and demonstrate the difference between sprinting and running for sustained periods. Know and demonstrate a range of throwing techniques. Throw with accuracy and some power into a target area. Perform a range of jumps showing consistent technique and sometimes using a short run-up.</p>	<p>Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Strike/Field Unit 1</u></p> <p>Use a range of skills (throwing, striking, intercepting and stopping a ball) with some control and accuracy. Choose and vary skills and tactics to suit the situation in a game. Carry out tactics successfully. Set up small games and know how to use rules to keep games going fairly.</p>
PE – A4A EMBED Basic introduction to skills, rules and principles	Invasion 1 Choice of Tag Rugby, Football, Basketball, Netball, Hockey	Dance Components of dance, dynamics, space, relationships and performance	Gymnastics Floor work Travel, shapes, rolls, jumps, sequence	Invasion 2 Choice of Tag Rugby, Football, Basketball, Netball, Hockey	Athletics Running, Jumps, throws	Striking and Fielding Choice of Cricket, Rounders, Baseball or mixed.
French	<u>Greetings and names (2)</u> - Use simple greetings -	<u>Alphabet (3)</u> - Learn the French	<u>At the Farm</u> - Name some farm animals	<u>At home</u>	<u>Sports and Hobbies</u>	<u>The Weather and Seasons</u>

<p>(Grammars auras)</p>	<p>Greet people at the right time of the day</p> <ul style="list-style-type: none"> - Ask how people are feeling - Say how I am feeling - Ask someone's name - Say my name <p>Numbers 0-20 (2)</p> <ul style="list-style-type: none"> - Count from 0-20 in French <p>Classroom Instructions (1)</p> <ul style="list-style-type: none"> - Stand up - Sit down <p>Colours (1)</p> <ul style="list-style-type: none"> - Name the French colours - Say my favourite colour - Say which colours I like/don't like 	<p>pronunciation and sounds of the alphabet</p> <ul style="list-style-type: none"> - Spell my name - Spell words <p>French Christmas</p> <ul style="list-style-type: none"> - Christmas related vocabulary 	<ul style="list-style-type: none"> - Learn the noises of the animals in French - Accurately pronounce the list of farm animals - Know the genders of the words (male/female: un/une) - Recognise names for animals when written - Show understanding when hearing the words - Label the different animals, using matching activities - Play games co-operatively in French, practising the words - Describe the animals at the farm by using the numbers: "À la ferme il y a..." (At the farm, there is/are...). 	<ul style="list-style-type: none"> - Describe where I live (in a house/flat/in the city/in the countryside/at the seaside/in the mountains) - Name the rooms in the house - Say where people/animals are in the house 	<ul style="list-style-type: none"> - Name sports - Name hobbies - Say what I like, love, don't like and hate - Ask someone about their hobbies - Ask someone about their favourite sport <p>Play an Instrument</p> <ul style="list-style-type: none"> - Learn names of instruments - Accurately pronounce the instruments - Recognise names of instruments when written - Show understanding when hearing the words - Know the words for each instrument - Label the pictures, using matching activities - Play games co-operatively in French, practising the words 	<ul style="list-style-type: none"> - Name the different weather conditions - Name the seasons - Locate the main cities in France - Say the weather forecast - Say the temperature <p>Fruits</p> <ul style="list-style-type: none"> - Name some fruits - Recognise fruits when said out loud - Recognise fruits when written - Accurately pronounce the words - Use correct gender (article) in front of the name of fruits (un/une) - Ask for fruits at the market - Use numbers and kilograms - Know useful sentences at the market - Take part in a role play - Play games co-operatively in French,
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Devon Moors Federation Whole School Curriculum Map
Two-Year Rolling Cycle Version
Upottery Primary School



					<ul style="list-style-type: none">- Understand the question: "Tu joues d'un instrument?" (Do you play an instrument?)- Answer the question appropriately « Oui, je joue du/de l'/de la ____ . » or « Non, je ne joue pas d'un instrument.	<ul style="list-style-type: none">- practising the words- Answer the question correctly about their favourite fruit
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Upper Key Stage 2 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science (Grammar saurus)	Earth and space 5 (6) - Physics <ul style="list-style-type: none"> - What are the names of the planets in the solar system? - How do we know the Earth is a sphere? - How long does it take for Earth (and other planets) to orbit the Sun once? - What is the largest object that orbits the Earth? - Why is there day and night on Earth? - Does the Moon change shape? 	Electricity 6 – Physics <ul style="list-style-type: none"> - How do I draw a scientific diagram of a circuit? - How does voltage in a circuit affect the brightness of a bulb? - How do I plan a fair test experiment to investigate variations in how components function? - How do I write a conclusion for my investigation? - What is renewable and non-renewable energy? 	Animals including humans - Heart and Blood 6 (6) - Biology <ul style="list-style-type: none"> - What is the circulatory system? - How does our heart work? - How does exercise affect my heart rate? - What does the blood transport around the body? - How can I live a healthy lifestyle? - What can damage our health? 	Forces 5 (6) - Physics <ul style="list-style-type: none"> - What is gravity? - What is friction? - Friction investigation - Identify the effects of air resistance - What is water resistance? - Gears, levers and pulleys 	Living things and their Habitats 6 (6) - Biology <ul style="list-style-type: none"> - How are animals classified? - What is a classification key? - How can we classify plants? - Is yeast a living microorganism? - What are the five main groups of microorganisms? - Who was Carolus Linnaeus? 	
Art (Grammar saurus)	Monochromatic year 5 <ul style="list-style-type: none"> • Lesson 1: How can we describe different styles of drawing? • Lesson 2: Can a doodle be art? • Lesson 3: How can we describe 		Monochromatic year 6 <ul style="list-style-type: none"> • Lesson 1: What are the common mistakes people make when drawing eyes? • Lesson 2: What are the 	Sculpture year 5 <ul style="list-style-type: none"> • Lesson 1: Which sculptors have been inspired by flowers? • Lesson 2: How can we manipulate clay to create 		Sculpture year 6 <ul style="list-style-type: none"> • Lesson 1: Which sculptors have been inspired by food? • Lesson 2: How can we manipulate clay to create

	<p>different styles of drawing? (2)</p> <ul style="list-style-type: none"> Lesson 4: How can we draw in a geometric style? Lesson 5: How can I explore my own style of drawing? 		<p>proportions of a face?</p> <ul style="list-style-type: none"> Lesson 3: What mistakes might we make when drawing a realistic nose? Lesson 4: How can we draw a realistic mouth? Lesson 5: How can I avoid common mistakes when drawing a self-portrait? 	<p>flower-based sculptures?</p> <ul style="list-style-type: none"> Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture? Lesson 5: How have flowers inspired other artists? 		<p>food-based sculptures?</p> <ul style="list-style-type: none"> Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture? Lesson 5: Who else has been inspired to create food-inspired art?
<p>DT (Grammar saurus) More information coming soon</p>		DT Food year 5			DT Food year 6	
<p>Computing (Teach computing)</p>	<p>1. Computing systems and networks - Systems and searching (from Year 5)</p> <ul style="list-style-type: none"> Lesson 1 Systems Lesson 2 Computer systems and us Lesson 3 Searching the web Lesson 4 Selecting search results Lesson 5 How search results are ranked Lesson 6 How are searches influenced 	<p>1. Computing systems and networks - Communication and collaboration (from Year 6)</p> <ul style="list-style-type: none"> Lesson 1 Internet addresses <ul style="list-style-type: none"> Lesson 2 Data packets Lesson 3 Working together Lesson 4 Shared working 	<p>2. Creating media - Video production (from Year 5)</p> <ul style="list-style-type: none"> Lesson 1 What is video? Lesson 2 Filming techniques Lesson 3 Using a storyboard Lesson 4 Planning a video Lesson 5 Importing and editing video 	<p>2. Creating media – Web page creation (from Year 6)</p> <ul style="list-style-type: none"> Lesson 1 What makes a good website? Lesson 2 How would you layout your web page? Lesson 3 Copyright or CopyWRONG? Lesson 4 How does it look? Lesson 5 Follow the breadcrumbs Lesson 6 Think before you link! 	<p>3. Programming A – Selection in physical computing (from Year 5)</p> <ul style="list-style-type: none"> Lesson 1 Connecting Crumbles Lesson 2 Combining output components Lesson 3 Controlling with conditions Lesson 4 Starting with selection Lesson 5 Drawing designs Lesson 6 Writing and testing algorithms 	<p>3. Programming A – Variables in games – (From Year 6)</p> <ul style="list-style-type: none"> Lesson 1 Introducing variables Lesson 2 Variables in programming Lesson 3 Improving a game Lesson 4 Designing a game Lesson 5 Design to code

		<ul style="list-style-type: none"> - Lesson 5 How we communicate - Lesson 6 Communicating responsibly 	<ul style="list-style-type: none"> - Lesson 6 Video evaluation 			<ul style="list-style-type: none"> - Lesson 6 Improving and sharing
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 5,	Unit 02: Check it's for real – Activity 5,	Unit 03: Protect Your Stuff – Activity 5,	Unit 04: Respect Each Other – Activity 5,	Unit 05: When In Doubt, Discuss – Activity 5,	Digital Well-being: Lesson 3
Geography (Grammar saurus)	Biomes and Ecosystems (4) (Eden Project?) <ul style="list-style-type: none"> • What biomes and ecosystems are found in the UK? • What can I learn about ecosystems by studying the New Forest? • How can I study a local ecosystem? • What data can I collect from my local woodland ecosystem? • How can I present the data collected from my local ecosystem? 		United States (12) <ul style="list-style-type: none"> - What are the key features of the UK and my region?(recap) - What is the geography of the North American continent? - What is the USA? - What is the main economic activity of states in the Western United States? - What is the water cycle? - What are rivers ? (including comparison case study) - What are mountains ? (including comparison case study) - What are the biome and climate zones of the Western United States? - What are the vegetation belts of the Western United States? - What are the volcanoes and earthquake zones of the Western United States? - What are the key settlements in the Western United States and how do they compare to my region? - What are the similarities and differences between my region and the Western United States? 		Rivers (4) (Local River?) <ul style="list-style-type: none"> - What are rivers and how are they formed? - What can I learn about rivers from studying the River Trent? - How can I collect data from a local river in my region? - How will I present and analyse data collected from fieldwork? 	

History (Grammar saurus)	Ancient Maya (9) <ul style="list-style-type: none"> • Where and when did the Maya live? • What made the Maya civilisation so successful? • How do we know about the Maya? • How were the Maya ruled? • How was Anglo-Saxon England ruled? • What do we know about the Maya City States and the Anglo-Saxon Kingdoms? • How do the leaders of the Maya and the Anglo-Saxons compare? • How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive? • Who was involved in the struggle for power in England from the 8th to the 10th century? 				Anglo-Saxons and Vikings (9) (Escot?) <ul style="list-style-type: none"> - What was life like in England at the end of the 4th Century? - How did life change in England after the fall of the Roman Empire? - Why did the Angles, Saxons and Jutes settle in Britain? - How was Anglo-Saxon Britain ruled? - How did the Anglo-Saxons keep control of their kingdoms? - What shifts in religion and power were there and how do we know this? - Who were the Vikings and why did they carry out raids? - Where did the Vikings settle and who was in charge at the time? 	
PHSE (Scarf)	Unit: Me and My Relationships <ul style="list-style-type: none"> - Collaboration - Challenge! - Give and take - Communication (OPTIONAL) - How good a friend are you? - Relationship cake recipe - Our emotional needs - Being assertive 	Unit: Valuing Difference <ul style="list-style-type: none"> - Qualities of friendship - Kind conversations - Happy being me - The land of the Red People - Is it true? - Stop, start, stereotypes It could happen to anyone (OPTIONAL)	Unit: Keeping Safe <ul style="list-style-type: none"> - Spot bullying - Play, like, share - Decision dilemmas - Ella's diary dilemma - Vaping: healthy or unhealthy? - Would you risk it? - 'Thinking' about habits (OPTIONAL) - Drugs: true or false? (OPTIONAL) Smoking: what is normal? (OPTIONAL)	Unit: Rights and Respect <ul style="list-style-type: none"> - What's the story? - Fact or opinion? - Mo makes a difference - Rights, respect and duties - Spending wisely - Lend us a fiver! Local councils (OPTIONAL)	Unit: Being My Best <ul style="list-style-type: none"> - It all adds up! - Different skills - My school community (2) - Independence and responsibility - Star qualities? Basic first aid, including Sepsis Awareness	Unit: Growing and Changing <ul style="list-style-type: none"> - How are they feeling? - Taking notice of our feelings - Dear Ash - Growing up and changing bodies - Changing bodies and feelings - Help! I'm a teenager - get me out of here! Dear Hetty (OPTIONAL)

<p>Music (Charanga)</p>	<p>'Why we sing' – Sing Up (Y5) Lesson 1: Learn about Gospel songs and spirituals. Lesson 2: Singing in a Gospel style – phrasing and articulation. Lesson 3: Exploring Gospel music further.</p>	<p>'Composing for protest' – Sing Up (Y6) Lesson 1: Protest words. Lesson 2: Protest song. Lesson 3: Protest!</p>	<p>Composing and Chords – Charanga (Y5) English Model Music Curriculum Scheme 6 steps: SONG 1 Freedom Is Coming Style: South African Pop SONG 2 All Over Again Style: 20th and 21st Century Orchestral SONG 3 Do You Ever Wonder? Style: 20th and 21st Century Orchestral</p>	<p>'Glockenspiel Act 3' – Charanga Freestyle>Instrument>act 3 - Setting the scene - Musical cartoons - Simple rhythm games - More notes - Songs - Theory and composing</p>	<p>Improvising with Confidence – Charanga (Y6) English Model Music Improvising with Confidence 6 steps looking SONG 1 Wake Up! Style: Hip Hop SONG 2 Down By The Riverside Style: Gospel SONG 3 Dance The Night Away Style: Salsa</p>	<p>Summer production</p>
<p>RE (Devon Agreed syllabus)</p>	<p>What does it mean to be a Muslim in Britain today? L1: How many Muslims and how many mosques are there in Britain? L2: How might the five pillars affect the lives of Muslims in Britain today? L3: Why is Zakah/charity important to Muslims? How is charity important to you? L4: Why do Muslims go on pilgrimage? L5: Why do Muslims go on pilgrimage?</p>	<p>How can following God bring Justice and freedom? L1: What can we learn about the story of the Exodus in the Bible? L2: : Where do we think the Exodus story shows Moses' trust in God? L3: How might the Exodus story help Christians when life gets tough? L4: What do we think about the importance of the Ten Commandments? L5: How do many Christians try to bring</p>	<p>What does it mean if Christians believe God is holy and loving? L1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? L2: What does the Bible say God is like? L3: How can ideas of God be expressed in art? L4: How do some Christians respond to a holy and loving God?</p>	<p>Why is the Torah so important to Jewish people? L1: What do Jewish people look like, and where do we find Jewish people in the UK? L2: What is the Torah? What is a Sefer Torah? L3: Why are there different types of synagogue in the UK? L4: How does the Torah influence what Jewish people might eat?</p>	<p>What does it mean to be a humanist in Britain today? L1: What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? L2: Who is a Humanist? What codes for living do non-religious people use? L3: Who is a Humanist? What codes for living do non-religious people use? L4: What values matter most to Christians? How does it show? How can our different values be discussed?</p>	<p>Creation and Science: Conflicting or Complimentary? L1: What can we find out about the creation story in Genesis 1? L2: What might many Christians see as important in Genesis 1? L3: What relationships do scientists have with religious worldviews? L4: How and why do some Christians see both science and religion as important? L5: What are some different Christian views about the</p>

	L6: What does it mean to be a Muslim in Britain today? - assessment	freedom and justice (themes from the Exodus story) into today's world? L6: What can we say about the Exodus story, its themes and its importance for Christians today?	L5: How do churches and cathedrals reflect Christian ideas about God? L6: What does it mean if Christians believe God is holy and loving?	L5: How are Jewish people adapting festivals in the UK? L6: Why is the Torah important to Jewish people?	L5: How do Humanists and Christians know how to act? What do they base their decisions on? L6: What matters most to Humanists and to Christians?	relationship between science and religion? L6: Science and religion: conflicting or complementary?
PE	<p><u>Dance Unit 5</u></p> <p>Compose motifs and plan dances creatively and collaboratively in groups. Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dances they use. Perform different styles of dance clearly and fluently.</p> <p><u>Invasion Games Unit 3/4 (netball)</u></p> <p>Use different techniques for passing and controlling the ball. Apply basic rules of team play to keep possession of the ball. Use marking and interception to improve their defence. Play effectively as part of a team.</p>	<p><u>Fitness – circuits</u></p> <p>Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Invasion Games Unit 3/4 (hockey)</u></p> <p>Use different techniques for passing controlling, dribbling and shooting the ball in games. Apply basic rules of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team.</p>	<p><u>Fitness – aerobics</u></p> <p>Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Invasion Games Unit 3/4- (rugby)</u></p> <p>Use different techniques for carrying, passing and controlling the ball in games. Apply basic rules of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team.</p>	<p><u>Net/wall Unit 2</u></p> <p>Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important. Use the skills they prefer with competence and consistency. Understand the need for tactics, start to choose and use some tactics effectively.</p> <p><u>Swimming</u></p> <p>Learn to swim using three different strokes. Swimming on their front and back.</p> <p>Learnt to control breathing when swimming on the surface and under water.</p> <p>Learn to float and to tread water.</p>	<p><u>Gym Unit 6</u></p> <p>Make up longer more complex sequences including changes in level, direction and speed. Develop solutions to a task by choosing and applying a range of compositional principles. Combine and perform gymnastic actions, shapes and balances and show clarity, fluency and accuracy and consistency in their movements. Prepare a sequence to be performed to an audience.</p> <p><u>Athletics unit 3</u></p> <p>Choose the best pace for a running event so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance.</p>	<p><u>Fitness – circuits</u></p> <p>Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities.</p> <p><u>Strike/Field Unit 2</u></p> <p>Strike a bowled ball. Use a range of fielding skills eg catching, throwing, bowling, intercepting with growing control and consistency. Understand and a range of tactics in games.</p>

<p>PE – Achieve 4 all EXPRESS Developing skills, tactics rules and principles</p>	<p>Invasion 1 Choice of Tag Rugby, Football, Basketball, Netball, hockey</p>	<p>Dance Components of dance, dynamics, space, relationships and performance</p>	<p>Gymnastics Floor work Travel, shapes, rolls, jumps, sequence</p>	<p>Invasion 2 Choice of Tag Rugby, Football, Basketball, Netball, hockey</p>	<p>Athletics Sprints, Long distance, Throws, Jumps</p>	<p>Striking and Fielding Choice of Cricket, Rounders, Baseball or mixed.</p>
<p>French (Grammar saurus)</p>	<p>Review - Key concepts seen in Y3 and Y4 - Count up to 80 in French Numbers 0-50 and 50-100</p>	<p>Emotions - Name the different emotions according to gender - Say how I feel - Ask someone how they feel</p>	<p>Countries and Cities - Say where I live (city + country) - Name and locate different cities in the world - Name and locate different countries in the world - Name different nationalities according to gender - Say my nationality - Say what language(s) I can speak - Recognise flags Travel Around the World - Learn names of modes of transport - Recognise names of modes of</p>	<p>Time - Read the time on the clock - Say the time accurately - Show the time on a clock - Write the time in a sentence - Understand the time when said out loud - Read the time in a sentence - Accurately pronounce the words - Play games co-operatively in French, practising the words - Understand the words “du matin (morning), de l’après midi (afternoon), du soir (evening)”</p>	<p>Clothes and colours - Name different items of clothing - Recognise and use colour adjectives - Understand the position of colour adjectives - Add the feminine ending when appropriate in spoken and written form - Describe what someone is wearing and the colour of the items of clothing - Use phrases, eg: je/il/elle porte un tee shirt jaune et une jupe rose Going Shopping for Clothes - Name items of clothing in French - Use the colours correctly according to the gender of the item of clothing - Understand the questions when said out loud and</p>	<p>Occupations/professions - Name some professions/occupations - Recognise professions/occupations when said out loud - Recognise professions/occupations when written - Understand the differences with genders and changes of the words - Use vocabulary from previous topics (family, numbers 0-50, age, countries, places in the city) - Use “I am”, “He is”, “She is” and “I would like” - Use correct gender (article) in front of the name</p>

			<p>transport when written</p> <ul style="list-style-type: none"> - Show understanding when hearing the words - Locate and name the continents and countries - Recognise the flags - Say how and where I travel - Label the pictures, using matching activities - Play games co-operatively in French, practising the words - Understand the question: "Où vas-tu en vacances?" (Where do you go on holiday?) and "Où est...?" (Where is...?) - Answer the question appropriately « Je vais (country), (transport). » (I'm going to (country), (transport).) 	<ul style="list-style-type: none"> - Ask and answer about the time: "Quelle heure est-il?" (What time is it?) Il est ... (It is ...) <p>Daily Routine</p> <ul style="list-style-type: none"> - Read the sentences correctly - Say the sentences correctly - Understand the sentences when said out loud - Use and understand the reflexive verbs for first - Put the daily routine in the correct order - Use the time in a sentence - Use connective words "ensuite", "après", "puis", "et", "à", "vers" - Play games co-operatively in French, practising the words 	<p>answer correctly</p> <ul style="list-style-type: none"> - Read the sentences and understand the meaning - Accurately pronounce the words - Understand the questions when written - Use numbers up to 100 - Use euros accurately - Take part in a role-play - Play games co-operatively in French, practising the words 	<p>of jobs/occupations (un/une/le/la/l')</p> <ul style="list-style-type: none"> - Say what their parents' occupations are - Understand and answer the question about the jobs/occupations correctly - Play games co-operatively in French, practising the words
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Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM					
Science (Grammar saurus)	Evolution 6 (6) - Biology <ul style="list-style-type: none"> How are plants adapted to their environment? How are animals are adapted to their environment? What is natural selection, how does this lead to evolution? How do adaptations lead to evolution? What characteristics can you inherit from your parents? How can fossils help us explain evolution? 		Light 6 (5) - Physics <ul style="list-style-type: none"> How does light travel? Which materials make the best reflectors? How does the eye work? How do shadows change during the day? Why do objects look different in water? How do mirrors work? 		Materials 5 (7) - Chemistry <ul style="list-style-type: none"> What are the properties of solids, liquids and gases? How can I describe the properties of materials? Which materials make the best thermal insulators? Which materials are magnetic? Which materials are soluble, and which are insoluble? How can mixed materials be separated? What is irreversible changes? 		Animals including humans 5 (4) - Biology <ul style="list-style-type: none"> How do humans change throughout their life? How do we develop in the womb? How do we change through puberty? How do we change when we are senior? 		Living things 5 (6) - Biology <ul style="list-style-type: none"> What are the seven life processes? How do mammals reproduce? Do animals reproduce in the same way? How do plants reproduce? What is a lifecycle? What are the stages in the lifecycle of a plant? 	
Art (Gram marsaurus)	Chromatic year 5 Lesson 1: What are the seven elements of art? Lesson 2: What is a portrait? Lesson 3: Who was Sarah Biffin? Lesson 4: Who is Noor Bahjat? Lesson 5: What can portraits tell us?		Chromatic year 6 Lesson 1: How can art be an act of protest? Lesson 2: How can art raise money for good causes? Lesson 3: How can art reduce its environmental impact? Lesson 4: How can my art save the planet? Lesson 5: How can I help others evaluate their art?							

DT (Gramm arsaurus) More informatio n coming soon	DT Textiles year 5		DT Textiles year 6		DT Electrical structures year 5	DT Electrical structures year 6
Computin g (teach computing)	4. Data and information – Flat-file databases (from Year 5) - Lesson 1 Creating a paper-based database - Lesson 2 Computer databases - Lesson 3 Using a database - Lesson 4 Using search tools - Lesson 5 Comparing data visually - Lesson 6 Databases in real life	4. Data and information - Introduction to Spreadsheets (from Year 6) - Lesson 1 Collecting Data - Lesson 2 Formatting a spreadsheet - Lesson 3 What's the formula? - Lesson 4 Calculate and duplicate - Lesson 5 Event planning - Lesson 6 Presenting data	5. Creating media – Introduction to vector graphics (from Year 5) - Lesson 1 The drawing tools - Lesson 2 Creating images - Lesson 3 Making effective drawings - Lesson 4 Layers and objects - Lesson 5 Manipulating objects - Lesson 6 Create a vector drawing	5. Creating media – 3D Modelling (from Year 6) - Lesson 1 Introduction to 3D modelling - Lesson 2 Modifying 3D objects - Lesson 3 Make your own name badge - Lesson 4 Making a desk tidy - Lesson 5 Planning a 3D model - Lesson 6 Make your own 3D model	6. Programming B – Selection in quizzes (from Year 5) - Lesson 1 Exploring conditions - Lesson 2 Selecting outcomes - Lesson 3 Asking questions - Lesson 4 Planning a quiz - Lesson 5 Testing a quiz - Lesson 6 Evaluating a quiz	6. Programming B - Sensing movement (from Year 6) - Lesson 1 The micro:bit - Lesson 2 Go with the flow - Lesson 3 Sensing inputs - Lesson 4 Finding your way - Lesson 5 Designing a step counter - Lesson 6 Making a step counter
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 6,	Unit 02: Check it's for real – Activity 6,	Unit 03: Protect Your Stuff – Activity 6,	Unit 04: Respect Each Other – Activity 6,	Unit 05: When In Doubt, Discuss – Activity 6,	Digital Well-being: Lesson 4
Geograph y (Grammar saurus)			UK Depth Study (9) - What are the key geographical features of the UK? - What are the sectors of the UK economy? - How sustainable is agriculture in the UK? - How sustainable is energy generation in the UK? - How sustainable is water use in the UK?		Sustainability (4) - What is plastic waste? - What can our school do to reduce plastic waste? (case study: Cornwall beaches) - How can we plan and carry out effective ways to reduce plastic waste in school? - How can we record and evaluate the effectiveness of reducing plastic waste in school?	

			<ul style="list-style-type: none"> - How sustainable is the use of rare earth elements? - How does automation affect the economic activity of the UK? - How sustainable is waste management in the UK? - How sustainable is the economic activity of the United Kingdom? 			
History (Grammar saurus)	World War 2 (9) (Self Guided Tour of Exeter?) (Cobbatton?) <ul style="list-style-type: none"> • What is modern day Germany like, and how was it ruled before the start of WW2? • How did Hitler come to power and become the leader of Germany? • How did the Second World War begin? • How did Britain react to the outbreak of WW2? • How were the lives of civilians changed during WW2? • How did Britain's Home Front cope when under attack? • How did the Second World War impact specific localities? • Why was the Royal Air Force (RAF) so vital to the defence of Britain? • What major victories led to Britain winning the war? 				Crime and Punishment (9) <ul style="list-style-type: none"> - What is crime and punishment? - What was crime and punishment like in Roman Britain? - What was crime and punishment like in the Anglo-Saxon period? - What was crime and punishment like in the Tudor period? - What was crime and punishment like in the Stuart period? - What was crime and punishment like in Georgian Britain? - What was crime and punishment like in the Victorian period? - How did the police force develop through the 20th Century? - What are crime and punishment like today compared with the past? 	
PHSE (Scarf)	Unit: Me and My Relationships <ul style="list-style-type: none"> - Working together 	Unit: Valuing Difference <ul style="list-style-type: none"> - OK to be different 	Unit: Keeping Safe <ul style="list-style-type: none"> - Think before you click! - It's a puzzle (OPTIONAL) 	Unit: Rights and Respect <ul style="list-style-type: none"> - Two sides to every story - Fakebook friends - What's it worth? 	Unit: Being My Best <ul style="list-style-type: none"> - This will be your life! - Our recommendations - What's the risk? (1) - What's the risk? (2) 	Unit: Growing and Changing <ul style="list-style-type: none"> - I look great! - Media manipulation - Pressure online

	<ul style="list-style-type: none"> - Let's negotiate (OPTIONAL) - Solve the friendship problem - Dan's day (OPTIONAL) - Behave yourself - Assertiveness skills (formerly Behave yourself - 2) - Don't force me Acting appropriately 	<ul style="list-style-type: none"> - We have more in common than not - Respecting differences - Tolerance and respect for others - Advertising friendships! - Boys will be boys? - challenging gender stereotypes 	<ul style="list-style-type: none"> - To share or not to share? - Rat Park - What sort of drug is...? - Drugs: it's the law! - Alcohol: what is normal? - Joe's story (part 1) (OPTIONAL) <p>Joe's story (part 2) (OPTIONAL)</p>	<ul style="list-style-type: none"> - Jobs and taxes (OPTIONAL) - Happy shoppers - caring for the environment - Action stations! (OPTIONAL) - Project Pitch (parts 1 & 2) (OPTIONAL) - Democracy in Britain 1 - Elections - Democracy in Britain 2 - How (most) laws are made <p>Community art (OPTIONAL)</p>	<ul style="list-style-type: none"> - Basic first aid, including Sepsis Awareness <p>Five Ways to Wellbeing project</p>	<ul style="list-style-type: none"> - Helpful or unhelpful? Managing change - Is this normal? - Making babies <p>What is HIV? (OPTIONAL)</p>
<p>Music (Charanga and Sing up)</p>	<p>'Epoca' – Sing Up (Y5) Lesson 1: Getting to know Época. Lesson 2: Exploring the history of Argentine tango. Lesson 3: Exploring the accordion, bass, and drum kit.</p>	<p>'You to Me are Everything' – Sing Up (Y6) Lesson 1: Getting to know the music. Lesson 2: Compare cover versions – part 1. Lesson 3: Compare cover versions – part 2.</p>	<p>Creative Composition – Charanga (Y6) English Model Music Curriculum Scheme Year 6 6 steps looking at SONG 1 Disco Fever Style: Disco</p> <p>SONG 2 La Bamba Style: Rock 'n' Roll</p> <p>SONG 3 Change Style: Pop</p>	<p>'Glockenspiel Act 4' – Charanga Instruments></p> <ul style="list-style-type: none"> - Prepare of class band - Introducing classroom band - Large Ensemble for everyone - Large Ensemble for songs 	<p>Freedom to improvise – Charanga (Y5) English Model Music Curriculum Scheme 6 steps looking at:</p> <ul style="list-style-type: none"> - SONG 1 - Look Into The Night - Style: Pop <ul style="list-style-type: none"> - SONG 2 - Breathe - Style: 20th and 21st Century - Orchestral <ul style="list-style-type: none"> - SONG 3 - Keeping Time - Style: Funk 	<p>Summer Production</p>
<p>RE (Devon agreed syllabus)</p>	<p>Why do Hindus want to be good? L1: Who or what is Brahman?</p>	<p>Christians and how to live – 'what would Jesus do?' L1: Where do Christians find out about what Jesus did?</p>	<p>Why do Christians believe Jesus was the 'Messiah'? L1: What was going on that meant the People of God needed a saviour?</p>	<p>What difference does the resurrection make to Christians?</p>	<p>Why do some people believe in God and some do not? L1: Belief in God: what patterns can we see in our local area, our country and our world?</p>	<p>For Christians what kind of King is Jesus? L1: In Jesus' parables, who is invited into God's kingdom?</p>

	<p>L2: Lesson 2: What is atman? What can be learned about atman through a Hindu story? L3: What is samsara? Why is atman important? What else is important? L4: How might dharma affect the way someone lives their life? L5: What is ahimsa and how does it affect the lives of Hindu people? L6: Why do Hindus want to be good?</p>	<p>L2: Why do Christians think it is wise to follow Jesus' teachings? L3: What was Jesus' sermon on the mount about? L4: How do some Christians follow Jesus' example in caring for those in need? (part 1) L5: How do some Christians follow Jesus' example in caring for those in need? (part 2) L6: How far do Jesus' teachings and actions inspire others?</p>	<p>L2: What kind of rescuer/Messiah were people expecting? L3: Why do Christians believe Jesus fulfils the expectations of the Messiah? L4: Why do most Christians believe Jesus is the Messiah? L5: How does Christmas fit in with Christian beliefs about Jesus? L6: Why do Christians believe that Jesus was the Messiah?</p>	<p>L1: Why do Christians believe Jesus was resurrected? L2: How do many churches mark Good Friday and Easter Sunday? L3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? L4: When and why might a Christian have to stand up for their beliefs? L5: Why do Christians have hope even when someone dies? L6: What difference does the resurrection make to Christians?</p>	<p>L2: What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy L3: How can psychology help us understand what people mean when they think about the idea of God? L4: What can we learn from theology about the idea of God? L5: Why do some people believe that God does not exist? L6: Why do some people believe in God and some people not? Where do I stand?</p>	<p>L2: : According to Jesus' teachings, how important is forgiveness in God's kingdom? L3: How does Christian Aid try to make the world more like God's kingdom? L4: How do Christians see God's kingdom as being now and in the future? L5: For Christians, what are the features of God's kingdom and Jesus' kingship? L6: How do Christians try to live in God's kingdom?</p>
<p>PE - UPS</p>	<p><u>Gym Unit 5</u> Create, practise and refine longer more complex sequences for a performance including changes in level, direction and speed. Choose actions, shapes and balances from a wider range of themes and ideas. <u>Invasion Games Unit 3/4</u> <u>(netball)</u> Use different techniques for passing and controlling the ball. Apply basic rules of team play to keep possession of the ball. Use marking and</p>	<p><u>Fitness – aerobics</u> Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power stamina and co-ordination help people to perform well in different athletic activities. <u>Invasion Games Unit 3/4</u> <u>(hockey)</u> - Use different techniques for passing controlling, dribbling and shooting the ball in</p>	<p><u>Fitness – circuits</u> Work on a range of strength and stamina building exercises. Understand how strength, power and stamina help people to perform well in different athletic activities. <u>Invasion Games Unit 3/4</u> <u>(rugby)</u> Use different techniques for carrying, passing and controlling the ball in games. Apply basic rules of team play to keep possession of the ball. Use marking, tackling and/or interception</p>	<p><u>Net/wall Unit 2</u> Use forehand, backhand and overhead shots increasingly well in the games they play. Use the volley in games where it is important. Use the skills they prefer with competence and consistency. Understand the need for tactics, start to choose and use some tactics effectively <u>Swimming</u> Learn to swim using three different strokes .swimming on their front and back.</p>	<p><u>Dance Unit 6</u> Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. Perform to an accompaniment expressively and sensitively. Perform dances fluently and with control. Understand how dance keeps them healthy. Talk about dance with understanding, using appropriate language and terminology.</p>	<p><u>Fitness – aerobics</u> Work on a range of strength and stamina building exercises, including co-ordination. Understand how strength, power stamina and co-ordination help people to perform well in different athletic activities. <u>Strike/Field Unit 2</u> Strike a bowled ball. Use a range of fielding skills eg catching, throwing, bowling, intercepting with growing control and consistency. Understand and a range of tactics in games.</p>

	interception to improve their defence. Play effectively as part of a team.	games. Apply basic rules of team play to keep possession of the ball. Use marking, tackling and/or interception to improve their defence. Play effectively as part of a team.	to improve their defence. Play effectively as part of a team.	Learnt to control breathing when swimming on the surface and under water. Learn to float and to tread water.	Athletics unit 3 Choose the best pace for a running event so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities. Show accuracy and good technique when throwing for distance.	
PE - Achieve 4 All EXPRESS <i>Developing skills, tactics rules and principles</i>	Invasion 1 Choice of Tag Rugby, Football, Basketball, Netball, hockey	Dance Components of dance, dynamics, space, relationships and performance	Gymnastics Floor work Travel, shapes, rolls, jumps, sequence	Invasion 2 Choice of Tag Rugby, Football, Basketball, Netball, hockey	Athletics Sprints, Long distance, Throws, Jumps	Striking and Fielding Choice of Cricket, Rounders, Baseball or mixed.
French (Grammar saurus)	Review Numbers 0-50 and 50-100	Body parts -Name the different body parts - Describe a monster At the Doctors - Say where it hurts using the body parts - Name diseases - Name remedies	Money/Euros - Recognise euro coins and notes - Recognise names for amount of money when written - Show understanding when hearing the amount of money - Write a cheque - Say a price - Use numbers 0 up to 100	Physical Description -Understand and say a number of adjectives - Understand the agreement of simple nouns and adjectives - Use adjectives to describe yourself by saying "je suis..." - Understand and use the	In the City and Directions - Name places in the city - Ask where places are - Give directions to go somewhere - Understand and follow directions given	At the Cafe -Name items of food and drinks you can find on the menu - Order food at a cafe - Use numbers, money and useful sentences - Take part in a role play

		<p>- Take part in a role play</p>	<ul style="list-style-type: none"> - Play games co-operatively in French, practising the words <p><u>At the Supermarket</u></p> <ul style="list-style-type: none"> - Name some food items - Recognise food when said out loud - Recognise food when written - Pronounce the words accurately - Use correct gender (article) in front of the name of the food (du/des/de la) - Say what I'm going to buy - Use numbers 0-100 - Learn how to say hundreds (200, 300, 400, 500 etc.) - Use grams, kilograms and litres - Read a shopping list - Know useful sentences at the supermarket - Take part in a role play - Play games co-operatively in 	<p>genders</p> <ul style="list-style-type: none"> - Describe your portrait by stating your name, gender, age, hair colour/length, height, eye colour, glasses - Listen to a description and understand it - Describe myself and others (He/She) <p><u>Personality</u></p> <ul style="list-style-type: none"> - Read the adjectives for personalities - Accurately pronounce the words - Understand female and male - Know the rule according to gender - Recognise personalities when written - Show understanding when hearing the words - Label the pictures, using matching activities - Play games co-operatively in French, practising the words 		
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Devon Moors Federation Whole School Curriculum Map
Two-Year Rolling Cycle Version
Upottery Primary School



			French, practising the words	<ul style="list-style-type: none">- Describe my personality- Describe someone else's personality- Use frequency adverbs- Understand the questions "Tu es comment?" and "Es-tu (adjectives)?" answer correctly		
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