



Whole School Curriculum Plan
2020-21



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EYFS					
	Do You Want To Make Friends?	What Happens When I Fall Asleep?	Tell Me A Story?	Why Do Zebras Have Stripes?	What lives in a rock pool? Why do ladybirds have spots?
All our learning is based around the children's needs and developing interests Key skills and concepts are progressive throughout the year					
Assessment	<i>Baseline all areas</i>	Phonics Writing Maths	Phonics Writing Maths	Phonics	Writing Maths
Personal Social and Emotional	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>
30-50 months 40-60 months Early Learning Goals	Settling in, rules and routines, making friends, Introduce Growth Mindset	Becoming confident to speak about our own interests and opinions, Listening and responding to what others say, Getting along with one another	Talk about feelings and emotions, Begin to work as part of a group, Can describe themselves in positive terms and talk about their abilities	Working in groups to organise an activity by sharing ideas, Understand how we are the same or different	Thinking about what we have enjoyed and looking forward to Year One, Problem solving using Growth Mindset
Physical Development	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>
30-50 months 40-60 months Early Learning Goals	Moving in different ways, using large equipment, fine motor skills, PE	Letter formation and orientation, Becoming independent in dressing and undressing ourselves, PE and moving to music	Continue to develop letter formation and orientation, Develop their understanding of the need for a healthy lifestyle, Understand the need for safety when tackling new challenges	PenPals – using correct letter formation and handwriting, Know the importance of a healthy diet, physical exercise and keeping safe PE/Muddy adventures	Begin to write on lines, Begin to control letter size, Safely and confidently negotiate space, Dress and undress independently and successfully manage buttons
Communication and Language	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>	<u>Key skills and concepts</u>
30-50 months	Singing, stories, rhymes, role-play, sharing experiences, Helicopter Stories	Listen quietly and concentrate when others are speaking, Re-telling stories, Understand and	Begin to develop their own narratives and explanations by connecting ideas, To explore the meaning and sounds of	Express themselves effectively, showing an awareness of each other's needs, Listen to stories, accurately anticipating key	Listen to stories without pictures, Listen in a larger group such as assembly, Make up own



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<p>40-60 months Early Learning Goals</p>		<p>respond to 'how' and 'why' questions Introduce Word Aware to develop key vocabulary</p>	<p>new words, Listen and respond to others ideas during discussions and conversations, Use talk to organise their thoughts</p>	<p>events and respond to what they hear with relevant comments, questions or actions</p>	<p>stories by connecting ideas</p>
<p>Phonics Letters and Sounds</p>	<p>Listening to sounds, Phase 1 and 2</p>	<p>Listening to and identify initial sounds in words</p>	<p>Phase 1, 2 and 3</p>	<p>Phase 1, 2 and 3</p>	<p>Phase 1, 2, 3 and 4</p>
<p>Reading 30-50 months 40-60 months Early Learning Goals</p>	<p><u>Key skills and concepts</u> Recognise own name, Recognising letters, Looking at fiction and non-fiction Library books</p>	<p><u>Key skills and concepts</u> Continue a rhyming string, Linking sounds to letters in the alphabet, Begin to blend sounds Decodable reading books.</p>	<p><u>Key skills and concepts</u> Begin to read words and simple sentences, Know that information can be retrieved from books and computers.</p>	<p><u>Key skills and concepts</u> Demonstrate understanding when talking with others about what they have read</p>	<p><u>Key skills and concepts</u> Read phonetically regular words of more than one syllable and many irregular but high frequency words</p>
<p>Writing 30-50 months 40-60 months Early Learning Goals</p>	<p><u>Key skills and concepts</u> Mark making, Writing own name</p>	<p><u>Key skills and concepts</u> Write labels and captions</p>	<p><u>Key skills and concepts</u> Write a simple sentence, Develop language for stories.</p>	<p><u>Key skills and concepts</u> Story writing, Poems, Write simple sentences they can read and can be read by others</p>	<p><u>Key skills and concepts</u> Extended and sustained writing fact and fiction, Use phonetically regular words and high frequency words in their writing</p>
<p>Maths Number 30-50 months 40-60 months Early Learning Goals</p>	<p><u>Key skills and concepts</u> Counting in order forwards and back, Recognising numbers, Matching quantities</p>	<p><u>Key skills and concepts</u> Counting in order, Recognising and writing numbers, Matching quantities and representing numbers in different ways, Addition/Counting on</p>	<p><u>Key skills and concepts</u> Numbers up to 20 forwards and back, skip counting, add and subtract two groups practically and using single digit numbers</p>	<p><u>Key skills and concepts</u> Skip counting Solve problems including doubling, halving and sharing</p>	<p><u>Key skills and concepts</u> Problem solving, Addition and Subtraction</p>



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<p>Maths Shape, Space and Measure</p> <p>30-50 months 40-60 months Early Learning Goals</p>	<p><u>Key skills and concepts</u> Patterns- making and repeating patterns</p>	<p><u>Key skills and concepts</u> Understand and use positional language, Recognising and beginning to name 3D and 2D shapes</p>	<p><u>Key skills and concepts</u> Time</p>	<p><u>Key skills and concepts</u> Weight, height, length, Doubling and halving, Recognise, describe and create patterns, Problem solving</p>	<p><u>Key skills and concepts</u> Capacity, Estimating, Money, Problem solving</p>
<p>Understanding The World</p> <p>30-50 months 40-60 months Early Learning Goals</p>	<p>Autumn, Harvest <u>Key skills and concepts</u> Looking at the environment around us and how it changes, People in our lives</p>	<p>Christmas performance, Christmas, Diwali, Guy Fawkes/Bonfire Night <u>Key skills and concepts</u> Looking at special times for our family and friends Explore a range of technologies</p>	<p>Chinese New Year, Winter and Spring, St Patricks Day, St Georges Day, Mothering Sunday, Pancake Day, Easter <u>Key skills and concepts</u> Look at similarities and differences between themselves and others, Looking after living things and the environment</p>	<p><u>Key skills and concepts</u> Choose how to record results or an event using technology</p>	<p>Class trip, Year group assembly <u>Key skills and concepts</u> Talk about the features of their environment including habitats, recycling, pollution etc. Be familiar with basic scientific concepts such as floating, sinking, experimentation and investigation</p>
<p>Expressive Arts Design</p> <p>30-50 months 40-60 months Early Learning Goals</p>	<p><u>Key skills and concepts</u> Exploring resources, Looking at details, Being imaginative</p>	<p><u>Key skills and concepts</u> Take part in whole class and small group activities to act out stories, Use a range of resources to create things from their imagination</p>	<p><u>Key skills and concepts</u> Select and use materials, resources, tools and techniques safely and for a planned purpose, Explore the use of music and dance</p>	<p><u>Key skills and concepts</u> Explore the use of media to capture their experiences, Represent their own ideas, thoughts and feeling through a range of media.</p>	<p>Art week, Humanities Day <u>Key skills and concepts</u> Work as part of a group to develop and act out a story, Talk about how well they have done and how they could improve, Respond to feedback from peers and adults</p>



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Year 1					
	Moon Zoom	Paws Claws and Whiskers	Bright lights Big City	Enchanted Woodland	Rio De Vida
School Visits					
English Following Hertfordshire	<p>Fiction – Man on the Moon by Simon Bartram (A day in the life of Bob)</p> <p>Non-Fiction – Recount – A Day in the life of Bob compared with the children</p> <p>Poetry – Rhyming Couplets</p>	<p>Fiction – The Tiger who came to Tea by Judith Kerr</p> <p>Non-Fiction – Instructions – recipes etc</p> <p>Poetry – Vocab Building (1week) recite off by heart – animal poems</p>	<p>Fiction Genre – The Queens Hat by Steve Antony</p> <p>Non-Fiction – Reports – royal family</p> <p>Poetry Rhyming couplets</p>	<p>Fiction Traditional Fairy Tales – Jack and the Beanstalk</p> <p>Non-Fiction – Explanations – Growing plants, life cycle of a duck</p> <p>Poetry Vocab building</p>	<p>Fiction Genres – take one picture – fiction narrative (2weeks)</p> <p>Non-Fiction – explanation (3 weeks) how a river runs</p> <p>Poetry – Take one Poet – John Agard – Carnival poems</p>
Reading	<p><i>Man on the Moon – Simon Bartram</i> <i>How to Catch a Star, We are here, The Way back Home – Oliver Jeffers</i></p>	<p>The Tiger who came to Tea - Judith Kerr Mog – Judith Kerr Tabby McTat – Julia Donaldson Lion King – Visual Literacy</p>	<p>The Naughty Bus – Jan Oke The Queens Knickers – Nicholas Allan Paddington – Visual Literacy</p>	<p>Jack and The Beanstalk – traditional fairytales Tidy – Emily Gravitt</p>	<p><i>Rio (animation)</i> <i>Carnival videos – Visual Literacy</i></p>
Maths Following Maths Mastery	<p>Numbers within 20- Addition and subtraction within 20</p>	<p>Time- Exploring calculations within 20 Numbers 20-50</p>	<p>Addition and subtraction within 20 Fractions Length and weight</p>	<p>Numbers 50-100 Adding and subtracting within 100 Money</p>	<p>Multiplication and division Capacity and volume</p>



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	Maths meetings- Shapes, addition and subtraction. Counting in 1's and 2's. One more, one less.	Maths meetings- odd and even numbers, shapes and pattern, numbers within 10.	Maths meetings- Time, shape and pattern, counting in 2's, 5's and 10's. Addition using number lines.	Maths meetings- 100 square grid, odd and even numbers, Months of the year, fractions, length.	Maths meetings- Shapes and pattern, numbers 50-100. Addition and subtraction, one more one less.
Science Cornerstones (Where Science links to Cornerstones topic) Engage Develop Innovate Express	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their physical properties.</p>	<p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</p> <p>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</p>	<p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p>		
	<p>Seasonal Changes – This is an ongoing unit which will run across the year</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. 				
	<p>Working Scientifically</p> <p>Asking questions. Children should ask simple questions and recognise that they can be answered in different ways.</p> <p>Scientific enquiries. They should be able to do the following types of enquiry: Observations. They should observe closely, using simple equipment. Simple tests Identifying and classifying Secondary sources. They should use simple secondary sources to find answers.</p> <p>Recording. They should gather and record data to suggest answers to their questions. With help, they should record in a range of ways and begin to use simple scientific language.</p>				



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Analysing observations. They should use their observations and ideas to suggest answers to questions. They should notice patterns and relationships in their observations. They should talk about what they have found out and how they found out.

Cornerstones

Throughout each half termly topic, children will sequentially use the four cornerstones skills to access their new learning across the foundation subjects. There is an expectation that an 'Innovate' project will be completed at least three times a year (once a term), however innovate skills may be applied in class learning throughout all topics.

Engage Develop Innovate Express

Innovate Project	Autumn Term: Solar System/Rockets (Papier mache/Junk modelling)	Spring Term: Class trip/Visitor linked to animals	Summer Term: Samba Band Performance for Parents/Carers
History Cornerstones Engage Develop Innovate Express	<p>Sequence events and recount changes within living memory</p> <p>Understand key features of events.</p> <p>Relate is/her own account of an events and understand why others may give a different version.</p>		<p><u>The Great Fire of London</u> Sort artefacts from then and now</p> <p>Describe similarities and differences – changes to the fire service/uniforms etc</p> <p>Identify some similarities and difference between the was of life in different periods. Talk/draw/write about aspects of the past.</p> <p>Find answers to simple question about the past – The Queen/Royal Family</p>



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<p>Geography</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>		<p><u>Geographical Skills and Fieldwork</u></p> <p>Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g large scale pictorial etc</p> <p>Place Knowledge Name describe and compare familiar places – compare home/school/the park Link their home with other places in the local community Describe seasonal weather changes.</p>		<p>Know about some present changes that are happening in the local environment e.g school. Suggest ideas for improving the school environment – e.g the local park</p> <p>Place Knowledge Know about some present changes that are happening in the local environment e.g at school Suggest ideas for improving the school environment. Describe seasonal weather changes.</p>	<p><u>United Kingdom</u> Understand how some places are linked to other palces e.g roads, trains etc</p> <p>Geographical Skills and Fieldwork Use locational, directional language e.g near and far, left and right, to describe the location of features and routes Ask simple geographical questions e.g What is it like to live in this place Describe seasonal weather changes.</p>
<p>Art</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>	<p>Drawing and painting Use a variety of tools including rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other media to represent objects in lines.</p> <p>Drawing and Painting Explore mark making using a variety of tools</p>	<p>Drawing and Painting – Explore mark making using a variety of tools Collage – Cut, glue and trim materials to create images from a variety of media e.g photocopies, fabric, crepe, paper, magazines (Henry Rousseau (hidden tigers!))</p> <p>Printmaking Make marks in print using found objects and bsic tools and use these</p>	<p>Drawing and painting Use a variety of tools including rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other media to represent objects in lines.</p> <p>3D Make structures by joining simple objects together.</p>	<p>Drawing and painting Explore mark making with a variety of tools</p> <p>Printmaking Make marks in print using found objects and basic tools and use these to create repeating patterns – e.g a bees stripes, leaves etc</p>	<p>Drawing and painting Explore mark making with a variety of tools</p> <p>Collage Cut, glue and trim materials to create images from a variety of media e.g photocopies, fabric, crepe, paper, magazines</p>



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		to create repeating patterns			
	<p>Learning – Ongoing across all units. Use artwork to record ideas, Observations and experiences Experiment with different materials to design and make products Explain what he /she likes about others' work Know the names of tools and techniques and elements that he/she uses</p>				
<p>D&T</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>	<p>Say where food comes from and give examples of food that is grown – Space food! Use a range of simple tools to cut, join, and combine materials and components safely. Build structures exploring how they can be made stronger stiffer and more stable – space rockets</p>		<p>Use wheels and axles in a product – a vehicle for the queen Select from and use a range of tools and equipment to perform practical tasks e.g cutting, shaping, joining and finishing. Build structures exploring how they can be made stronger stiffer and more stable – three little pigs houses Create simple designs for a product (Design a hat for the queen/box to keep it etc)</p>		<p>Cooking and Nutrition Talk about what he'/she eats at home and begin to discuss what healthy foods are. Say where food comes from and give examples of food that is grown – Rainforest food. Use simple tools with help to prepare food safely - fruit salad, 'brigadeiros'.</p>
<p>Computing</p> <p>Cornerstones</p> <p>Engage Develop Innovate</p>	<p>Predict the behaviour of simple programs - beebots</p>	<p>Understand what algorithms are and how they are implemented in digital devices</p>	<p>Understand what algorithms are and how they are implemented in digital devices</p>	<p>Understand what algorithms are and how they are implemented in digital devices</p>	<p>Understand what algorithms are and how they are implemented in digital devices</p>
<p>E-Safety - Understand where to go to for help and support when he/she is concerned about content or contact on the internet or other technologies.</p>					



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Express					
Music	<p style="text-align: center;"><u>Little Angel gets her Wings</u></p> <p>Listening Listen to music with sustained concentration</p> <p>Singing Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.</p> <p>Technical Find the pulse whilst listening to music and using movement</p>	<p style="text-align: center;"><u>In the Groove</u></p> <p>Listening Recognise different instruments</p> <p>Listening Listen to music with sustained concentration</p> <p>Singing Learn and perform chants, rhythms, raps and songs</p> <p>Technical Find the pulse whilst listening to music and using movement</p>	<p style="text-align: center;"><u>Rhythm in the way we Walk/ Banana rap</u></p> <p>Listening Discuss feelings and emotions linked to different pieces of music</p> <p>Singing Learn and perform chants, rhythms, raps and songs</p> <p>Playing and Performance Learn to follow the conductor or band leader</p> <p>Technical Find the pulse whilst listening to music and using movement</p>	<p style="text-align: center;"><u>Round and Round</u></p> <p>Listening Use the correct language to describe a piece of music</p> <p>Singing Work and perform together with others as a n ensemble or as a group singing</p> <p>Playing and Performance Learn to follow the conductor or band leader</p> <p>Technical Understand that tempo describes how fast or slow the music is Listen to, copy and repeat a simple rhythm or melody</p>	<p style="text-align: center;"><u>Reflect, rewind and Replay</u></p> <p>Listening Use the correct language to describe a piece of music</p> <p>Singing Work and perform together with others as a n ensemble or as a group singing</p> <p>Playing and Performance Learn to follow the conductor or band leader</p> <p>Technical Listen to, copy and repeat a simple rhythm or melody</p>
PE	<p style="text-align: center;"><u>Gymnastics</u> <u>Health and Fitness - Personal and Social</u></p> <p>Identify the importance of having friends Listen to advice Understand the importance of family Share a view or opinion. Skills</p> <p>Applying and using tactics Link skills and actions in different ways to suit different activities</p>	<p style="text-align: center;"><u>Run, Jump, Throw</u> <u>Health and Fitness</u> <u>(Healthy Bodies)</u></p> <p>Identify and name some large bones Understand why the brain, heart and lungs are important body parts.</p>	<p style="text-align: center;"><u>Dance</u> <u>Health and Fitness-</u> <u>Healthy Mind</u></p> <p>Identify that exercise is good for our minds Recognise basic emotions in themselves and why these might happen Begin to set realistic goals to achieve</p>	<p style="text-align: center;"><u>Sports Day activities</u> <u>Health and Fitness</u> <u>Diet and hygiene</u></p> <p>Understand that food is a basic requirement and is needed to keep us healthy and give us energy to grow.</p>	<p style="text-align: center;"><u>Sports Day activities</u> <u>Health and Fitness</u></p> <p>Explain how to stay safe in the sun Understand that a doctor can help make them feel better. Identify the hazardous sign on bottles.</p>



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	<p>Establish sequences of actions and skills which have a clear beginning, middle and end.</p> <p>Acquiring and developing skills Hold a balance whilst walking along a straight line Zig Zag through a series of markers spaced evenly Hop on the spot using the same foot</p>	<p>To understand how our body heals itself.</p> <p>Acquiring and developing skills Hold a balance whilst walking along a straight line Zig Zag through a series of markers spaced evenly Hop on the spot using the same foot Jump for distance Jump for height Catch a bean bag Throw a small ball underarm using the correct the correct technique</p>	<p>Understand the term 'determination' Identify whether a target has been met.</p> <p>Applying and using tactics Link skills and actions in different ways to suit different activities.</p> <p>Establish sequences of actions and skills which have a clear beginning, middle and end.</p>	<p>Begin to identify ways to stopping harmful germs Skills- Evaluating and improving performance Describe and comment on a performance. Acquiring and developing skills Hold a balance whilst walking along a straight line</p> <p>Zig Zag through a series of markers spaced evenly</p> <p>Hop on the spot using the same foot</p> <p>Jump for distance</p> <p>Jump for height</p> <p>Catch a bean bag</p> <p>Throw a small ball underarm using the correct the correct technique</p>	<p>Explain how to stay safe in the sun Understand that a doctor can help make them feel better Skills- Evaluating and improving performance Describe and comment on a performance.</p> <p>Acquiring and developing skills Zig Zag through a series of markers spaced evenly Hop on the spot using the same foot Jump for distance Jump for height Throw a small ball underarm using the correct the correct technique</p>
<p>RE</p> <p>Following SACRE Objectives taken from SACRE 'explōRE'</p>	<p><u>Special People</u></p> <p>Sikhism Stories about the childhood of Guru Nanak - Celebrating Guru Nanak's birthday</p>	<p><u>Special symbols and objects</u></p> <p>Personal Experience - Special things in the home</p>	<p><u>Special symbols and objects</u></p> <p>Judaism - The Torah scroll - The story of how Moses led his people to freedom</p>	<p><u>Special things in nature.</u></p> <p>Personal experience - Nature all around us - Looking after the natural world</p>	<p><u>Special things in nature.</u></p> <p>Christianity - The Genesis 1 creation story</p>



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	<ul style="list-style-type: none"> - Stories about Jesus - The Christmas story - Christmas lights 	<p>Christianity</p> <ul style="list-style-type: none"> - Animals we resemble - Symbols <p>Buddhism The Buddha image</p> <ul style="list-style-type: none"> - Remembering the Buddha's life at the festival of Wesak/Vesak/Vaisakhi 	<ul style="list-style-type: none"> - Remembering the story at the Seder meal during Pesach <p>Christianity</p> <ul style="list-style-type: none"> - Special things in a Christian home - The cross - Easter symbols 	<p>Islam Ramadan</p> <ul style="list-style-type: none"> - The cave on Mount Hira where the Qur'an was revealed to Muhammad - Remembering the revelation of the Qur'an during Laylat al-Qadr - Stories about Muhammad's kindness to animals 	<ul style="list-style-type: none"> - The Christian duty to care for the natural world - Stories of Jesus and hymns about the beauty of the natural world - St Francis of Assisi and his relationship with things in nature <p>Hinduism</p> <ul style="list-style-type: none"> - Gods associated with the elemental forces of nature (sky, sun, fire, etc) - A Hindu story of creation
<p>PSHE</p> <p>Following Jigsaw.</p>	<p><u>Celebrating Difference (including anti-bullying)</u></p> <p>Outcome- Gingerbread People Display</p>	<p><u>Dreams and goals</u></p> <p>Outcome- Stretchy flowers and dream wellies</p>	<p><u>Healthy me</u></p> <p>Outcome- Keeping clean and healthy chapter of the book</p>	<p><u>Relationships</u></p> <p>Outcome- Colours of friendship dance</p>	<p><u>Changing me (including sex education)</u></p> <p>Outcome- Flowers of change</p>

Year 2					
	Land Ahoy	Beat Band Boogie	Castles	Wriggle and Crawl	Wriggle and Crawl - micro habitats
School Visits			Mountfitchet Castle		Bug Man Admirals Park bug hunt
English	Fiction:	Narrative Poetry :	Fiction:	Fiction:	Fiction:



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<p>Following Hertfordshire</p>	<p>The Night Pirates</p> <p>Poetry: Pirate Pete by James Carter Pirates by Valerie Bloom</p>	<p>Pied Piper of Hamelin by Robert Browning</p> <p>Poetry: Calligrams A poke in the eye a calligram anthology</p> <p>Non-Fiction: Recounts</p>	<p>George and The Dragon</p> <p>Non-Fiction: Non-chronological reports</p>	<p>James and the Giant Peach (Visual Literacy) Creation stories (The Greedy Zebra) Tinga Tales</p> <p>Non-Fiction Non-Chronological report on Bugs</p>	<p>The Bad Tempered Ladybird The Very Quiet Cricket (Author Study)</p>
<p>Reading</p>	<p><i>The Fox and the Star</i> By Coralie Bickford-Smith</p>	<p>Ossiri and the Bala Mengro by Richard O'Niell</p>	<p>Rapunzel by Bethan Woolwin</p>	<p>Moth an Evolution Story Isabel Thomas</p>	<p>The Hodge-Heg by Dick King Smith</p>
<p>Maths</p> <p>Following Maths Mastery</p>	<p>Measures – length (2 weeks)</p> <p>Graphs (1 week)</p> <p>Multiplication and division (3 weeks)</p>	<p>Fractions (2 weeks)</p> <p>Time (2 weeks)</p> <p>Addition and subtraction of 2 digit numbers – regrouping and adjusting (2 weeks)</p>	<p>Money Addition and subtraction of 2 digit numbers (2 weeks)</p> <p>Faces, shapes, patterns, lines and turns (3 weeks)</p>	<p>Numbers within 1000 (1 week)</p> <p>Capacity and volume (2 weeks)</p> <p>Measures: Mass (1 week)</p>	<p>Exploring calculation Strategies (2 weeks)</p> <p>Multiplication and division - 3x and 4x tables (3 weeks)</p>
<p>Science</p> <p>Cornerstones (Where Science links to Cornerstones topic)</p> <p>Engage Develop Innovate</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Perform simple comparative tests</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Understand that animals, including humans, have offspring which grow into adults</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities,</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Identify and name a variety of plants and animals in their</p>



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<p>Express</p>		<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>differences and patterns</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p>	<p>and name different sources of food</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify, group and classify</p>	<p>habitats, including micro-habitats</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify, group and classify</p> <p>Gather and record data to help in answering questions including from secondary sources of information (Year 2 focus)</p>
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Cornerstones

Throughout each half termly topic, children will sequentially use the four cornerstones skills to access their new learning across the foundation subjects. There is an expectation that an 'Innovate' project will be completed at least three times a year (once a term), however innovate skills may be applied in class learning throughout all topics.

Engage Develop Innovate Express

<p>Innovate Project</p>	<p>Autumn Term: To build their own raft to escape from their desert island</p>	<p>Spring Term: Create their own piece of Music</p>	<p>Summer Term: Design and create their own textile butterfly</p>
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<p>History</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p> <p>Express</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing</p>	<p>Describe changes within living memory and aspects of change in national life</p>	<p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p>	
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			Describe significant historical events, people and places in his/her own locality		
			Record what he/she has learned by drawing and writing		
Geography <u>Cornerstones</u> Engage Develop Innovate Express	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Name and locate the world's seven continents and five oceans Equator and the North and South Poles</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>
Art <u>Cornerstones</u> Engage	Know that different artistic works are made by craftspeople from different cultures and times	Select particular techniques to create a chosen product and develop some care and control over materials and their use		Select particular techniques to create a chosen product and develop some care and control over	Develop techniques to join fabrics and apply decorations such as a running or over stitch



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<p>Develop Innovate Express</p>		<p>Give reasons for his/her preferences when looking at art/craft or design work</p>		<p>materials and their use</p> <p>Give reasons for his/her preferences when looking at art/craft or design work</p>	
<p>D&T</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>	<p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria</p>	<p>Understand the need for a variety of food in a diet</p> <p>Understand that all food has to be farmed, grown or caught</p> <p>Use a wider range of cookery techniques to prepare food safely</p>	<p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p>	<p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products</p>	
<p>Computing</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>		<p>Create simple programs</p> <p>Create and debug simple programs</p> <p>Debug simple programs by using logical reasoning to predict the actions instructed by the code</p>		<p>Create simple programs</p> <p>Create and debug simple programs</p> <p>Debug simple programs by using logical reasoning to predict the actions instructed by the code</p>	



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		Understand that programs execute by following precise and unambiguous instructions		Understand that programs execute by following precise and unambiguous instructions	
Music Cornerstones Engage Develop Innovate Express	<p>Perform as an ensemble using a variety of instruments and play different parts where appropriate</p> <p>Sing a song in two parts</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</p> <p>Understand that texture describes the layers within the music</p>	<p>Begin to listen to and recall sounds with increasing aural memory</p> <p>Confidently recognise a range of musical instruments</p> <p>Listen with direction to a range of high quality music</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Understand that composition is when a composer writes down and records a musical idea</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p> <p>Build an understanding of the pulse and internalise it when</p>			



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		<p>listening to a piece of music</p> <p>Understand that timbre describes the character or quality of a sound Understand that texture describes the layers within the music</p> <p>Understand that structure describes how different sections of music are ordered</p> <p>Improvise a simple rhythm using different instruments including the voice</p>			
PE	<u>Dance/ Racket skills</u>	<u>Tag Rugby/ Swedish Longball</u>	<u>3-Tees Cricket/ Basketball</u>	<u>Sports Day Practice/ Dodgeball</u>	<u>Athletics/ Striking and Fielding</u>
RE Following SACRA Objectives taken from SACRA 'explorE'	<p>Sukkot: the shelters and the associated festival</p> <ul style="list-style-type: none"> - The Western Wall - Celebrating the miracle of the oil and the temple lights at the festival of Hannukah <p>Christmas</p>	<ul style="list-style-type: none"> - Our special books and stories - Our special nursery rhymes, poems and songs - Our first words and our favourite words <p>The Bible</p> <ul style="list-style-type: none"> - Bible stories about Jesus - The Lord's Prayer - The Easter story 	<ul style="list-style-type: none"> - The Megillat Esther - The story of how Queen Esther saved her people, the Jews - Celebrating Esther's triumph at the festival of Purim - The story of Guru Nanak's mysterious encounter with God - The Guru Granth Sahib - Using the Guru Granth Sahib to choose a baby's name 	<p>Special times in my day/week/year</p> <ul style="list-style-type: none"> - Caring for others - - Making the world a better place <p>The message of the story of the Good Samaritan</p> <p>What happens in church on Sunday</p> <p>The life of a vicar</p>	<p>The Buddha</p> <p>The Buddhist way of life</p> <p>Life as a child monk in Thailand</p> <p>Daily prayers in Islam</p> <ul style="list-style-type: none"> - Ramadan: the month of fasting - Celebrating the end of Ramadan at the festival of Id ul-Fitr



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PSHE	<u>Being me in my world</u>	<u>Celebrating Difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
<p>Following Jigsaw</p>	<p>Help others to feel welcome</p> <ul style="list-style-type: none"> - I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal - I recognise when I feel worried and know who to ask for help <p>Try to make our school community a better place</p> <ul style="list-style-type: none"> - I understand the rights and responsibilities for being a member of my class and school - I recognise when I feel worried and know who to ask for help <p>Think about everyone's right to learn</p> <ul style="list-style-type: none"> - I understand the rights and responsibilities for being a member of my class - I can help to make my class a safe and fair place <p>Care about other people's feelings</p> <ul style="list-style-type: none"> • I can listen to other people and contribute my own ideas about 	<p>Accept that everyone is different</p> <ul style="list-style-type: none"> - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand some ways in which boys and girls are similar and feel good about this. - Include others when working and playing - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand some ways in which boys and girls are different and accept that this is OK <p>Know how to help if someone is being bullied</p> <ul style="list-style-type: none"> - I understand that bullying is sometimes about difference - I can tell you how someone who is bullied feels I can be kind to children who are bullied - Try to solve problems 	<p>Stay motivated when doing something challenging</p> <ul style="list-style-type: none"> - 1. Goals to Success I can choose a realistic goal and think about how to achieve it - I can tell you things I have achieved and say how that makes me feel - Keep trying even when it is difficult - I carry on trying (persevering) even when I find things difficult - I can tell you some of my strengths as a learner <p>Work well with a partner or in a group</p> <ul style="list-style-type: none"> - I can recognise who I work well with and who it is more difficult for me to work with - I can tell you how working with other people helps me learn <p>Have a positive attitude</p> <ul style="list-style-type: none"> - I can work well in a group 	<p>Have made a healthy choice</p> <ul style="list-style-type: none"> - I know what I need to keep my body healthy - I am motivated to make healthy lifestyle choices <p>Have eaten a healthy, balanced diet</p> <ul style="list-style-type: none"> - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed - I can tell you when a feeling is weak and when a feeling is strong <p>Have been physically active</p> <ul style="list-style-type: none"> - I understand how medicines work in my body and how important it is to use them safely - I feel positive about caring for my body and keeping it healthy <p>Have tried to keep themselves and others safe</p>	<p>Know how to make friends</p> <ul style="list-style-type: none"> - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate - I accept that everyone's family is different and understand that most people value their family <p>Try to solve friendship problems when they occur</p> <ul style="list-style-type: none"> - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - I know which types of physical contact I like and don't like and can talk about this <p>Help others to feel part of a group</p> <ul style="list-style-type: none"> - I can identify some of the things that 	<p>Understand that everyone is unique and special</p> <ul style="list-style-type: none"> - I can recognise cycles of life in nature - I understand there are some changes that are outside my control and can recognise how I feel about this <p>Can express how they feel when change happens</p> <ul style="list-style-type: none"> - I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can identify people I respect who are older than me <p>Understand and respect the changes that they see in themselves</p> <ul style="list-style-type: none"> - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I feel proud about becoming more independent



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	<p>rewards and consequences</p> <ul style="list-style-type: none"> I can help make my class a safe and fair place <p>Work well with others</p> <p>Choose to follow the Learning Charter</p>	<ul style="list-style-type: none"> 4. Standing up for myself and others I can recognise what is right and wrong and know how to look after myself I know when and how to stand up for myself and others. I know how to get help if I am being bullied <p>Try to use kind words</p> <ul style="list-style-type: none"> I understand that it is OK to be different from other people and to be friends with them I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend Know how to give and receive compliments I can tell you some ways I am different from my friends I understand these differences make us all special and unique 	<ul style="list-style-type: none"> I can work with others in a group to solve problems <p>Help others to achieve their goals</p> <ul style="list-style-type: none"> I can tell you some ways I worked well with my group I can tell you how I felt about working in my group Are working hard to achieve their own dreams and goals I know how to share success with other people I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest 	<ul style="list-style-type: none"> I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I have a healthy relationship with food and know which foods I enjoy the most <p>Know how to be a good friend and enjoy healthy friendships</p> <ul style="list-style-type: none"> I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends <p>Know how to keep calm and deal with difficult situations</p> <ul style="list-style-type: none"> I can decide which foods to eat to give my body energy I have a healthy relationship with food and I know which foods are most 	<p>cause conflict with my friends</p> <ul style="list-style-type: none"> I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends <p>Show respect in how they treat others</p> <ul style="list-style-type: none"> I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this <p>Know how to help themselves and others when they feel upset or hurt</p> <ul style="list-style-type: none"> I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone 	<p>Understand and respect the changes that they see in other people</p> <ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body I can tell you what I like/don't like about being a boy/girl <p>Know who to ask for help if they are worried about change</p> <ul style="list-style-type: none"> I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help <p>Are looking forward to change</p> <ul style="list-style-type: none"> I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this
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					Know and show what makes a good relationship - I can express my appreciation for the people in my special relationships - I am comfortable accepting appreciation from others	
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Year 3					
	Predators	Tribal tales	Urban Pioneers	Scrumdiddliumptious	Gods and mortals
School Visits	Bird of prey visitor	Parents performance	Parents gallery	Pizza making/ Waitrose visitor	
English	<p>Following Hertfordshire</p> <p>Fiction Genres – adventure stories (4 weeks)</p> <p>Non-Fiction – recount (2 weeks) bird of prey visitor</p> <p>Poetry – (1 week) free verse vocabulary building</p>	<p>Fiction Genres – Visual literacy (3 week) Early Man play script (2 weeks) familiar story from visual literacy</p> <p>Non-Fiction –</p> <p>Poetry – poetry (1week) recite off by heart</p>	<p>Fiction Genres – traditional tale (3 weeks) modern spin on a fairy tale</p> <p>Non-Fiction – persuasive letter (3 weeks) “Coporation road playground is boring.”</p> <p>Poetry – N/A</p>	<p>Fiction Genres –</p> <p>Non-Fiction – instructions (2.5 weeks) recipe roald Dahl book</p> <p>Poetry – Michael Rosen chocolate cake (2.5 week) research a poet – poet study</p>	



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Reading	Wolves by Emily Groves Fing David Walliams		Stig in the Dump by Clive King	Iron Man by Ted Hughes	Charlie and the Chocolate Factory by Roald Dahl	Helping Hercules
Maths Following White Rose	Place value Addition and subtraction		Multiplication and division Money Statistics	Length and perimeter Fractions	Fractions Time	Addition and subtraction Multiplication and division Count from 0 in
Science Cornerstones (Where Science links to Cornerstones topic) Engage Develop Innovate Express	<p><u>Animals including humans – skeletal system</u></p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Food chains</p>	<p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> · Compare how things move on different surfaces · · Notice that some forces need contact between two objects, but magnetic forces can act at a distance · Observe how magnets attract or repel each other and attract some materials and not others · Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials · Describe magnets as having two poles · Predict whether two magnets will attract or repel 	<p><u>Rocks</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <ul style="list-style-type: none"> · Describe in simple terms how fossils are formed when things that have lived are trapped within rock · Recognise that soils are made from rocks and organic matter. 	<p><u>Light</u></p> <ul style="list-style-type: none"> · Recognise that they need light in order to see things and that dark is the absence of light · Notice that light is reflected from surfaces · Recognise that light from the sun can be dangerous and that there are ways to protect their eyes · Recognise that shadows are formed when the light from a light source is blocked by a solid object · Find patterns in the way that the sizes of shadows change. 	<p><u>Plants</u></p> <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> · Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. · Investigate the ways in which water is transported within plants. · Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p><u>Animals including humans – nutrition</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	



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		each other, depending on which poles are facing.			
<p>Cornerstones</p> <p>Throughout each half termly topic, children will sequentially use the four cornerstones skills to access their new learning across the foundation subjects. There is an expectation that an 'Innovate' project will be completed at least three times a year (once a term), however innovate skills may be applied in class learning throughout all topics.</p> <p>Engage Develop Innovate Express</p>					
Innovate Project	Autumn Term: Class assembly – Jade		Spring Term: Class assembly – Pearl Tribal tales performance for parents		Summer Term: summer trip – investigating local rivers Team building project with parents invited
History <u>Cornerstones</u> Engage Develop Innovate Express	<u>Ancient Greece</u> Describe memories of key events in his/her life using historical vocabulary Use an increasing range of common words and phrases relating to the passing of time Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Describe a study of Ancient Greek life and achievements and their influence on the western world		<u>Stone age</u> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented		



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	<p>Record what he/she has learned by drawing and writing</p> <p>Speak about how he/she has found out about the past</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age</p> <p>Record what he/she has learned by drawing and writing</p> <p>Speak about how he/she has found out about the past</p>			
<p>Geography</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p> <p>Express</p>	<p><u>Predators from continents</u></p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features</p> <p>Recognise there are similarities and differences between places</p> <p>Develop an awareness of how places relate each other</p>		<p><u>United Kingdom: Local area study</u></p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues?</p> <p>Recognise that different people hold different views about an issue and begin understand some of the reasons why</p>		<p><u>Comparison with the UK and a European city - Greece</u></p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Recognise there are similarities and differences between places</p>



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			<p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Make plans and maps using symbols and keys</p> <p>Name and locate the cities of the UK</p> <p>Identify where counties are within the UK and the key topographical features</p> <p>Recognise there are similarities and differences between places</p> <p>Identify physical and human features of the locality</p> <p>Identify physical and human features of the locality</p>		
<p>Art</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p> <p>Express</p>	<p>Focus Artist/Painting:</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p>	<p>Focus Artist/Painting:</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p>	<p>Focus Artist/Painting:</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p>	<p>Focus Artist/Painting:</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Experiment with different materials to create a range of effects and use</p>	<p>Focus Artist/Painting:</p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Experiment with different materials to create a range of effects</p>



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	<p>He/she is able to create a collage using overlapping and layering</p>	<p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p> <p>Add detail to work using different types of stitch, including cross-stitch</p> <p>Create printing blocks using relief or impressed techniques</p>	<p>Explore shading, using different media</p>	<p>these techniques in the completed piece of work</p> <p>Explain what he/she likes or dislikes about their work</p> <p>Know about some of the great artists, architects and designers in history and describe their work</p>	<p>and use these techniques in the completed piece of work</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>Compare and recreate form of natural and manmade objects</p>
<p>D&T</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p> <p>Express</p>	<p><u>Art/ using different materials</u></p> <p>Select from and use a wider range of materials and components, including... materials, textiles... according to their functional properties and aesthetic properties.</p> <p>Use knowledge of existing products to design his/her own functional product</p>	<p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</p> <p>Investigate and analyse existing</p>		<p>Talk about the different food groups and name food from each group</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world</p>	<p>Use knowledge of existing products to design his/her own functional product</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple</p>



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	Investigate and analyse existing products and those he/she has made, considering a wide range of factors	products and those he/she has made, considering a wide range of factors		Use a wider variety of ingredients and techniques to prepare and combine ingredients safely Use knowledge of existing products to design his/her own functional product <i>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</i>	computer programmes Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them Investigate and analyse existing products and those he/she has made, considering a wide range of factors
Computing Cornerstones Engage Develop Innovate Express	<u>Coding – controlling an avatar on scratch</u> Use logical reasoning to explain how some simple algorithms work. Design, write and debug programs that control or simulate virtual events <u>E-Safety</u> Use technology safely and recognise acceptable and unacceptable behaviour Use technology safely and respectfully, keeping personal information private	<u>Presenting information clearly</u> Use simple search technologies Use simple search technologies and recognise that some sources are more reliable than others <u>Use software to present information clearly.</u> <u>E-Safety</u> Use technology safely and recognise acceptable and	<u>Digital Art</u> Recognise familiar forms of input and output devices and how they are used Make efficient use of familiar forms of input and output devices <u>E-Safety</u> Use technology safely and recognise acceptable and unacceptable behaviour <i>Use technology safely and respectfully, keeping</i>	<u>E-Safety</u> Use technology safely and recognise acceptable and unacceptable behaviour Use technology safely and respectfully, keeping personal information private	<u>Research</u> Use simple search technologies Use simple search technologies and recognise that some sources are more reliable than others <u>E-Safety</u> Use technology safely and recognise acceptable and unacceptable behaviour <i>Use technology safely and respectfully,</i>



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		<p>unacceptable behaviour</p> <p>Use technology safely and respectfully, keeping personal information private</p>	<p>personal information private</p>		<p>keeping personal information private</p>
<p>Music</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p> <p>Express</p>			<p>Listen with direction to a range of high quality music</p> <p>Confidently recognise a range of musical instruments</p> <p>Begin to listen to and recall sounds with increasing aural memory</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p> <p>Understand that composition is when a composer writes down and records a musical idea</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries</p>		



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			<p>Find the pulse within the context of different songs/music with ease</p> <p>Sing songs with multiple parts with increasing confidence</p> <p>Play and perform in solo or ensemble contexts with confidence</p>		
PE	<p><u>Basketball/Hockey</u></p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p> <p>Compare and contrast his/her performance with others</p> <p><u>Health and Fitness (Healthy bodies)</u></p> <p>Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination</p> <p>Describe the differences between different body parts</p>	<p><u>Gymnastics</u></p> <p>Balance on one foot</p> <p>Climb a set of wall bars (or similar)</p> <p>Perform a side stepping gallop</p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p> <p>Compare and contrast his/her performance with others</p> <p><u>Health and Fitness (Healthy Bodies)</u></p>	<p><u>Dodgeball/ Tag Rugby</u></p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p> <p>Compare and contrast his/her performance with others</p> <p><u>Health and Fitness (Healthy Minds)</u></p> <p>Explain the various aspects of mental health</p> <p><u>Health and Fitness (Personal and Social)</u></p>	<p><u>Rounders/Tennis</u></p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p> <p>Compare and contrast his/her performance with others</p> <p><u>Health and Fitness (Diet and Hygiene)</u></p> <p>Explain the importance of appropriate portions of food for a balanced diet and health</p> <p>Know the importance of following instructions when taking medicine</p>	<p><u>Dance</u></p> <p>Vary skills, actions and ideas and link these in different ways to suit different activities</p> <p>Vary his/her responses to tactics, strategies and sequences used</p> <p>Compare and contrast his/her performance with others</p> <p><u>Health and Fitness (Healthy Bodies)</u></p> <p>Identify the importance of our senses and explain some of the difficulties and dangers that we could</p>



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	<p>Understand the main functions of the brain and the way it sends signals using the nervous system</p> <p>Understand how the body protects the internal organs and how we give extra protection during activities</p> <p>Name the parts of the digestive system and explain the processes</p> <p><u>Health and Fitness (Healthy Minds)</u> Set more challenging goals and evaluate his/her achievements</p> <p>Begin to compare emotional feelings with physical feelings</p> <p>Create a 'steps to success' approach to achieving success</p> <p>Understand that determination and perseverance are needed to overcome a challenge</p>	<p>Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination</p>	<p>Identify the impact of a good social life on happiness</p> <p><u>Health and Fitness (Personal and Social)</u></p> <p>Share his/her own considered point of view and listen to, and consider, other peoples' opinions</p> <p>Offer solutions when there are disagreements between friends</p> <p>Recognise the challenges that parents can have when bringing up children</p>	<p>Explain the importance of the sun to give us vitamin D but the need to stay safe too</p> <p><u>Health and Fitness (Healthy Bodies)</u></p> <p>Identify the importance of our senses and explain some of the difficulties and dangers that we could encounter if we were to lose a sense</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination</p>	<p>encounter if we were to lose a sense</p> <p>Identify that exercise helps our lungs and heart and improves co-ordination</p> <p><u>Health and Fitness (Personal and Social)</u></p> <p>Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions</p>	
<p>PE swimming</p>					<p>Band 1</p> <p>Enter the water safely and move in all directions for a short distance</p> <p>Push and glide in a horizontal position from the side</p> <p>Maintain a floating position with aids or support</p>	<p>Band 4</p> <p>Perform a sequence of changing shapes whilst floating on the surface</p> <p>Swim approx 10m using a range of different strokes (back / breast / front crawl)</p> <p>Band 5</p> <p>Perform a range of jumps into deep water</p>



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					<p>Be at ease with water showered from above and wetting the face</p> <p>Demonstrate an understanding of water safety</p> <p>Band 2</p> <p>Jump in from the poolside safely</p> <p>Push and glide on the back from the side of the pool</p> <p>Regain upright position from a back or front float</p> <p>Blow bubbles underwater with nose and mouth submerged</p> <p>Perform a 360 degree rotation from front to back and back to front</p> <p>Band 3</p> <p>Jump into the pool and submerge briefly</p> <p>Sink, push away from the wall and glide</p>	<p>and tread water when resurfacing</p> <p>Perform a surface dive</p> <p>Perform a forward somersault tucked in the water</p> <p>Swim over 10m using a range of strokes accurately</p> <p>Band 6</p> <p>Exit the water without using steps</p> <p>Perform a range of movements in deep water demonstrating confidence and competence</p> <p>Swim 25m using any stroke</p> <p>Swim 10m wearing clothes</p>
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					underwater for a short distance	
					Submerge fully to pick up an object from the bottom	
					Have a reasonable knowledge of the water safety code	
RE	INTRODUCING JESUS		Thematic unit		Thematic unit	
Following SACRA Objectives taken from SACRA 'explōRE'	a) <i>The importance of Jesus</i> b) The start of Jesus' ministry: the baptism of Jesus c) The start of Jesus' ministry: calling the twelve disciples		Places of worship in different religions		Worship in different religions	
PSHE	<u>Being me in my world</u>	<u>Celebrating difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Following Jigsaw	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities	I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or	I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I am motivated and enthusiastic about achieving our new challenge	I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I understand that boys' and girls' bodies need to change so that when



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	<p>I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view</p>	<p>worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time</p>	<p>myself safe including who to go to for help I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it</p>	<p>world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family</p>	<p>they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can start to recognise stereotypical ideas I might have about parenting and family roles identify what I am looking forward to when I move to my next class</p>
<p>MFL</p>	<p><u>Introduction to German</u> Where is German spoken? Greetings What is your name? Where do you live? How are you? Classroom language Animals Colours</p>	<p><u>Fruits and age</u> Fruits – likes and dislikes Numbers up to 12 How old are you? Days Easter in Germany</p>	<p><u>Calendar and clothing</u> Months/ seasons When is your birthday? Numbers 13-20 Clothes German breakfast Alphabet</p>			



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	Saint Nikolaus		
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Year 4					
	Traders and Raiders	Potions	Lights, Camera, Action!	Burps, Bottoms and Bile	Blue Abyss
School Visits	History Alive Viking Day	Drink me	Y4 Production	Visitor - dentist	Trip- river clean up
English Following Hertfordshire	Non-fiction: Report (three weeks) Traditional tales and Myths (three weeks)	Poetry (two weeks) Story settings (three weeks)	Writing and performing a play (three weeks) Take One Book (two weeks)	Discussion (two weeks) Explanation (two weeks) Poetry (two weeks)	Persuasion (three weeks) Story with a theme (four weeks)
Reading	The Saga of Erik the Viking (Terry Jones)	Alice in Wonderland (Lewis Carroll)	Leon and the Place Between (Angela McAllister)	Demon Dentist (David Walliams)	20,000 Leagues under the sea
Maths Following White Rose	Measurement: Length and Perimeter Number: Multiplication and Division	Number: Multiplication and Division Measurement: Area Fractions	Fractions Decimals	Decimals Measurement: Money Measurement: Time	Statistics Geometry: Property of Shape Geometry: Position and Direction



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<p>Science</p> <p>Cornerstones (Where Science links to Cornerstones topic)</p> <p>Engage Develop Innovate Express</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p><u>Living Things and their Environments</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p><u>States of Matter</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts (cells, wires, bulbs, switches and buzzers)</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors.</p>	<p><u>Animals, Including Humans</u></p> <p>Make systematic and careful observations (egg shells)</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Identify differences, similarities or changes related to simple scientific ideas or processes</p> <p>Record findings using simple scientific language, drawing, keys, bar charts and tables</p> <p>Make systematic and careful observations (saliva)</p> <p>Identify changes, patterns, similarities and differences in data</p>	<p><u>Animals, Including Humans</u></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Develop own classification keys and assign living things to groups, using their keys</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Understanding how animals adapt to their environment</p> <p>Design a new sea creature (adaptions)</p>



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			associate the rate of evaporation with temperature	and insulators, and associate metals with being good conductors.	to help form conclusions Describe the simple functions of the basic parts of the digestive system in humans.	
<p><u>Cornerstones</u></p> <p>Throughout each half termly topic, children will sequentially use the four cornerstones skills to access their new learning across the foundation subjects. There is an expectation that an 'Innovate' project will be completed at least three times a year (once a term), however innovate skills may be applied in class learning throughout all topics.</p> <p>Engage Develop Innovate Express</p>						
Innovate Project	Autumn Term: Class Factor and Viking/Saxon Market Place		Spring Term: Potion Competition and Year 4 Performance		Summer Term: Art Exhibition	
History <u>Cornerstones</u> Engage	<p><u>Anglo-Saxons & Vikings</u></p> <p>Place different periods of time on a timeline and remember key historical facts and dates from a period</p>		<p>Use a variety of resources to find out about aspects of life in the past</p> <p>Use sources of information in ways that</p>	<p>Use sources of information in ways that go beyond simple observations</p>		<p>Research, record and present information relating to the discoveries of HMS Challenger</p>



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<p>Develop Innovate Express</p>	<p>(Place some historical periods in a chronological framework)</p> <p>Use historic terms related to the period of study</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Understand that sources can contradict each other</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>(Settlement by Anglo-Saxons and scots; The Viking and Anglo-Saxon struggle to the time of Edward the Confessor)</i></p>	<p>go beyond simple observations to answer questions about the past</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology (potions)</p>	<p>to answer questions about the past</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>		<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>
<p>Geography Cornerstones</p>	<p>Know how the locality is set within a wider geographical context</p>				<p>Understand and use a widening range of geographical terms e.g.</p>



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<p>Engage Develop Innovate Express</p>	<p>Know about the wider context of places - region, country</p> <p>Plan the steps and strategies for an enquiry</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Measure straight line distances using the appropriate scale</p> <p>Draw accurate maps with more complex keys</p>				<p>specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explore weather patterns around parts of the world</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Explain about key natural resources e.g. water in the locality</p>
<p>Art</p> <p>Cornerstones</p> <p>Engage Develop Innovate</p>	<p>Use taught technical skills to adapt and improve his/her work (Use a motif and stencil to create a print)</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>Use a variety of techniques e.g. marbling, silkscreen and cold water paste</p>	<p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied</p> <p>Learn about great artists in history Evelyn De Morgan (The love potion)</p>	<p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques (creating props and</p>	<p>Plan a sculpture through drawing and other preparatory work (3D model: teeth)</p> <p>Use a sketchbook for collecting ideas and developing a plan for a</p>	<p>Plan a sculpture through drawing and other preparatory work (3D clay model of a sea creature)</p> <p>Draws familiar objects with correct proportions (Fish; sea creatures)</p>



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<p>Express</p>	<p>Understand and use electrical systems in products</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p>	<p>Print on fabrics using tie-dyes or batik (taught through states of matter in Science)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p>	<p>scenery for the production).</p>	<p>completed piece of artwork</p>	<p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine</p>
<p>D&T</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>	<p>Create designs using exploded diagrams</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</p> <p>(Design and make an instrument. Choose from a range of materials showing an understanding of their different characteristics. (Anglo-Saxon homes)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas</p>	<p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them (chocolate hearts and bath bombs)</p> <p>Read and follow recipes which involve several processes, skills and techniques (Design and make chocolate hearts)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the</p>	<p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks (props and scenery)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas</p>	<p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food</p> <p>Read and follow recipes which involve several processes, skills and techniques</p>	<p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas</p>



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		needs of the intended user			
Computing <u>Cornerstones</u> Engage Develop Innovate Express	<p align="center"><u>Information Technology</u></p> <p>Understand what servers are and how they provide services to a network</p> <p><i>Scratch Module 1d – Interactive Display – turning Viking Facts we have learnt into an interactive display to be uploaded to our website.</i></p> <p><i>Design, write and debug programs that accomplish specific goals;</i></p> <p><i>Use sequence in programs; work with various forms of input and output;</i></p> <p><i>Use logical reasoning to detect and correct errors in algorithms in programs.</i></p>	<p align="center"><u>Computer</u></p> <p>logical reasoning to detect and correct errors in algorithms and programs</p>	<p align="center"><u>Digital Literacy</u></p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</p> <p><i>Scratch Module 1e – Dressing Up game – create costume changes and animations for a character.</i></p> <p><i>Design, write and debug programs that accomplish specific goals;</i></p> <p><i>Use sequence, selection and repetition in programs; work with various forms of input and output;</i></p>	<p align="center"><u>Computer Science</u></p> <p>Select, use and combine a variety of software, systems and content that accomplish given goals</p>	<p align="center"><u>Digital Literacy</u></p> <p>Use technology responsibly and understand that communication online may be seen by others</p>



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				<i>Use logical reasoning to detect and correct errors in algorithms and programs.</i>			
Music Cornerstones Engage Develop Innovate Express	<p><i>Describe, compare and evaluate different kinds of music; using appropriate vocab</i></p> <p><i>Recall sounds with aural memory</i></p> <p><i>Evaluate a piece of music and its effectiveness</i></p> <p><i>(Charanga) Perform parts from memory and notation, either on an instrument or vocally</i></p> <p><i>Compose music considering dynamics, timbre and tempo</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p>						
PE	<u>Circuits/ Hockey</u> Identify the difference between healthy and unhealthy fats		<u>Dance/ Invasion Games</u> Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet		<u>Tennis/ Gymnastics</u> Begin to work out the amount of exercise needed to burn off food (by using up calories)	<u>Striking and Fielding Sports Day Practise</u> Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet	<u>Athletics/ Rounders</u> Begin to work out the amount of exercise needed to burn off food (by using up calories)
RE Following SACRA Objectives taken from SACRA	<u>Judaism</u> The Jewish home, food and Synagogue.	<u>Judaism</u> Founders, life changing experiences and beliefs and teachings.	<u>Islam</u> Holy places in Islam	<u>Islam</u> The Five Pillars of Islam	<u>Sacred writings in different religions</u> The Qur'an	<u>Sacred writings in different religions</u> The Bible	



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PSHE	<u>Being me in my world</u>	<u>Celebrating difference</u>	<u>Dreams and Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
Following Cambridgeshire Scheme of Work.	<p>setting rules and expectations</p> <p>understanding how a universal set of rules can benefit everyone and individual communities</p>	<p>understanding how people change when you get to know them</p> <p>explaining why it is good to accept people for who they are</p>	<p>knowing how to make new plans and goals even if you are disappointed</p> <p>knowing what it means to be resilient and to have a positive attitude</p>	<p>recognising when people are putting me under pressure and explain ways to resist this</p> <p>identifying feelings of anxiety and fear associated with peer pressure</p>	<p>explaining different points of view on animal rights issues</p> <p>expressing opinions and feelings on this</p>	<p>identifying what I am looking forward to in year 5</p> <p>Reflecting on the changes I would like to make when I am in year 5 and how I can go about this.</p>
MFL	<ul style="list-style-type: none"> - Weather - Parts of the body - Illness <p>Berlin Wall anniversary lesson</p>		<ul style="list-style-type: none"> - Café/Food and opinions - Ice creams - Role Play - Numbers 21-100 		<ul style="list-style-type: none"> - Dictionary skills - Animals and pets - Das ist nicht mein Hündchen project - 13-20 	

Year 5					
	Off with her Head	Stargazers	Peasants, Princes and Pestilence	Allotment	Pharaohs
School Visits		Stargazing evening.			British Museum?
English	<p><u>Fiction:</u> Suspense and mystery</p> <p><u>Non Fiction:</u> Recount, Explanation</p> <p><u>Poetry:</u> Free-verse, Take One Poet – Poet appreciation (recite poetry by heart)</p>	<p><u>Fiction:</u> Fiction from our literary heritage</p> <p><u>Non Fiction:</u> Persuasion, Instructions</p> <p><u>Poetry:</u> Free-verse, Spoken word/rap</p>		<p><u>Fiction:</u> Traditional tales – Legends</p> <p><u>Non Fiction:</u> Report, Discussion</p> <p><u>Poetry:</u> Free-verse, Cinquain</p>	



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Reading	Treason by Berlie Doherty		Cosmic by Frank Cottrell-Boyce	Children of Winter by Berlie Doherty	The Secret Garden by Frances Hodgson Burnett	Secrets of a Sun King by Emma Carroll
Maths Following White Rose	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area		Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages		Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume	
Science Following Kent SOW <u>Cornerstones</u> (Where Science links to Cornerstones topic) Engage Develop Innovate Express	<u>Living Things and their Habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Living Things and their Habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Earth and Space</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies.	<u>Forces</u> Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>Properties and changes in Materials</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<u>Animals including Humans</u> Describe the changes as humans develop to old age.



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			Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
<p><u>Cornerstones</u></p> <p>Throughout each half termly topic, children will sequentially use the four cornerstones skills to access their new learning across the foundation subjects. There is an expectation that an 'Innovate' project will be completed at least three times a year (once a term), however innovate skills may be applied in class learning throughout all topics.</p> <p style="text-align: center;">Engage Develop Innovate Express</p>						
Innovate Project:			Spring Term: Host a stargazing evening. Children camp out under the stars overnight.		Summer Term: Year 5 Production/ Egyptian Day	
History	Conduct a local history study.		Present findings and communicate knowledge and	Describe an aspect or theme in British history that extends his/her chronological		Describe the achievements of the earliest civilizations - an overview of where and



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<p>Engage Develop Innovate Express</p>	<p>Describe an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Use dates to order and place events on a timeline.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Give some reasons for some important historical events.</p>	<p>understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Give some reasons for some important historical events.</p>	<p>knowledge beyond 1066.</p> <p>Use dates to order and place events on a timeline.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source.</p>		<p>when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Use dates to order and place events on a timeline.</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source.</p> <p>Give some reasons for some important historical events.</p>
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			Give some reasons for some important historical events.		
Geography Engage Develop Innovate Express	<p>Know about the wider context of places e.g. county, region and country.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</p> <p>Recognise the different shapes of countries.</p>	<p>Know about the wider context of places e.g. county, region and country.</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Know location of: capital cities of countries of the British Isles, seas around the U.K. and European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>Identify the physical characteristics and key topographical features of the countries within the United Kingdom.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes to world environments over time.</p> <p>Understand why people seek manage and sustain their environment</p>	<p>Know how rivers erode, transport and deposit materials.</p> <p>Understand how humans affect the environment over time.</p> <p>Understand why people seek manage and sustain their environment</p>
Art Engage Develop Innovate Express	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Research and discuss various artists, architects and designers.</p>	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Develop skills in using clay including slabs, coils and slips.</p>	<p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Research and discuss various artists,</p>	<p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Develop skills in using clay including slabs, coils and slips.</p>



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		<p>and discuss their processes and explain how these were used in the finished product.</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures.</p>	<p>Evaluate his/her work against their intended outcome.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>	<p>architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. Experiment with using layers and overlays to create new colours/textures.</p>	<p>Evaluate his/her work against their intended outcome.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>
<p>Design and Technology</p> <p>Engage Develop Innovate</p>	<p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them.</p>			<p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.</p>	<p>Understand the main food groups and the different nutrients that are important for health.</p> <p>Select appropriate ingredients and use a</p>



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Express					wide range of techniques to combine them.
Computing Engage Develop Innovate Express	<p>Begin to use internet services to share and transfer data to a third party.</p> <p>E-Safety Understand the need to only select age appropriate content.</p> <p>Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p>	<p>E-Safety Understand the need to only select age appropriate content.</p> <p>Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p>	<p>E-Safety Understand the need to only select age appropriate content.</p> <p>Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p>	<p>Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</p> <p>Design, input and test an increasingly complex set of instructions to a program or device.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</p> <p>Design write and test simple programs with opportunities for selection, where a</p>	<p>E-Safety Understand the need to only select age appropriate content.</p> <p>Use filters in search technologies effectively.</p> <p>Use filters in search technologies effectively and appreciates how results are selected and ranked.</p>



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					particular result will happen based on actions or situations controlled by the user.	
Music Engage Develop Innovate Express	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>					
Physical Education	Indoor: Dance Outdoor: Swimming at CCHS Weds PM Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Explain the importance of joints and describe different types of joints. Explain how confidence can affect performance. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.	Indoor: Badminton Outdoor: Swimming at CCHS Weds PM Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Explain the importance of joints and describe different types of joints. Explain how confidence can affect performance. Participate in recognised activities and games with skill	Indoor: Gymnastics Outdoor: Athletics Explain how our body systems change during exercise. Explain the importance of joints and describe different types of joints. Explain how confidence can affect performance. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.	Outdoor: Hockey Outdoor: Tennis Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Explain the importance of joints and describe different types of joints. Explain how confidence can affect performance. Participate in recognised activities	Outdoor: Kwik cricket Outdoor: Rounders Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Explain the importance of joints and describe different types of joints. Explain how confidence can affect performance. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.	Outdoor: Athletics Outdoor: Basketball Explain how our body systems change during exercise. Understand that muscles work in pairs to protect, support and move the body and how we can build and repair them through exercise. Explain the importance of joints and describe different types of joints. Explain how confidence can affect performance. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy.



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	<p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Perform a sequence of one footed leaps. Gallop with a fluid motion.</p> <p>Healthy Body: Use scientific language to explain the importance of different minerals and vitamins.</p> <p>Identify the difference between healthy and unhealthy fats. Explain the effects of saturated fats on our hearts and the types of</p>	<p>and precision showing creativity with tactics and strategy.</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Healthy Minds: Identify stress and stressful situations and think of ways of dealing with them.</p> <p>Identify the value of sleep for our health and explain the possible side effects of lack of sleep.</p>	<p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Perform a sequence of one footed leaps.</p> <p>Healthy Body: Use scientific language to explain the importance of different minerals and vitamins.</p> <p>Identify the difference between healthy and unhealthy fats. Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.</p> <p>Begin to work out the amount of exercise needed to burn off food (by using up calories).</p>	<p>and games with skill and precision showing creativity with tactics and strategy.</p> <p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Healthy Minds: Identify stress and stressful situations and think of ways of dealing with them.</p> <p>Identify the value of sleep for our health and explain the possible side effects of lack of sleep.</p>	<p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Healthy Body: Use scientific language to explain the importance of different minerals and vitamins.</p> <p>Identify the difference between healthy and unhealthy fats. Explain the effects of saturated fats on our hearts and the types of nutrients needed to have a healthy diet.</p>	<p>When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition.</p> <p>Develop interest in participating in sports activities and events at a competitive level.</p> <p>Identify different levels of performance and use subject specific vocabulary.</p> <p>Begin to reflect on mistakes and see them as an opportunity to learn from.</p> <p>Healthy Body: Understand how our bodies change as we get older and how this effects sporting performance</p> <p>Healthy Minds: Recommend suitable lifestyles for different age ranges.</p>
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	<p>nutrients needed to have a healthy diet.</p> <p>Begin to work out the amount of exercise needed to burn off food (by using up calories).</p>	<p>Identify situations where people may need support with their mental health.</p> <p>Make links between a balanced lifestyle and being happy.</p>		<p>Identify situations where people may need support with their mental health.</p> <p>Make links between a balanced lifestyle and being happy.</p>	<p>Begin to work out the amount of exercise needed to burn off food (by using up calories).</p>	<p>Make links between a balanced lifestyle and being happy.</p>
<p>Religious Education</p> <p>Following SACRA</p> <p>Objectives taken from SACRA 'explORÉ'</p>	<p><u>Hinduism: Beliefs and teachings</u></p> <p>The concept of Brahman The AUM/OM symbol The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer) Other Hindu gods and goddesses: stories and festivals associated with them [for example, Ganesha, Krishna, Lakshmi] Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dhama (duty to God and to others) and karma (the idea that actions have consequences for one's future rebirth) Features of the mandir (temple) Congregational puja (public worship in the mandir) The home shrine and puja in the home</p>	<p><u>Creationism accounts in different religions and humanism</u></p> <p>Humanist's scientific view of creation Genesis account of creation (Christianity and Judaism) Various Hindu stories of creation, including:</p> <ul style="list-style-type: none"> • Brhadaryanka Upanishad - the Primeval One, having become bored being the only being in existence, split itself into a variety of forms and manifestations. • Vishnu Purana - Vishnu floating on a sea serpent and creates Brahman from their navel. • Purusha Sukta - sacrificial offering of the creation being across the universe. • Shatapatha Brahmana - the Prajapati performs a tapas ritual to reproduce himself. <p>Buddhist accounts of creation, including:</p> <ul style="list-style-type: none"> • Buddha's belief that the Earth and stars spontaneously formed on its own. Water and air then collected and became seas on the Earth. But life did not yet exist. Then, beings of light called the Phrom descended down onto the Earth. Much is not known following this but it is presumed they adapted to life as humans. 	<p><u>Sikhism: founders, life changing experiences, beliefs and teachings</u></p> <p>Guru Nanak, the founder of Sikhism Guru Gobind Singh and the formation of the Khalsa The Five Ks and the turban The Mool Mantra The importance of equality in Sikhism The Guru Granth Sahib (holy book) Features of the gurdwara (temple) What happens inside the gurdwara?</p>			



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<p>PSHE</p> <p>Following: Jigsaw</p>	<p><u>Being Me in My World</u></p> <p>I can face new challenges positively and know how to set personal goals</p> <p>I know how to use my Jigsaw Journal</p> <p>I know what I value most about my school and can identify my hopes for this school year</p> <p>I understand my rights and responsibilities as a citizen of my country</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand that my actions affect me and others</p>	<p><u>Celebrating Difference</u></p> <p>I understand that cultural differences sometimes cause conflict</p> <p>I am aware of my own culture</p> <p>I understand what racism is</p> <p>I am aware of my attitude towards people from different races</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviours</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>I can compare my life with people in the developing world</p>	<p><u>Dreams and Goals</u></p> <p>I understand that I will need money to help me achieve some of my dreams</p> <p>I can identify what I would like my life to be like when I am grown up</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I appreciate the contributions made by people in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I can reflect on how these relate to my own</p>	<p><u>Healthy Me</u></p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I know how to keep myself calm in emergencies</p> <p>I understand how the media, social media and celebrity culture</p>	<p><u>Relationships</u></p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I know how to keep building my own self-esteem</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I can recognise when an online community feels unsafe or uncomfortable</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when an online game is becoming unhelpful or unsafe</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can identify things I can do to reduce screen</p>	<p><u>Changing Me</u></p> <p>I am aware of my own self-image and how my body image fits into that</p> <p>I know how to develop my own self esteem</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</p> <p>I appreciate how amazing it is that</p>
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	<p>I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<p>I can appreciate the value of happiness regardless of material wealth</p> <p>I can understand a different culture from my own</p> <p>I respect my own and other people's cultures</p>	<p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</p> <p>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p> <p>I understand why I am motivated to make a positive contribution to supporting others</p>	<p>promotes certain body types</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p>I am motivated to keep myself healthy and happy</p>	<p>time, so my health isn't affected</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p>human bodies can reproduce in these ways</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>
<p>German</p>	<p>Weather Mountain poems Parts of the body Illness Berlin Wall lesson – 30th anniversary</p>		<p>Café Food likes and dislikes Ice creams Role plays</p>		<p>Dictionary skills Animals and pets Das ist nicht mein Hündchen project Numbers 21-100</p>	

Year 6



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	WW2		Frozen Kingdom	Victorians	Blood Heart	Gallery Rebels
School Visits	IWM Duxford			Chelmsford Cathedral Easter Workshop (Free Local Visit)	Residential Visit	Transition Visit Adventure Island
English Following Hertfordshire	<p>Fiction Genres – Diaries, Myths and legends, Historical fiction, Character and setting descriptions</p> <p>Non-Fiction – Non-Chronological Reports, Newspaper Reports, Letters, Explanations, Recounts, Instructional Texts</p> <p>Poetry – Remembrance/ War Poetry (Metaphor, Personification, Simile)</p>		<p>Fiction Genres – Diaries, Historical fiction, Narrative technique – Creating settings, characterisation and atmosphere.</p> <p>Non-Fiction – Chronological Reports, Persuasive Letters, Discursive Texts, Biographical Texts</p> <p>Poetry – Inspired by ‘Winter’ By William Shakespeare (Onomatopoeia, Alliteration, Assonance)</p>		<p>Fiction Genres – Diaries, Narrative technique – Creating settings, characterisation and atmosphere.</p> <p>Non-Fiction – Chronological Reports, Persuasive Letters, Discursive Texts, Biographical Texts Non-Chronological Reports, Newspaper Reports, Explanations, Recounts, Instructional Texts</p> <p>Debating Skills</p>	
Reading	<p>Friend or Foe By Michael Morpurgo (Links to Goodnight Mr Tom Extracts)</p> <p>War Poetry by Wilfred Owen</p>		<p>Shakleton's Journey By Will Gill</p> <p>Non-Fiction Texts on the Arctic/Antarctic</p>	<p>Oliver Twist By Charles Dickens</p> <p>SATs style texts/questions</p>	SATs Papers – Reading Texts	<p>Framed By Frank Cottrell Boyce</p> <p>The Highwayman by Alfred Noyes</p>
Maths Following White Rose	Place Value	Fractions	Position and Direction	Converting Units	Statistics	Investigations
	Four Operations	Decimals	Algebra	Perimeter, area and volume	Revision SATS	Problem Solving
		Percentages	Properties of Shapes	Ratio		
Science Cornerstones (Where Science links to Cornerstones topic)	<p>Living Things and their Habitats – Microbes</p> <p>Describe how living things are classified into broad groups according</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>	<p>Evolution and Inheritance</p> <p>Describe how living things are classified into broad groups according</p>		<p>Animals Including Humans (Cornerstones Topic Link)</p>	<p>Light</p> <p>Recognise that light appears to travel in straight lines</p>



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<p>Engage Develop Innovate Express</p>	<p>to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that</p>		<p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
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			adaptation may lead to evolution			
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Cornerstones

Throughout each half termly topic, children will sequentially use the four cornerstones skills to access their new learning across the foundation subjects. There is an expectation that an 'Innovate' project will be completed at least three times a year (once a term), however innovate skills may be applied in class learning throughout all topics.

Engage Develop Innovate Express

Innovate Project	Autumn Term: Create Remembrance Area	Spring Term: Create climate change ebook		Summer Term: Year 6 Summer Performance	
History Cornerstones Engage Develop Innovate Express	<p align="center"><u>WW2</u></p> <p><i>Use dates to order and place events on a timeline</i></p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Describe a local history study</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p> <p>Make confident use of a variety of sources for independent research</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p align="center"><u>Titanic</u></p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p> <p>Make confident use of a variety of sources for independent research</p>	<p align="center"><u>The Victorians</u></p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>		



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	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Use evidence to support arguments</p>	<p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Use evidence to support arguments</p>	<p>Make confident use of a variety of sources for independent research</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Use evidence to support arguments</p>		
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<p>Geography</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>	<p><u>United Kingdom: Rural and Urban</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p>	<p><u>Arctic and Antarctic</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><u>United Kingdom: Land Use and Economic Activity</u></p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p><u>OS Maps and Using a Compass</u></p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>
<p>Art</p> <p>Cornerstones</p> <p>Engage Develop Innovate Express</p>	<p><u>Focus Artists/Painting: 'Tube Shelter Perspective'</u> Henry Moore</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p>		<p><u>Focus Artist/Painting: 'The Fighting Temeraire' and 'Rain, Steam and Speed'</u> J M W Turner</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate</p>	<p><u>Focus Artist/Painting: 'An Experiment on a Bird in the Air Pump'</u> Joseph Wright of Derby</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate</p>	<p><u>Focus Artist/Painting: 'Mr and Mrs Andrews'</u> Thomas Gainsborough</p> <p><u>'Surprised!'</u> Henri Rousseau</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate</p>



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	<p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Produce intricate patterns and textures in a malleable media</p>		<p>vocabulary and referring to historical and cultural contexts</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p> <p>Follow a design brief to achieve an effect for a particular function</p>	<p>appropriate vocabulary and referring to historical and cultural contexts</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Refine his/her use of learnt techniques</p>	<p>vocabulary and referring to historical and cultural contexts</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Explain and justify preferences towards different styles and artists</p>
<p>D&T</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p>	<p><u>Anderson Shelters (Resistant Materials)</u></p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made</p>	<p><u>Keeping Warm/ Insulation</u></p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and</p>	<p><u>Victorian Homecraft (Textiles/Sewing)</u></p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of</p>	<p><u>Healthy Meals (Food Technology)</u></p> <p>Use information on food labels to inform choices</p>	<p><u>Lego Coding (Computing Links)</u></p> <p>Apply his/her understanding of computing to program, monitor and control his/her product</p>



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<p>Express</p>	<p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</p>	<p>products he/she have made</p> <p>Use technical knowledge accurate skills to problem solve during the making process</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</p>	<p>existing products and products he/she have made</p> <p>Choose the best materials for a task, showing an understanding of their working characteristics.</p> <p>Develop detailed criteria for designs for products aimed at particular individuals or groups, sharing ideas through cross-sectional and exploded diagrams, prototypes and pattern pieces.</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional</p>	<p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made properties and aesthetic qualities</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</p>	
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<p>Computing</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p> <p>Innovate</p> <p>Express</p>	<p><u>Scratch WW2 Maze Game</u></p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>Create programs which use variables</p> <p>Use variables, sequence, selection, and repetition in programs</p> <p>E-Safety</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Use technology respectfully and responsibly</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content</p>	<p><u>Book Creator App</u></p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>E-Safety</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Use technology respectfully and responsibly</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content</p>	<p>E-Safety</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Use technology respectfully and responsibly</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content</p>	<p><u>Google Sheets – Databases and Graphs</u></p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>E-Safety</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Use technology respectfully and responsibly</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content</p>	<p>E-Safety</p> <p>Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Use technology respectfully and responsibly</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content</p>
<p>Music</p> <p>Cornerstones</p> <p>Engage</p> <p>Develop</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop a deeper understanding of the history and context of music</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p>				



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<p>Innovate Express</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create a simple composition and record using formal notation</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</p>					
<p>PE</p>	<p><u>Basketball/Hockey</u></p> <p>Perform a 'basketball dribble'</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Analyse, modify and refine skills and techniques and how these are applied</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p> <p><u>Health and Fitness (Diet and Hygiene)</u></p>	<p><u>Dance</u></p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Analyse, modify and refine skills and techniques and how these are applied</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p> <p><u>Health and Fitness (Healthy Bodies)</u></p> <p>Explain the difference between good bacteria and bad bacteria</p> <p><u>Health and Fitness (Personal and Social)</u></p>	<p><u>Gymnastics</u></p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Analyse, modify and refine skills and techniques and how these are applied</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.</p> <p><u>Health and Fitness (Diet and Hygiene)</u></p> <p>Explain the different parts of sleep and why this is important for the body</p> <p><u>Health and Fitness (Personal and Social)</u></p>	<p><u>Dodgeball/ Tag Rugby</u></p> <p>Perform a 'drop-kick'</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Analyse, modify and refine skills and techniques and how these are applied</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p> <p><u>Health and Fitness (Healthy Minds)</u></p>	<p><u>Rounders/Tennis</u></p> <p>Strike a ball with a range of bats for accuracy and distance</p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Analyse, modify and refine skills and techniques and how these are applied</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p> <p><u>Health and Fitness (Healthy Minds)</u></p> <p>Understand different levels of confidence and its effect on life</p>	<p><u>Athletics</u></p> <p>When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others</p> <p>Analyse, modify and refine skills and techniques and how these are applied</p> <p>Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p> <p><u>Health and Fitness (Healthy Minds)</u></p> <p>Understand different levels of confidence and its effect on life</p>



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	<p>Understand that endorphins are released during exercise and that these are linked with happiness</p> <p><u>Health and Fitness (Healthy Minds)</u></p> <p>Set achievable personal goals and successfully reflect on these, perhaps setting 'next steps'</p>	<p>Recognise his/her role in keeping his/her immediate environment safe and healthy and offer suggestions.</p>	<p>Understand that 'being healthy' incorporates body, mind and lifestyle</p>	<p>Explain the various aspects of mental health</p> <p><u>Health and Fitness (Personal and Social)</u></p> <p>Identify the impact of a good social life on happiness.</p>	<p>suggest the best possible strategy</p> <p><u>Health and Fitness (Diet and Hygiene)</u></p> <p>Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer</p> <p>Identify how different food should be eaten for nutritional purposes</p> <p>Explain the effect that high cholesterol has on the human body</p> <p><u>Health and Fitness (Healthy Bodies)</u></p> <p>Using scientific vocabulary, explain what happens to our bodies during and after exercise</p>	<p>Understand emotional intelligence</p>
<p>RE</p> <p>Following SACRA Objectives taken</p>	<p><u>Hinduism</u></p> <p>- <u>Other Hindu gods and goddesses: stories and festivals associated</u></p>	<p><u>Buddhism</u></p> <p>- The Buddha's life story, his quest to find an</p>	<p><u>Christianity</u></p> <p>The teaching of Jesus:</p>	<p><u>Christianity</u></p> <p>The Easter Story:</p>	<p><u>Humanism</u></p> <p>Key humanist beliefs and ideas:</p>	<p><u>Sikhism</u></p> <p>- The Five Ks and the turban</p>



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<p>from SACRA 'explorE'</p>	<p><u>with</u> them [for example, Ganesha, Krishna, Lakshmi]</p> <ul style="list-style-type: none"> - Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dharma (duty to God and to others) and karma (the idea that actions have consequences for one's future rebirth) 	<p>answer to the problem of suffering</p> <ul style="list-style-type: none"> - The Middle Way - The Noble Eightfold Path - Enlightenment and Nirvana/Nibbana - The Buddha image - Buddhist shrines - Buddhist devotional practices, including meditation 	<ul style="list-style-type: none"> - The parables and their meanings [for example, the sower (Matthew 13.1-9), the lost sheep (Matthew 18.12-14), the lost son (Luke 15.11-24), the good Samaritan (Luke 10.30-35)] - The two greatest commandments: "Love the Lord your God ... Love your neighbour as you love yourself" (Matthew 22.37-39) - Jesus' teaching about prayer, including the Lord's Prayer (Matthew 6.5-13) 	<ul style="list-style-type: none"> - The entry into Jerusalem, commemorated on Palm Sunday - The Last Supper, commemorated on Maundy Thursday and at Holy Communion - The crucifixion, commemorated on Good Friday and by the fact that the cross is the central symbol of Christianity - The resurrection, celebrated on Easter Day - Different churches, denominations, etc (for example, comparing an Anglican or Roman Catholic church) 	<ul style="list-style-type: none"> - The meaning of humanism - People are what matter in life - The Golden Rule: treat others as you would like them to treat you! - You can live life without religion - Science provides the most reliable source of knowledge about the world - Humanist ceremonies marking key milestones in life [for example, baby namings or welcomings, weddings, funerals] - The British Humanist Association and the Happy Human symbol 	<ul style="list-style-type: none"> - The importance of equality in Sikhism - Features of the gurdwara (temple)
<p>PSHE</p>	<p><u>Being Me in My World</u></p>	<p><u>Celebrating Difference</u></p>	<p><u>Dreams and Goals</u></p>	<p><u>Healthy Me</u></p>	<p><u>Relationships</u></p>	<p><u>Changing Me</u></p>



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<p>Following Jigsaw</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I know how to use my Jigsaw Journal</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I understand there are different perceptions about what normal mean</p> <p>I understand how being different could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out of school goal)</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things that are against the law</p> <p>I know why some people join gangs and the risks this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>I know that it is important to take care of my mental health</p> <p>I know how to take care of my mental health</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe and helpful for me</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p>
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MFL	<u>Food and Drink</u> Café Food likes and dislikes Ice creams Role plays Berlin Wall lesson – 30 th anniversary	<u>Hobbies and Recreation</u> Hobbies Present tense verbs Gem/nicht gem	<u>Family and Numbers</u> Meine Familie Brothers and Sisters Descriptions Wanted Posters <i>OR</i> Geog lesson/ Where I live Numbers up to 100 practice OR digital time Shops and shopping			