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| ***English narrative writing*** | | Stories with familiar settings  Stories with predictable and patterned language/phrases  Fairy tales – retell a familiar fairytale  Story boards  Story maps  Stories based on personal experience or a class book  Stories based on a known structure  Stories with a simple setting | | | | Stories with familiar settings  Traditional tales  Stories based on personal experience or a class book  Stories based on a significant incident  Stories with strong character profiles  Stories with recurring language  Use a familiar story as a model | | | Adventure and mystery stories – focus on plot  Stories set in imaginary or historical worlds  Stories with strong settings  Stories with dialogue  An alternative version of a traditional story  A story with focus on sequence  Write a play based on a familiar story  Write a story from the perspective of a key characters perspective | | | | | A story in paragraphs  Stories from other cultures  Stories which raise issues/dilemmas  A story with a focus on setting – write a section of a story  Descriptive setting  A short chapter story (collaborative)  Alternative endings to a story  Write a quest story – perhaps link with wanted posters, job applications, lonely heart columns etc  A play  An autobiographical story based on personal experience | | | Stories with historical settings  Traditional stories, A fable  A myth or legend – retell the same myth from a different characters experience  Stories from other cultures  Two different story openings  A story written from the point of view of a character  An additional chapter or ending written in the style of the author  A suspense or mystery story – with atmosphere and build tension | | | | Short stories with flashbacks  An extended narrative on a theme identified from a class book  A mystery story  A fantasy story | |
| ***English Non-Fiction writing*** | | Labels, lists, captions  Recount x 2 – 1st person – of a trip or event in school  Instructions – write a simple recipe after practical experience  Explanation – use pictures to help illustrate a simple process link to science  Report x2 – non chronological – information leaflet | | | | Explanation x2 – following a practical task – use simple flow charts and diagrams – link to DT  Recount x 2– 1st person retelling a historical event and a recount of a trip  Report – assemble info into a report  Instructions – fiction based e.g How to tame an ogre | | | Recount – a news report or sports report  Instructions – Directions (link to Geog) or treasure hunt  Explanation – Explain a process – use a flow chart – link to science  Report – take notes first and write a report on a topic  Persuasion - Persuasive letter | | | | | Report – write a report based on notes gathered – make a leaflet  Persuasion – make notes and assemble points before writing a speech  Discussion – different sides of an argument  Explanation – Explain how something works – link to DT, Science or ICT | | | Recount – biographical account based on research  Explanation – link to Geog – rivers, mountains etc  Formal and informal Persuasion - Persuasive letter  Instructions – Detailed clear with intro and conclusion  Report – an information leaflet  Discussion – balanced discussion - 2 sides of an argument following a class debate | | | | link to science or geography or DT  Recount x2 – write in role – historical characters – a biographical account – e.g a cv, school report, police description, newspaper obituary of a historical character  Write a newspaper report  Formal letter  Report – non fiction subject  Persuasion – construct an argument to persuade on a point of view – turn into a speech or letter  Discussion – have a debate followed by a write up which presents and evaluates multiple points of view  Autobiography – own so Fr or as a character from a novel or from history | |
| ***Poetry*** | | Rhyming couplets | | | | Calligram – single words and shape poems | | | Limericks  Haiku  Tanka  Kenning | | | | | Riddle  Narrative poetry | | | Epic poem  Performance poetry | | | | Monologue  Free verse | |
| ***Spelling /Phonics*** | | Phase 4  Phase 5 - Long Vowels  ay ee igh  Phase 5 - Long Vowels  oa oo aw  Phase 5 - Long Vowels  er oi ear  Phase 5 - Alternative Spelling  c j s  Consolidation  Phonics Check | | | | Homophones and near homophones  Year 2 phonics  Common exception words  Strategies at the point of writing  Suffixes  Proofreading  Learning and practising spellings  Apostrophe | | | Revisit  Common exception words from Year 2  Revise prefix ‘un’.  New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.  Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’,  ‘-ing’, ‘-er’  Rare GPCs  The /e / sound spelt ‘ei’, ‘eigh’, or  ‘ey’ The / / sound spelt ‘y’  Words ending with the /g/ sound spelt ‘gue’ and  the /k/ sound spelt ‘-que’ (French in origin)  Homophones  Apostrophe  Revise contractions from Year 2  Proofreading  KS1 common exception  • Learn words from the Years 3 and 4  word list.  • Learn words from personal lists.  Suffixes from Year 2 (‘-ness’ and ‘-ful’, with a  consonant before)  Prefixes and suffixes  Prefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’  Suffixes ‘less’ and ‘ly’  Rare GPCs  The / / sound spelt ‘ch’ (mostly French in origin)  The /k/ sound spelt ‘ch’ (Greek in origin)  Vowel digraphs from Years 1 and 2  Prefixes and suffixes  Suffix ‘-ly’ with root words ending in ‘le’ and ‘ic’  The / / sound spelt ‘y’ other than at the end  of words (gym, myth)  The / / sound spelt ‘ou’ (young, touch) | | | | | The /e / sound spelt ‘ei’, ‘eigh’, or ‘ey’  The / / sound spelt ‘ch’ The / / sound spelt ‘ou’ Words ending /ure/ (treasure, measure) Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’  Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) Homophones Apostrophe Possessive apostrophe with singular proper nouns Proofreading  Learn words from the Years 3 and 4 word list.  The /g/ sound spelt ‘gu’ Words ending /t ə/ spelt ‘ture’ (creature, furniture) Endings that sound like / ən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (invention, comprehension, expression, magician) Prefixes ‘anti-’ and ‘inter- ’ Suffix ‘-ation’ Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals  Revisit Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Words with the /s/ sound spelt ‘sc’ (Latin in origin) Endings that sound like / ən/ spelt ‘-sion’ (division, confusion) Suffixes Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous) | | | Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)  Apostrophe for contraction and possession  Words with ‘silent’ letters  Morphology/ Etymology  Words with the letter string ‘-ough’  Words ending in ‘-able’ and ‘-ible’  Homophones  Use of the hyphen (co-ordinate, co-operate)  Use of a dictionary to create word webs  • Learn words from the Years 5 and 6  word list.  Words with the /i:/ sound spelt ‘ei’ after ‘c’  (receive, ceiling)  Words ending in ‘-ably’ and ‘-ibly’  Revise words ending in ‘-able’ and ‘-ible’  Suffixes – ous, ing, ed, es, ies  Root words - graph, sign, micro  ei/ie words | | | | ending ‘-able/ably’, ‘-ible/ibly’  Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.  words ending in ‘-fer’.  Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)  words from the Years 5 and 6 word list.  Words containing the letter string ‘-ough’  Generating words from prefixes and suffixes  The /ʃəl/ sound, words ending ‘tial’ and ‘cial’  All homophones from KS2  Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-  ence’/‘-ency’  Root words and meanings  Extend the knowledge | |
| ***Grammar*** | | To know how words combine to  make sentences  To use spaces to separate words  Introduction to capital letters, full stops  Capital letters for names and for the personal pronoun I  Sequence sentences to form short narratives  Joining words and joining clauses using and  Introduction to question marks and exclamation marks to demarcate sentences  Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun  Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) | | | | To write sentences with different forms: statement, question, exclamation, command. and to know how the grammatical patterns of the sentence indicate its function.  To use expanded noun phrases to describe and specify [for example, the blue butterfly].  To use the present and past tenses correctly and consistently including the progressive form throughout their writing.  To use the progressive form of verbs in the present and past tense to mark actions in progress [eg she is drumming, he was shouting]  To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).  To understand the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman]  To understand the formation of adjectives using suffixes such as -ful, -less.  To understand the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.  To use the terms:  noun, noun phrae, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | | | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  Using the present perfect form of verbs in contrast to the past tense  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  Using conjunctions, adverbs and prepositions to express time and cause  Using fronted adverbials  Indicate grammatical and other features by:  Using commas after fronted adverbials  Indicating possession by using the possessive apostrophe with singular and plural nouns | | | | | The grammatical difference between plural and possessive  Standard English forms for verb inflections instead of local spoken forms  **Sentence structures**  Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repition  Fronted adverbials  **Text structure**  Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun across sentences  **Punctuation**  Use of speech marks to punctuate direct speech  Apostrophes to mark singular and plural possession  Use of commas after fronted adverbials | | |  | | | | subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points | |
| ***Class Readers related to topic work*** | | Traditional Tales  The Gingerbread Man  The Little Red Hen  The Ugly Duckling  Bug Club Guided Readers  Senses  I Like to Play  Mrs Armitage on Wheels  Mr Gumpy’s Motor Car  Flora and George’s Garden  The World Came to My Place Today | | | | The Lonely Beast/ The Truth Pixie  Flotsam  Paddington  Coral Kingdom | | | Stone Age Boy  The Twits  Romulus Remus  Stone Soup  George and the Dragon | | | | | ‘The village that vanished’ by Anne Grifalco.  ‘Fly Eagle Fly’  ‘There’s a pharaoh in our bath’ by Jeremy Strong. | | | Street Child – Berlie Doherty  The Adventures of Odysseus – Hugh Lupton  The Highwayman – Alfred Noyes  Floodland – Marcus Sedgwick  The Girl who saved Christmas – Matt Haig  Who let the gods out? – Maz Evans | | | | Skellig  The Boy in the Striped Pyjamas | |
| **Mathematics** | | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position | | | | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position | | | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics | | | | | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics | | | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics | | | | *Skills as appropriate in:*  Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions  Measurement  Shape  Position  Ratio  Algebra  Position  Statistics | |
| **Science** | | **Plants**  I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  I can identify and describe the basic structure of a variety of common flowering plants, including trees.  **Animals Including Humans**  I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores  I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  **Everyday Materials**  I can distinguish between an object and the material from which it is made.  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  I can describe the simple physical properties of a variety of everyday materials.  I can compare and group together a variety of everyday materials on the basis of their simple physical properties.  **Seasonal Changes**  I can observe changes across the four seasons.  I can observe and describe weather associated with the seasons and how day length varies. | | | | **Living Things and their Habitats**  I can explore and compare the differences between things that are living, dead, and things that have never been alive.  I can 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.  I can identify and name a variety of plants and animals in their habitats, including microhabitats.  I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  **Plants**  I can observe and describe how seeds and bulbs grow into mature plants  I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  **Animals including humans**  I can notice that animals, including humans, have offspring which grow into adults.  I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).  I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  **Everyday Materials**  I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  **Working scientifically**  Throughout my science learning...  I can ask simple questions.  I can observe closely, using simple equipment.  I can perform simple tests.  I can identify and classify.  I can use observations and ideas to suggest answers to questions.  I can gather and record data to help in answering questions | | | **Plants**  I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers .  I can 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.  I can investigate the way in which water is transported within plants.  I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  **Animals including humans**  I can 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.  I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.  **Rocks**  I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.  I can recognise that soils are made from rocks and organic matter.  **Light**  I can recognise that we need light in order to see things and that dark is the absence of light.  I can notice that light is reflected from surfaces.  I can recognise that light from the sun can be dangerous and that there are ways to protect our eyes.  I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.  I can find patterns in the way the size of shadows change  **Forces and Magnets**  I can compare how things move on different surfaces.  I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.  I can observe how magnets attract or repel each other and attract some materials and not others.  I can 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.  I can describe magnets as having two poles.  I can predict whether two magnets will attract or repel each other, depending on which poles are facing..  **To work scientifically**  Throughout my science learning...  I can ask relevant questions.  I can set up simple practical enquiries and comparative and fair tests.  I can make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.  I can gather, record, classify and present data in a variety of ways to help in answering questions.  I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.  I can identify differences, similarities or changes related to simple, scientific ideas and processes.  I can use straightforward, scientific evidence to answer questions or to support my findings. | | | | | **Living things and their habitats**  I can recognise that living things can be grouped in a variety of ways.  I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  I can recognise that environments can change and that this can sometimes pose dangers to living things.  **Animals including humans**  I can describe the simple functions of the basic parts of the digestive system in humans.  I can identify the different types of teeth in humans and their simple functions.  I can construct and interpret a variety of food chains, identifying producers, predators and prey.  **States of matter**  I can compare and group materials together, according to whether they are solids, liquids or gases.  I can 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).  I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  **Sound**  I can identify how sounds are made, associating some of them with something vibrating.  I can recognise that vibrations from sounds travel through a medium to the ear.  I can find patterns between the pitch of a sound and features of the object that produced it.  I can find patterns between the volume of a sound and the strength of the vibrations that produced it.  I can recognise that sounds get fainter as the distance from the sound source increases.  **Electricity**  I can identify common appliances that run on electricity.  I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  I can 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.  I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  I can recognise some common conductors and insulators, and associate metals with being good conductors | | | **Living things and their habitats**  I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  I can describe the life process of reproduction in some plants and animals.  **Animals including humans**  I can describe the changes as humans develop to old age.  **Properties and changes of materials**  I can 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.  I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  I can demonstrate that dissolving, mixing and changes of state are reversible changes.  I can 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.  **Earth and Space**  I can describe the movement of the Earth and other planets relative to the sun in the solar system.  I can describe the movement of the moon relative to the Earth.  I can describe the sun, Earth and moon as approximately spherical bodies.  I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  **Forces**  I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.  I can identify the effects of air resistance, water resistance and friction that act between moving surfaces.  I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. | | | | **Animals including humans**  I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  I can describe the ways in which nutrients and water are transported within animals, including humans.  **To investigate living things and their habitats**  I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  I can give reasons for classifying plants and animals based on specific characteristics.  **To understand light**  I can recognise that light appears to travel in straight lines.  I can 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.  I can 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.  I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  **To understand evolution and inheritance**  I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  **To understand electricity**  I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.  I can 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.  I can use recognised symbols when representing a simple circuit in a diagram. | |
| **History** | | The content areas through which the skills are taught: | | | | | | | | | | | | | | | | | | | | |
| Changes *(within living memory – where appropriate these should be used to reveal aspects of change in national life)*  Significant historical people *(look at the lives of significant individuals in Britain’s past who have contributed to our nation’s achievements)* | | | Key events in the past (that are significant nationally or globally, beyond living memory)  Significant historical events, people and places in our locality | | | | Changes in Britain from the Stone Age to the Iron Age  The Roman Empire and its impact on Britain  Britain’s settlement by the Anglo Saxons  The Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | Study of an aspect or theme in British history (extending chronological knowledge beyond 1066) - Tudor monarchs and Tudor life  Achievements of the earliest civilisations - Ancient Egyptians  Vikings - struggle for the Kingdom of England to the time of Edward the Confessor) | | | | A study of an aspect in British history that extends knowledge beyond1066 - The Victorians  Ancient Greece – study of Greek life and achievements and their influence on the western world | | | | A local study  How is national history  reflected in the locality  A historic site dating from a  period beyond 1066  A study of an aspect in  British history that extends knowledge beyond 1066 - **WW2**  A non-European society - **Mayans**  that provides contrast with  British History – e.g Mayan,  Benin, Islamic | |
| Skills in History - | | | | | | | | | | | | | | | | | | | | |
| **Chronological Understanding**  I can describe memories of key events in my life and changes that have occurred in my own life I can sequence events in my life and place them on a timeline  I can sequence photographs etc. from different periods of my life  I have an awareness of the past and can use words relating to the passing of time  **Range and Depth of Historical Knowledge**  I can recognise the difference between past and present in my own and others lives I know and can recount episodes from stories about the past  I can recognise why people did things, why events happened and what happened as a result  I can identify differences between ways of life at different times  I can describe significant people from the past  **Historical Enquiry**  I can find answers to simple questions about the past from sources of information e.g. artefacts, .g *What was life like for people? What happened? How long ago?*  I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past  **Communication**  I can communicate my knowledge through: Discussion  Drawing pictures Drama/role play  Making models  Writing  Using ICT  I can use words and phrases such as: *a long time ago, recently, when my parents were children, years, decades, centuries*  **Events beyond living**  **memory that are**  **significant nationally and globally:**  *E.g Great fire of London, first*  *aeroplane flight*  The lives of significant individuals who  contributed to national  and international achievements. *Eg : Elizabeth 1, Victoria, Columbus, Neil Armstrong,*  *Lowry, Rosa parks, Mary Seacole*  Significant historical  events, people and places in their own locality | | | | **Chronological understanding**  I have an awareness of the past and can use words relating to the passing of time  I can sequence artefacts from different periods and check with reference books  I can label time lines with words or phrases such as: *past, present, older, newer*  I can use dates where appropriate  **Range and depth of historical knowledge**  **An overview of world history**  I can recognise the difference between past and present in my own and others lives  I know and can recount episodes from stories about the past  I can recognise why people did things, why events happened and what happened as a result  I can describe simple historical events  I can identify differences between ways of life at different times  I can describe significant people from the past  **Investigation and Interpretations of history**  I distinguish between fact and fiction in stories that I hear  I can compare 2 versions of a past event  I can compare pictures or photographs of people or events in the past  I can begin to discuss the reliability of photos/ accounts/stories  I can identify ways in which the past is represented  **Historical enquiry**  I can find answers to simple questions about the past from sources of information e.g. artefacts,  E.g *What was life like for people? What happened? How long ago?*  I can use a source – artefacts, pictures, stories, online sources and databases to find out about the past observe or handle sources to answer questions about the past  **Organisation and communication**  I can communicate my knowledge through: Discussion  Drawing pictures Drama/role play  Making models  Writing  Using ICT  I can use words and phrases such as: *a long time ago, recently, when my parents were children, years, decades, centuries*  I show an understanding of concepts such as: *monarchy, parliament, democracy, war*e past  **Historical periods**  Events beyond living  memory that are  significant nationally and globally:  *E.g Great fire of London, first*  *aeroplane flight*  The lives of significant individuals who  contributed to national  and international achievements. *Eg : Elizabeth 1, Victoria, Columbus, Neil Armstrong,*  *Lowry, Rosa parks, Mary Seacole*  Significant historical  events, people and places in their own locality | | **Chronological understanding**  I can place the time being studied, artefacts and historical figures on a timeline using dates  I can use dates and terms related to the study unit and passing of time  I can sequence several events or artefacts  I can begin to date events  I can understand more complex terms eg BC/AD  I can begin to note contrasts and trends over time  **Range and depth of historical knowledge**  **An overview of world history**  I can find out about the everyday lives of people in time studied  I can use evidence to reconstruct life in time studied  I can compare life then with our life today  I can identify key features and events of time studied  I can identify reasons for and results of people's actions  I can offer a reasonable explanation for some events  I can give a broad overview of life in Britain through various time periods  I can compare and look for links and effects in time studied  I can describe changes that have happened in the school or locality over time  **Investigation and Interpretations of history**  I can identify and give reasons for different ways in which the past is represented  I can distinguish between different sources – compare different versions of the same story  I can look at representations of the period – in museum, cartoons, art work, poems etc  I can suggest causes and consequences of some main events in history  I can begin to evaluate the usefulness of different sources and begin to explain why they might be different  I can use more than one source of evidence to gain a more accurate understanding  **Historical enquiry**  I can ask questions and use a range of sources to find out about a period  I can suggest suitable sources of evidence and use it to build up a picture of a past event  I can observe small details – artefacts, pictures  I can select and record relevant information relevant to the study  I can use the library and internet for research  I can choose relevant material to present a picture of one aspect of life in time past  I can ask a variety of questions  **Organisation and communication**  I can communicate my knowledge through: Discussion  Drawing pictures Drama/role play  Making models  Writing  Using ICT  I can use appropriate historical vocabulary to communicate: dates, time period, era, change, chronology | | | | **Chronological understanding**  I can place the time being studied, artefacts and historical figures on a timeline using dates  I can use dates and terms related to the study unit and passing of time  I can sequence several events or artefacts  I can begin to date events  I can understand more complex terms eg BC/AD  I can begin to note contrasts and trends over time  **Range and depth of historical knowledge**  **An overview of world history**  I can find out about the everyday lives of people in time studied  I can use evidence to reconstruct life in time studied  I can compare life then with our life today  I can identify key features and events of time studied  I can identify reasons for and results of people's actions  I can offer a reasonable explanation for some events  I can give a broad overview of life in Britain through various time periods  I can compare and look for links and effects in time studied  I can describe changes that have happened in the school or locality over time  **Investigation and Interpretations of history**  I can identify and give reasons for different ways in which the past is represented  I can distinguish between different sources – compare different versions of the same story  I can look at representations of the period – in museum, cartoons, art work, poems  I can suggest causes and consequences of some main events in history  I can begin to evaluate the usefulness of different sources and begin to explain why they might be different  I can use more than one source of evidence to gain a more accurate understanding  I can ask questions and use a range of sources to find out about a period  I can suggest suitable sources of evidence and use it to build up a picture of a past event  I can observe small details – artefacts, pictures  I can select and record relevant information relevant to the study  I can use the library and internet for research  I can choose relevant material to present a picture of one aspect of life in time past  I can ask a variety of questions  **Organisation and communication**  I can communicate my knowledge through: Discussion  Drawing pictures Drama/role play  Making models  Writing  Using ICT  I can use appropriate historical vocabulary to communicate: *dates, time period, era, change, chronology* | | | | | **Chronological understanding**  I can sequence events in the time studied  I can place the current study on a time line in relation to other studies done  I can use relevant terms and period labels *e.g: social, religious, political, technological, cultural*  I can make comparisons between different times in the past  I can use dates and terms accurately in describing events  I understand the concepts of continuity and change over time, representing them along with evidence on a timeline  I can give a broad overview of life in Britain in periods studied and some major events from the rest of the world  **Range and depth of historical knowledge**  **An overview of world history**  I can examine causes and results of great events and the impact on people and explain them using evidence  I can describe the social, ethnic, cultural or religious diversity of the past  I can compare an aspect of life with the same aspect in another period  **Investigation and Interpretations of history**  I know key dates, characters and events of time studied  I can compare accounts of events from different sources – fact or fiction  I am aware that different evidence will lead to different conclusions  I can confidently use the library and internet for research  I can identify primary and secondary sources and give reasons for my choice of source  I can use a range of evidence to build up a picture of an aspect of a past event  I can make deductions about the past using sources of evidence  **Organisation and communication**  I can recall, select and organise historical information  I can communicate my knowledge and understanding using:  Discussion, drawing pictures, drama / role play  I can select and organise information to produce structured work, making appropriate use of dates and terms.  I can use appropriate historical vocabulary to communicate: *dates, time period, era, civilizations, change, chronology, continuity, century, decade, legacy* | **Chronological understanding**  I can sequence events in the time studied  I know key dates, characters and events of time studied  **Range and depth of historical knowledge**  **An overview of world history**  I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings including the experiences of men, women and children  **Investigation and Interpretations of history**  I can compare accounts of events from different sources – fact or fiction  I am aware that different evidence will lead to different conclusions  I can use a range of evidence to build up a picture of an aspect of a past event  **Organisation and communication**  I can select and organise information to produce structured work, making appropriate use of dates and terms. | | | | |
| **Geography** | | The content areas through which the skills are taught: | | | | | | | | | | | | | | | | | | | | |
| Weather and climate (explore weather and climate in the UK and around the world)  Around our school (fieldwork – our place in the UK – investigate countries, capital cities and seas of the UK)  Global sense: Australia and Antarctica (a study of significant places, features and environments) | | | | Contrasting localities (contrast a small area of the UK with a small area in a contrasting non-European country)  Global sense: Continents and oceans | | Volcanoes and earthquakes  UK  Europe  Fieldwork - **The School Environment** | | | | Africa including comparison between London and Nairobi; Egypt - ancient and modern; Viking homelands in Scandinavia and where they invaded Britain; Britain and Spain in Tudor times; forests around the world, especially the Amazon rainforest.  I can describe and understand key aspects of physical geography  including –  Climate Zones Y4  Rivers Y4  Water Cycle Y4  Fieldwork – **Rivers (link to Amazon River)** | | | | | Global sense: Asia (a study of significant places, features and environments)  Geographical zones – longitude and latitude – time zones (day and night)  I can describe and understand key aspects of physical geography  including –  Biomes Y5  Fieldwork - **5 Streets and shops (link to Victorians)** | | Global sense: North and South America (a study of significant places, features and environments)  Study of a region of the United Kingdom (understand geographical similarities and differences through the study of human and physical geography)  Study of region within North or South America (understand geographical similarities and differences through the study of human and physical geography)  Fieldwork: **Traffic Survey** | | | |
| Skills in Geography: | | | | | | | | | | | | | | | | | | | | |
| **Geographical Enquiry**  I can ask and respond to simple questions e.g – where is it? What’s it like?  I can use picture books ,pictures, stories, maps and the internet as sources of information  I can investigate my surroundings  I can make observations about where things are in my school and local area  I can make simple comparisons about different places  **Directions**  I can follow directions (up, down, left, right, forward, backwards)  **Drawing Maps**  I can draw picture maps from imaginary places and stories  I can draw a map of a real place known to me(e.g school, journey to school)  **Representation**  I can use my own symbols on an imaginary map  **Scale/Distance**  I can use relative vocabulary – bigger/smaller, like/dislike  I can begin to recognise places e.g UK on a small scale and large scale map  **Perspective**  I can draw around objects to make a plan  **Map Knowledge**  I can name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas  I can locate features on a UK map – London, River Thames, home location, seas  I can find the UK on a world map or globe  I can locate hot and cold places on a globe - the equator, north and south poles  **Style of Map**  I can use Picture maps  I can find land and sea on a globe  I can use an infant atlas to locate places  **Fieldwork**  I can carry out a simple survey in my school or local area  I can ask a familiar person prepared questions  I can us a pro forma to collect simple data – e.g Tally  I can use a camera in my fieldwork  **Human & Physical Geography**  I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world  I can use basic Geographical  vocab to refer to physical  features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather  I can use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office, harbour, port, shop | | | **Geographical Enquiry**  I can ask and respond to simple questions e.g – where is it? What’s it like?  I can use picture books ,pictures, stories, maps and the internet as sources of information  I can investigate my surroundings  I can make observations about where things are in my school and local area  I can make simple comparisons about different places  **Human & Physical Geography**  I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world  I can use basic Geographical  vocab to refer to physical  features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather  I can use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office, harbour, port, shop  **Style of map**  I can use Picture maps  I can use teacher drawn maps  I can use an infant atlas to locate places  I can use an aerial photograph to recognise landmarks – both human and physical  I can use a large scale OS map  **Fieldwork**  I can use a camera in my fieldwork  I can create plans of a familiar environment  I can add labels of features onto a sketch, map or photograph  **Scale/Distance**  I can use relative vocabulary – bigger/smaller, like/dislike  I can begin to recognise places e.g UK on a small scale and large scale map  **Perspective**  I can look down on objects to make a plan view map  **Map Knowledge**  I can name and locate the seven continents and five oceans  I can learn names of places within and around the UK – home town, cities, countries - France  **Using Maps**  I can use a simple map given to me to move around the school  site  I can follow a route on a map – in the locality  **Representation**  I can begin to understand the need for a key  I can use agreed symbols to make a key  **Drawing Maps**  I can draw picture maps from imaginary places and stories  I can draw a map of a real place known to me(e.g school, journey to school)  **Direction**  I can follow directions – north, south, east, west  **Place Knowledge**  I can understand geographical similarities and differences between somewhere in the UK and a contrasting non EU country | | | | **Geographical Enquiry**  I can ask geographical questions and offer my own ideas  I can use stories, atlases, pictures, photos and the internet as sources of information  I can investigate places on more than one scale  I can begin to collect and record evidence  I can analyse evidence and begin to draw conclusions e.g make comparisons between 2 places  **Direction**  I can use 4 compass points to follow or give directions  I can use letter numbers or co-ordinates to locate features on a map  I can begin to use the 8 compass points  **Drawing Maps**  I can try to make a map of a short route that I have experienced with the features in the correct order  I can make a simple scale drawing  **Representation**  I know why a key is needed  **Scale/Distance**  I can begin to match boundaries e.g find the boundary of a country  **Perspective**  I can draw a sketch map from a high point of view  **Map Knowledge**  I can locate places on larger scale maps – e.g map of Europe, find UK or other countries on a globe  I can begin to identify points on maps – A,B,C  I can identify significant places and environments  I can locate the UK on different scale maps  I can name and locate the counties and cities of the UK  I can locate Europe on a large scale map and globe  I can name and locate countries in Europe (including Russia) and their capital cities concentrating on their environmental regions, key physical and human characteristics, countries and major cities  **Style of map**  I can use map sites on the internet  I can use a junior atlas  I can identify features on aerial photographs  **Fieldwork**  Record findings from fieldtrips  Draw an annotated sketch from observation including labels and description  Add titles and labels and location information  **Take digital photographs** of the main features of the school and **plot them on to a map** to show the route round the school, **using coordinates** to show where these key features are. **Undertake environmental surveys** of the school grounds - litter, noise, likes/ dislikes, areas for improvement. Use the school grounds to **undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school. **Make an aerial plan/map of the school**, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).  **Human & Physical Geography**  I can describe and understand key aspects of physical geography  including –, volcanoes, earthquakes | | | | **Geographical Enquiry**  I can ask geographical questions and offer my own ideas  I can use stories, atlases, pictures, photos and the internet as sources of information  I can investigate places on more than one scale  I can begin to collect and record evidence  I can analyse evidence and begin to draw conclusions e.g make comparisons between 2 places  **Direction**  I can begin to use eight compass points.  **Representation**  I know why a key is needed. I can use standard OS map symbols.  **Place knowledge**  I can understand geographical similarities and differences through human and physical geography of a region within N or S America.  Identify position of equator, Northern and Southern hemispheres, the artic and Antarctic circles.  **Scale/distance**  I can begin to match boundaries e.g. find the boundary of a country  **Map knowledge**  I can locate places on larger scale maps e.g. map of Europe find UK or other countries on a globe.  I can begin to identify points on maps e.g. A,B,C  I can identify significant places and environments  I can name and locate counties and cities in the UK  I can name and locate countries in Europe and their capital cities  **Style of map**  I can use maps on the internet, junior atlas, aerial photographs  **Fieldwork**  I can record findings from fieldtrips, use simple database to present findings  Draw an annotated sketch observation including labels and description  Select views to photograph, annotate  **Human and physical geography**  I can describe and understand key aspects of rivers and the water cycle  I can describe and understand key aspects of human geography including types of settlement and land use, economic activity, trade links, natural resources including energy, food minerals and water. | | | | **Geographical Enquiry**  I can suggest questions for investigating  I can use primary and secondary sources of evidence in my investigations  **Direction**  I can use 8 compass points  I can use 4 figure co-ordinates to locate features on a map  **Representation**  I can understand geographical similarities and differences through human and physical geography of a region of the UK  I can begin to draw a variety of thematic maps based on my own data  I can draw a sketch map using symbols and a key  I can recognise and use OS symbols  I can use atlas symbols  I can compare maps with aerial photos  I can locate places on a world map  I can identify significant places and environments on a map  **Map knowledge**  I can locate counties and cities of the UK, geographical regions, key topographical features including hills, mountains, coasts and rivers.  I can use contents and index pages within atlases  **Style of map**  I can use OS maps  I can confidently use an atlas  I can recognise the world map as a flattened globe  I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes and patterns  **Human and physical geography**  I can describe and understand key aspects of physical geography including – climate zones, biomes, rivers.  I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water. | | | | **Geographical Enquiry**  I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America  I can suggest questions for investigating  I can use primary and secondary sources of evidence in my investigations  **Human & Physical Geography**  I can describe and understand key aspects of physical geography  I can describe and understand key aspects of human geography including - types of settlement and land use, economic activity such as trade links, natural resources including energy, food, minerals and water  **Place Knowledge**  I can understand geographical similarities and differences through human and physical geography of a region of the UK, a region in Europe and a region within North or South America  **Drawing Maps**  I can begin to draw a variety of thematic maps based on my own data  I can begin to draw plans of increasing complexity  **Using Maps**  I can compare maps with aerial photos  I can select a map for a particular purpose e.g Atlas to find Taiwan. An OS map to find a particular local village  I can use atlases to find out about other features of places e.g wettest part of the world, mountain regions, weather patterns  I can follow a short route on an OS map and describe features shown  I can locate places on a world map  I can use lines of longitude and latitude on maps  **Scale/Distance**  I can measure straight line distances on a plan  I can use a scale to measure distances  I can find/recognise places on maps of different scale e.g River Nile  I can use maps and plans of a range of scales  **Perspective**  I can draw a plan view map with some accuracy  **Fieldwork**  I can select appropriate methods of data collection such as interviews  I can use a database to interrogate and amend information collected  I can use graphs to display data collected  I can evaluate the quality of evidence collected and suggest improvements  I can use sketches as evidence in an investigation. I can annotate my sketches and describe and explain geographical processes and patterns  I can use photographic evidence in my investigations and evaluate the usefulness of the images | |
| **Computing** | | **Computer Science**  To explain what an algorithm is++  To explain how algorithms are implemented as programs on digital devices++  To explain how programs execute by following precise and unambiguous instructions++  To create simple programs++  To debug simple programs++  To use logical reasoning to predict what will happen when I run a program++  **Information Technology**  To use technology purposefully to ***create and organise*** digital content ***(IT2)***  To use technology purposefully to ***store and retrieve*** digital content ***(IT2)***  To use technology purposefully to ***manipulate*** and retrieve digital content ***(IT2)***  **Digital Literacy**  To recognise common uses of information technology beyond school *(Autumn)*  CONDUCT - To explain how to use technology safely and respectfully *(Autumn)*  CONDUCT - To explain how to keep personal information private *(Spring)*  CONTENT and CONTACT - To explain what to do if I have concerns about content or contact online *(Summer)* | | **Computer Science**  To explain what an algorithm is++  To explain how algorithms are implemented as programs on digital devices++  To explain how programs execute by following precise and unambiguous instructions++  To create simple programs++  To debug simple programs++  To use logical reasoning to predict what will happen when I run a program++  **Information Technology**  To use technology purposefully to ***create and organise*** digital content ***(IT2)***  To use technology purposefully to ***store and retrieve*** digital content ***(IT2)***  To use technology purposefully to ***manipulate*** and retrieve digital content ***(IT2)***  **Digital Literacy**  To recognise common uses of information technology beyond school *(Autumn)*  CONDUCT - To explain how to use technology safely and respectfully *(Autumn)*  CONDUCT - To explain how to keep personal information private *(Spring)*  CONTENT and CONTACT - To explain what to do if I have concerns about content or contact online *(Summer)* | | | | **Computer Science**  To design and write programs that accomplish specific goals\*\*  To debug programs that accomplish specific goals\*\*  To control or simulate physical systems\*\*  To solve problems by decomposing them into smaller parts\*\*  To use sequence in programs\*\*  To use selection in programs\*\*  To use repetition in programs\*\*  To work with variables\*\*  To work with various forms of input\*\*  To work with various forms of output\*\*  To use logical reasoning to explain how some algorithms work\*\*  To use logical reasoning to detect and correct errors in algorithms and programs\*\*  **Information Technology** To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals ***(IT1)***  To collect, analyse, evaluate and present information and data ***(IT2)***  **Digital Literacy**  CONDUCT - To explain how to use technology responsibly *(Autumn)*  CONDUCT - To discuss the difference between acceptable and unacceptable behaviour online *(Autumn)*  CONDUCT and CONTACT - I understand what opportunities and dangers computer networks offer for communication and collaboration *(Spring)*  CONDUCT and CONTENT - To explain how to be discerning in evaluating digital content *(Summer)* | | | | **Computer Science**  To design and write programs that accomplish specific goals\*\*  To debug programs that accomplish specific goals\*\*  To control or simulate physical systems\*\*  To solve problems by decomposing them into smaller parts\*\*  To use sequence in programs\*\*  To use selection in programs\*\*  To use repetition in programs\*\*  To work with variables\*\*  To work with various forms of input\*\*  To work with various forms of output\*\*  To use logical reasoning to explain how some algorithms work\*\*  To use logical reasoning to detect and correct errors in algorithms and programs\*\*  **Information**  **Technology** To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals ***(IT1)***  To collect, analyse, evaluate and present information and data ***(IT2***  CONDUCT - To explain how to use technology responsibly *(Autumn)*  CONDUCT - To discuss the difference between acceptable and unacceptable behaviour online *(Autumn)*  **Digital Literacy**  CONDUCT and CONTACT - I understand what opportunities and dangers computer networks offer for communication and collaboration *(Spring)*  CONDUCT and CONTENT - To explain how to be discerning in evaluating digital content *(Summer)* | | | | **Computer Science**  To design and write programs that accomplish specific goals\*\*  To debug programs that accomplish specific goals\*\*  To control or simulate physical systems\*\*  To solve problems by decomposing them into smaller parts\*\*  To use sequence in programs\*\*  To use selection in programs\*\*  To use repetition in programs\*\*  To work with variables\*\*  To work with various forms of input\*\*  To work with various forms of output\*\*  To use logical reasoning to explain how some algorithms work\*\*  To use logical reasoning to detect and correct errors in algorithms and programs\*\*  To use search technologies effectively and appreciate how results are selected and ranked ***(CS1)***  To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ***(CS1)***  \*\* Y5 use lessons at barefootcas.org.uk  **Information Technology**  To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals ***(IT1)***  To collect, analyse, evaluate and present information and data ***(IT2)***  **Digital Literacy**  CONDUCT - To explain how to use technology responsibly *(Autumn)*  CONDUCT - To discuss the difference between acceptable and unacceptable behaviour online *(Autumn)*  CONDUCT and CONTACT - I understand what opportunities and dangers computer networks offer for communication and collaboration *(Spring)*  CONDUCT and CONTENT - To explain how to be discerning in evaluating digital content *(Summer)* | | | | | **Computer Science**  To design and write programs that accomplish specific goals\*\*  To debug programs that accomplish specific goals\*\*    To control or simulate physical systems\*\*   To solve problems by decomposing them into smaller parts\*\*   To use sequence in programs\*\*  To use selection in programs\*\*  To use repetition in programs\*\*  To work with variables\*\*   To work with various forms of input\*\*  To work with various forms of output\*\*  To use logical reasoning to explain how some algorithms work\*\*   To use logical reasoning to detect and correct errors in algorithms and programs\*\*  To use search technologies effectively and appreciate how results are selected and ranked ***(CS1)***  To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ***(CS1)***  **Information Technology**  To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals***(IT1)***  To collect, analyse, evaluate and present information and data ***(IT2)***  **Digital Literacy**  CONDUCT - To explain how to use technology responsibly *(Autumn)*  CONDUCT - To discuss the difference between acceptable and unacceptable behaviour online *(Autumn)*  CONDUCT and CONTACT - I understand what opportunities and dangers computer networks offer for communication and collaboration *(Spring)*  CONDUCT and CONTENT - To explain how to be discerning in evaluating digital content *(Summer)* | |
| **Art** | | Skills in the following areas:  **Drawing**  I can observe and draw shapes from observation and draw shapes in between objects. I can invent new shapes  I can use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. I can control the marks I make with this media  I can draw lines from observation. I can draw on different surfaces  **Painting**  I can use a variety of tools including thick and thin brushes. I can layer and use mixed media  I can work on different scales  I can identify primary colours by name. I can mix primary colours to make secondary colours.  I can create texture with paint by adding sand and plaster  **Collage**  I can use a combination of materials inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. that are cut, torn and glued.  I can fold, crumple, tear and overlap  I can collect, sort and arrange materials according to colour, texture  I can arrange and glue materials to different backgrounds  **Sculpture**  I can explore shape and form to create in both 2D and 3D  I can manipulate malleable material in a variety of ways, e.g. rolling, kneading and shaping.  I can manipulate it for a purpose – E.g pots, tiles  I can experiment with, construct and join recycled, natural and man-made materials  I can change the surface of a malleable material e.g build a separate textured tile  I understand the safety and basic care of materials and tools  **Print**  I can use a range of hard and soft objects to create simple mono prints (e.g. fruit, vegetables, corks or sponges).  I can build a repeating pattern and recognise pattern in the environment. | | | Skills in the following areas:  **Drawing**  I can show different tones by drawing light and dark lines, light and dark patters, light and dark shapes  I can investigate textures by describing, naming, rubbing, copying  **Painting**  I can use a variety of tools using thick and thin brushes. I can layer and use mixed media  I can work on different scales  I can mix and match colours to artefacts and objects. I can mix primary tones and shades  I can create texture with paint adding sand and plaster  **Print**  I can press, roll, rub and stamp to make prints.  I can roll printing ink over objects – stencils, plastic mesh.  I can experiment with overprinting motifs and colour  I can make rubbings to collect textures  I can use a wash of paint to reveal a hidden picture.  I can design into paint and take a print from that.  I can create simple printing blocks using Plasticine, foam or modelling dough.  I can build a repeating pattern and recognise pattern in the environment.  **Textiles**  I can cut and shape fabric using scissors  I can join materials using glue and/or a stitch  I can sort fabric for colour, texture, length etc  I can modify threads and fabrics by knotting, threading and plaiting  I can use a variety of techniques e.g. weaving, finger knitting, fabric crayons  I can add decorations using beads, buttons, feathers etc  I can apply colour with printing dipping, fabric crayon, dyes  **Digital Media**  I can explore ideas using digital sources – internet, CDs  I can record information using digital cameras, ipads, video recorders  I can use a graphics package to change line size, different brushes, erase and fill tools, use basic colour tools and crop tools | | | | Skills in the following areas:  **Drawing**  I can sketch with different grades of pencil and other implements to achieve variations in tone. I can apply tone to a simple drawing.  I can use different grades of pencil and other implements to draw different forms and shapes. I can begin to see that objects have a third dimension.  I can use my sketchbook to collect and record visual information from different sources. I can plan, alter and refine my drawings as necessary  I can draw for a sustained period.  I can crate texture with a wide range of drawing implements. I can apply a simple use of pattern and texture.  I can make a variety of lines and marks with a wide range of implements – charcoal, pencil, crayon, chalk, pastel, pens etc  **Painting**  I can experiment with different effects and colour, washes, thickened paint, creating textural effects  I can use a number of brush techniques using thick and thin brushes to produce different effects such as shapes, textures, patterns and lines.  I can mix a variety of colours and know which are primary colours and secondary colours. I can make a colour wheel.  I can mix tints and shades  I can use specific colour language  I can work confidently on a range of scales and with a variety of different tools and sizes of brush  I can create different effects and textures with paint according to what I need for the task  **Collage**  I can experiment with a range of media and techniques such as tearing, layering, overlapping, etc to create images and create texture  I can select and arrange materials for a striking effect.  **Sculpture**  I can create surface patterns and textures in a malleable material.  I can work with clay independently. I can join clay adequately and construct a simple base for extending and modelling other shapes.  I can make a simple 3D papier mache object  **Digital Media**  I can create images, video and sound recordings using cameras, ipads and video recorders and explain why they were created.  I can present recorded visual images using PowerPoint  I can use a graphics package to: experiment with line, colour and texture by working with - control brush tools, change the type of brush, create shapes, repeat shapes, use special effects and simple filters | | | | Skills in the following areas:  **Drawing**  I can sketch with different grades of pencil and other implements to achieve variations in tone. I can apply tone to a simple drawing.  I can use different grades of pencil and other implements to draw different forms and shapes. I can begin to see that objects have a third dimension.  I can use my sketchbook to collect and record visual information from different sources. I can plan, alter and refine my drawings as necessary  I can draw for a sustained period.  I can crate texture with a wide range of drawing implements. I can apply a simple use of pattern and texture.  I can make a variety of lines and marks with a wide range of implements – charcoal, pencil, crayon, chalk, pastel, pens etc  **Painting**  I can mix a variety of colours and know which are primary colours and secondary colours. I can make a colour wheel.  I can mix tints and shades  I can use specific colour language  I can work confidently on a range of scales and with a variety of different tools and sizes of brush  I can create different effects and textures with paint according to what I need for the task  **Sculpture**  I can create surface patterns and textures in a malleable material.  I can design and make models from observation and imagination  I can work with clay independently. I can join clay adequately and construct a simple base for extending and modelling other shapes.  I can cut and join wood safely and effectively.  **Print**  I can talk about the process used to make a simple print  I can replicate patterns observed in natural or built environments.  I can print using a variety of materials, objects and technique.  I can create printing blocks using a collagraph (string, foam etc) or impressed method  I can use layer of more than one colour  **Textile**  I can shape and stitch materials – cutting and joining  I can develop skills in stitching – use running stitch and basic cross stitch and back stitch.  I can use a range of techniques – weaving, quilting, embroidery, applique, dying to create textural effects.  I can match the tool to the material | | | | Skills in the following areas:  **Drawing**  I can use a choice of techniques to depict movement, perspective, shadows and reflection. E.g shading, hatching and cross hatching  I can use a variety of source materials for my work and work for a sustained period to create a detailed drawing  I can use a sketch book to collect and develop ideas  I can begin to use simple perspective in my work using a single focal point and horizon  I can develop close observational skills using a variety of view finders  I can explore colour mixing and blending with coloured pencils  I have an awareness of scale, proportion. I have a sense of foreground, middle ground and background/  **Painting**  I can demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours  I can combine colours, tones and tints to enhance the mood of a piece and different light effects  I can use brush techniques and the qualities of paint to create texture.  I can create imaginative work from a variety of sources – observational. Poetry, music etc  I can develop a painting from a drawing  I can carry out preliminary studies trying out different media and mixing appropriate colours  **Collage**  I can use ceramic mosaic materials and techniques.  I can use a range of media to create collage  I can add collage to a painted, printed or drawn background  I can use different techniques, colours and textures etc. when designing and making pieces of work  **Print**  I can explain a few techniques including mono, resist, impress and relief printing.  I can choose a printing method appropriate to a task  I can choose inks and overlay 3 colours  I can work into prints with other media e.g. pens  I can create an accurate pattern, showing fine detail  I can create printing blocks by simplifying an initial sketch idea. I can create printing blocks by using an impress or relief method.  **Textile**  I can choose from a range of stitching techniques  I can join fabrics by stitching  I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects  I can experiment with batik  I can use different grades of thread and needles | | | | Skills in the following areas:  **Drawing**  I can use a choice of techniques to depict movement, perspective, shadows and reflection. E.g shading, hatching and cross hatching  I can use a variety of source materials for my work and work for a sustained period to create a detailed drawing  I can use a sketch book to collect and develop ideas  I can begin to use simple perspective in my work using a single focal point and horizon  I can develop close observational skills using a variety of view finders  I can explore colour mixing and blending with coloured pencils  I have an awareness of scale, proportion. 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Poetry, music etc  I can develop a painting from a drawing  I can carry out preliminary studies trying out different media and mixing appropriate colours  **Sculpture**  I can use tools to carve and add shapes, texture and pattern in malleable media  I can plan a sculpture through drawing and other preparatory work  I can develop skills in clay – slabs, coils, slips etc  I can use recycled, man-made and natural materials to create sculpture  I can shape, form, model and construct from observation or imagination and describe the different qualities used in modelling, sculpture and construction  **Digital Media**  I can record, collect and store visual information using digital cameras, ipads and video cameras  I can enhance digital media by editing (including sound, video, animation, still images and installations).  I can present visual images using PowerPoint  I can use a graphics package to create and manipulate images | |
|  | | Content /context (artists)  Picasso  Andy Warhol  Paul Klee | | | Content /context (artists) | | | | Content /context (artists)  Andy Goldworthy  Kandinsky | | | | Content /context (artists)  Africa: Kadir Nelson (illustrator of ;The village that Vanished’) – sketching skills, use of shading, hatching and cross-hatching  African patterns and block printing | | | | Content /context (artists) | | | | Content /context (artists)  Henry Moore  Vermeer  Jamie Hageman  Alberto Giacometti | |
| **DT** | | **Developing, Planning and Communicating**  Follow verbal instructions  Explain what they are making and which materials they are using Name the tools they are using  Describe what they need to do next  Select materials from a limited range that will meet the design criteria  Select and name the tools needed to work the materials  Select appropriate technique explaining First……Next……Last…. Explore ideas by rearranging materials  Model ideas with kits, reclaimed materials  Select pictures to help develop ideas  Use pictures and words to convey what they want to design and make  Describe their models and drawings of ideas and intentions  Use kits/reclaimed materials to develop an idea  Use drawings to record ideas as they are developed  Discuss their work as it progresses  Add notes to drawings to help explanations  **Evaluating**  Say what they like and do not like about items they have made and attempt to say why  Talk about their designs as they develop and identify good and bad points  Talk about changes made during the making process  Discuss how closely their finished products meet their design criteria  **Sheet Materials**  Fold, tear and cut paper and card  Roll paper to create tubes  Cut along lines, straight and curved  Curl paper  Use hole punch  Insert paper fasteners for card linkages Create hinges  Use simple pop ups  Investigate strengthening sheet materials Investigate joinings temporary, fixed and moving  **Construction**  Make vehicles with construction kits which contain free running wheels  Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels  Attach wheels to a chassis using an axle Join appropriately for different materials and situations e.g. glue, tape  **Food**  Develop a food vocabulary using taste, smell, texture and feel  Group familiar food products e.g. fruit and vegetables  Cut, peel, grate, chop a range of ingredients  Work safely and hygienically  Understand the need for a variety of foods in a diet  Measure and weigh food items, non -statutory measures e.g. spoons, cups | | | **Developing, Planning and Communicating**  Follow verbal instructions  • Explain what they are making and which materials they are using  • Name the tools they are using  • Describe what they need to do next  • Select materials from a limited range that will meet the design criteria  • Select and name the tools needed to work the materials  • Select appropriate technique explaining First……Next……Last….  • Explore ideas by rearranging materials  • Model ideas with kits, reclaimed materials  • Select pictures to help develop ideas  • Use pictures and words to convey what they want to design and make  • Describe their models and drawings of ideas and intentions  • Use kits/reclaimed materials to develop an idea  • Use drawings to record ideas as they are developed  • Discuss their work as it progresses  • Add notes to drawings to help explanations  **Evaluating**  Say what they like and do not like about items they have made and attempt to say why  • Talk about their designs as they develop and identify good and bad points  • Talk about changes made during the making process  • Discuss how closely their finished products meet their design criteria  **Construction**  Join appropriately for different materials  and situations e.g. glue, tape  • Mark out materials to be cut using a  template  • Cut strip wood/dowel using hacksaw and  bench hook  • See glue gun used by an adult  **Food**  Develop a food vocabulary using taste,  smell, texture and feel  • Group familiar food products e.g. fruit  and vegetables  • Cut, peel, grate, chop a range of  ingredients  • Work safely and hygienically  • Understand the need for a variety of  foods in a diet  • Measure and weigh food items, non standard measures e.g. spoons, cups  **Textiles**  Colour fabrics using a range of techniques  e.g. fabric paints, printing, painting  • Cut out shapes which have been created  by drawing round a template onto the  fabric  • Join fabrics by using running stitch, glue,  staples ,over sewing, tape  • Decorate fabrics with buttons, beads,  sequins, braids, ribbons | | | **Developing, Planning and Communicating Ideas**  Investigate similar products to the one being made  Think ahead about the order of their work and decide upon tools and materials  Plan a sequence of actions to make a product  Record a plan by drawing (labelled sketches)  Develop more than one design or adaptation of an initial design  Propose realistic suggestions as to how they can achieve their design ideas  Add notes to drawings to help explanations  **Evaluating**  Identify the strengths and weaknesses of their design ideas  Decide which design idea to develop  Consider and explain how the finished product could be improved  Discuss how well the finished product meets the design criteria and how well it meets the needs of the user.  **Sheet materials - Mechanisms**  Cut slots  Cut internal shapes  Use lolly sticks/card to make levers and  linkages  Use linkages to make movement larger or more varied.  Use and explore complex pop ups  Create nets  **Construction**  Create shell or frame structures,  strengthen frames with diagonal struts  Make structures more stable by giving  them a wide base  Prototype frame and shell structures  Measure and mark square selection, strip and dowel accordingly to 1cm  Use glue gun with close supervision  **Food**  Develop sensory vocabulary/knowledge  using, smell, taste, texture and feel  Analyse the taste, texture, smell and  appearance of a range of foods  Follow instructions  Make healthy eating choices from and  understanding of a balanced diet  Join and combine a range of ingredients  e.g. snack foods  Work safely and hygienically  Measure and weigh ingredients  appropriately | | | **Developing, Planning and Communicating Ideas**  Come up with a range of ideas after collecting information, including investigating existing products.  Take a user’s view into account when designing  Produce a detailed step-by-step plan  Suggest alternative plans and suggest what is good and bad about each  Explain why a product will appeal to its user.  **Evaluating**  Keep checking if the design is the best it can be.  Check whether anything could be improved.  Evaluate appearance and function of a product against their original criteria and the views of others.  **Textiles**  Understand seam allowance  Join fabrics using running stitch, over sewing, back stitch  Explore fastenings and recreate some e.g. sew on buttons and make loops  Prototype a product using J cloths  Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)  Create a simple pattern  Understand the need for patterns  **Food**  Develop sensory vocabulary/knowledge using, smell, taste, texture and feel • Analyse the taste, texture, smell and appearance of a range of foods • Follow instructions • Make healthy eating choices from and understanding of a balanced diet • Join and combine a range of ingredients e.g. snack foods • Work safely and hygienically • Measure and weigh ingredients appropriately  **Construction**  Incorporate a circuit with a bulb or buzzer into a model. | | | | | | **Developing, Planning and Communicating Ideas**  Investigate products/images to collect ideas  Sketch and model alternative ideas  Develop one idea in depth  Combine modelling and drawing to refine ideas  Plan the sequence of work using a storyboard  Record ideas using annotated diagrams+  Use models, kits and drawings to help formulate design ideas  Make prototypes  Use found information to inform decisions  Use a computer to model ideas  Draw plans which can be read/followed by someone else  Give a report using correct technical vocabulary  **Evaluating**  Use the design criteria to inform their decisions about ways to proceed  Justify their decisions about materials and methods of construction  Reflect on their work using design criteria stating how well the design fits the needs of the user  Identify what does and does not work in the product  Make suggestions as how their design could be improved  **Food**  Prepare food products taking into  account the properties of ingredients and  sensory characteristics  • Select and prepare foods for a particular  purpose  • Taste a range of ingredients, food items  to develop a sensory food vocabulary for  use when designing.  • Weigh and measure using scales  • Cut and shape ingredients using  appropriate tools and equipment e.g.  grating  • Join and combine food ingredients  appropriately e.g. beating, rubbing in  • Decorate appropriately  • Work safely and hygienically  • Show awareness of a healthy diet from an  understanding of a balanced diet  **Textiles**  Create 3D products using pattern pieces  and seam allowance  • Understand pattern layout  • Decorate textiles appropriately often  before joining components  • Pin and tack fabric pieces together  • Join fabrics using over sewing, back  stitch, blanket stitch or machine stitching  (closer supervision)  • Combine fabrics to create more useful  properties  • Make quality products | | | | **Mechanisms**  Use bradawl to mark hole positions  Use hand drill to drill tight and loose fit holes  Cut strip wood, dowel, square section wood accurately to 1mm  Join materials using appropriate methods  Incorporate motor and a switch into a model  Control a model using an ICT control programme  Use a cam to make an up and down mechanism.  Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms  Use glue gun with close supervision  **Food**  Prepare food products taking into account the properties of ingredients and sensory characteristics  Select and prepare foods for a particular purpose  Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.  Weigh and measure using scales  Cut and shape ingredients using appropriate tools and equipment e.g. grating  Join and combine food ingredients appropriately e.g. beating, rubbing in  Decorate appropriately  Work safely and hygienically  Show awareness of a healthy diet from an understanding of a balanced diet  **Construction**  Cut slots  Cut accurately and safely to a marked line  Join and combing materials with temporary, fixed or moving joinings  Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate  Choose an appropriate sheet material for the purpose | |
| **RE** | | We use the agreed Barnet Syllabus for Religious Education. | | | | | | | | | | | | | | | | | | | | |
| Celebration  Special places in home and community  Story – did Jesus tell stories? | | | | Believing in God  Leaders and teachers  Symbols | | | Life of Jesus  Nativity  Symbols  Stories told by Jesus  Sikhism – key beliefs  Places of worship - Gurdwara | | | Places of worship  Sacred texts, teaching and authority  Inspirational people | | | | | Religion and the individual  Beliefs in action  Symbols and religious expression | | | | Pilgrimage & sacred places  Journey of Life & Death | |
| **MFL** | |  | | |  | | | |  | | | |  | | | |  | | | |  | |
| **Music** | |  | | |  | | | |  | | | |  | | | |  | | | |  | |
| **PSHE & Citizenship** | | **Physical:** Keeping safe and healthy  **SRE:** Growing and caring for ourselves  Social: Beginning to understand me and others  **Emotional:** Knowing what to do  **Economic wellbeing:** Learning about money  **Being a responsible citizen:**  Taking part and belonging | | | | **Physical:** Keeping myself healthy  **SRE:** Differences  **Social:** Others and me in my class  **Emotional:** Developing confidence  **Economic wellbeing:** Keeping money safe  **Being a responsible citizen:** Rights and responsibilities | | | **Physical:** I can explain how I keep myself healthy at school, home and in the locality.  **SRE** - I know some differences and similarities between males and females.  I can name male and female body parts using agreed words.  I can identify different types of touch that people like and do not like.  I understand personal space.  I can talk about ways of dealing with unwanted touch.  I understand that all families are different and have different family members.  I can identify who to go to for help and support  **Relationships:** I can recognise how others are feeling without being told.  I understand how to respond if I witness bullying.  **Emotional:** I can explain my choices and why I make them.  I know when to listen to my emotions.  I know how to keep personal information safe.  **Economic wellbeing:** I know that you can pay for goods in a range of ways.  I can keep simple financial records.  **Being a responsible citizen:** I know that a diverse range of people make up our community | | | | **Physical**: Helping others to keep safe  **SRE**: Growing up  **Social:** Who are these people?  **Emotional:** Taking more control  **Economic wellbeing**: Work and money  **Being a responsible citizen:** The environment | | | | **Physical**: Drug education  **SRE:** Puberty  **Social**: Being strong  **Emotional:** Moving on with confidence and clarity  **Economic wellbeing**: Let’s make money  **Being a responsible citizen**: The media | | | | **Physica**l: Safe and healthy in the future  **SRE:** Puberty, relationships and reproduction  **Social:** Me and my place in the world  **Emotional**: Celebrate the past and welcome the future  **Economic wellbeing:** Money in my future  **Being a responsible citizen**: Democracy and Government | |
| **PE** | | **Games**  Fundamentals of throwing, catching and aiming  **Gymnastics**  The basics shapes of gymnastics and conditioning the body  Travelling on different parts of the body  **Dance**  Responding to a stimulus and developing simple movements linked to weather and seasons  **Gymnastics**  Travelling and body shape  **Athletics**  Basic run, throw and jump activities with a focus on building fitness  **Games**  The skills of bouncing, dribbling and bat and ball games | | | | **Games**  Sending and receiving  Inventing and creating games using the basic skills  **Gymnastics**  Perform a range of balance actions and link with travelling  Creating and repeating sequences that include a range of gymnastic actions  **Athletics**  Developing stamina, moving at different speeds and an increased range of throwing and jumping actions  **Dance**  Develop a growing range of movements to remember and repeat short dances linked to animals and habitats | | | **Swimming and water safety**  Water confidence and getting the body to float and be streamlined.  Develop a range of strokes. Build stamina and understand water safety in and around the local environment  **Games**  To develop a range of football skills to keep possession and control  Developing the basic skills of bowling, batting and fielding in cricket  Developing the basic skills of sending and receiving in tennis  **Gymnastics**  Developing short sequences and improving the quality of the actions and linking movement  Developing sequences and review and improve those sequences  **Dance**  Developing imaginative responses with the stimulus of light and shadows to perform short dances with expression  Developing imaginative responses with the stimulus of the ancient civilizations and be able to use expressive language to describe their dances  **Athletics**  Run consistently and smoothly at different speeds and show greater control and coordination in throwing and jumping events  **Fitness & Leadership**  Develop leadership skills and be able to communicate effectively to lead simple warm up, cool down and fitness activities with a partner | | | | **Gymnastics**  Developing different combinations of actions through the theme of flight  Show consistency and fluency in their actions and sequences with good body tension and extension through the theme of rolling  **Invasive games**  To develop attacking and defending skills through netball and be able to think like an attacker and a defender in a game  **Fitness and leadership**  To be able to take increased responsibility for preparing body for different types of activities with a small group  **Dance**  Developing imaginative responses with the stimulus of river and the water cycle to explore, improvise and choose material, including the use of props, to perform longer dances  **Athletics**  Sustaining pace over longer distances and show increase power and control in jumping and throwing  **Striking and fielding games**  To use batting and throwing skills to make a game more difficult for an opponent through cricket  **Invasive games**  To be able to use a range of skills at greater speed and improved fluency with a focus on hockey  **Outdoor Adventurous Activities**  Developing empathy and resilience through trust and challenge activities  **Swimming**  Each pupil is required to be able to do the following:  Perform safe self-rescue in different water based situations  Swim competently, confidently and proficiently over a distance of **at least** 25 metres  Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. | | | | **Gymnastics**  Linking different combinations of actions in longer sequences incorporating changes in levels and directions  **Invasion games**  Use a range of different tactics to help their team be more successful with a focus on basketball  **Fitness and leadership**  To devise and lead skills practises to help the team get better at different sports  **Striking and fielding games**  To work well as part of batting and a fielding team with a focus on cricket  **Athletics**  Improving skills with a greater focus on personal best as well as an ability to work with others such as in a relay team  **Outdoor Adventurous Activities**  To work with a partner or as part of a team to plan strategies to meet a range of different physical challenges  **Dance**  Performing specific movement patterns for different dance styles with accuracy with a focus on dances from Central America  **Net games**  Demonstrate a range of different strokes and understand how to direct the ball away from an opponent over a net. Focus on tennis based at the local tennis courts  **Invasive games**  Developing a range of tactics to keep possession using tag rugby equipment and starting to observe the rules of the game | | | | **Outdoor Adventurous Activities**  Read a variety of maps and plans to be able to orienteer successfully in known and unknown environments  To know how to prepare and engage in more physically and demanding outdoor adventurous activities  **Invasive games**  Can organise team to think of ideas to be more successful both skilfully and tactically through football  **Dance**  Contribute fully to the choreography of a dance understanding the aesthetics and performance skills with a focus on the Lindy Hop during WW2  **Gymnastics**  To determine judging criteria for their own and others gymnastic performances with a focus on counter balance and counter tension  **Invasive games**  Develop leadership skills of warm up, skills and tactical coaches as well as umpiring and refereeing skills with a focus on basketball  **Athletics**  Can organise themselves and others safely in different roles as a coach, performer and official  **Striking and fielding games**  Become familiar with the rules of cricket and keep games going independently. Are able to act as a motivational and knowledgeable coach to improve performance  **Net games**  Can work well with a partner, adapting their play to suit their own and others strengths. Focus on tennis based at the local tennis courts  **Dance**  Use their own start points and ideas to develop celebratory dances linked to different dances of South America | |
| **Trips** | | St John’s Church  A gallery  Local Walk – Geography Field Trip  London Zoo | | | | Synagogue  Friary park fieldwork  Kew gardens  Beach  **Curriculum days**  Fairy tale cafe  Fashion show day | | | Gudwara  History Topic Trip: Museum of London  Science Curriculum Day: Rocks and Fossils Workshop  DT Curriculum Day: Levers and Pivots  Romans Curriculum Day – History Off The Page workshop  Trip to a place of worship: Gurdwara  Team-building Day: Trent Park | | | | Methodist Church  African curriculum day in school  British Museum – Ancient Egypt  Tower of London – Tudors  Tudor curriculum day in school  ‘History off the Page’ Viking day  Y4 sleepover | | | | Mosque  V & A – The Great Exhibition  Greenwich planetarium – Earth & Space  National Gallery – Greek Myths | | | | Temple at Neasden  British Museum (Mayan Visit)  National History Museum – Evolution Workshop (Science)  Geography Curriculum Day  D&T Curriculum Day | |