Year 1 - 6 Curriculum Map 2025-2026

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Year 1	l - 6 Cı	ırriculum Map 2025-20	026										
Curriculum Area Inner Curriculum	Core Values	1 respect, empathy, resilience, reflection	1	2	2	3	3	4	4	5	5	6	6
Values, MindUp, Outsiders	No Outsiders		Spring 2:Errol's garden - Gillian Hobbs	Autumn 1: Can I join your club? John Kelly	Spring 2 How to be a lion - Ed Vere	Autumn 1: This is our house - Michael Rosen Autumn 2: We are all wonders - R.J. Palacio	Spring 21 am Nafertis - Annemarie Anang Summer 1: Sin Linh Grandpa - Matt Goodfellow	Authorn Y. Jiang cases a different local. Tim Bid aggins Authorn Y. When soldness comes in out. Exa Estate Authorn 2. When soldness comes in out. Exa Estate Children 1. This case, a bullet and a formation of policy of the composition in the Children International Conference on the Children International Conference of Land Minable Conference on the Children International Conference September Property (SZ - Salado value - companion hamily introduce soldness Children International Conference on Companion hamily introduce soldness Children International Conference on Companion hamily introduce soldness Children International Conference on Conference Companion hamiltonia Conference Co	Spring 2:My beautiful voice - Joseph Coetho	Autumn 1: The gifs - Lauren Ace & Jerry Lovile	Spring 2 How to heal a broken wing - Bob Graham	Autumn 1: The Island - Armand Greder Autumn 2: King of the sky - Nicola Davis	Spring 2.5 day in the life of Marion Brundo - Jill Twiss Summer 1: You've so amazing - James & Lucy Catchpole
		Same - Common to the Grand Carrier	Spring 2 Forth's gerden - Cillian holdes Summer 1: The beg hold howed everyone - Jane Portar Summer 1: The beg hold howed everyone - Jane Portar Fabruary - Realistron. KST - sellated value preservourance March - Emporty NST - related value - how, hoppiness Cantering (PCC) - related value - Freedom & justice Jane - Realistron KST - related value - Freedom & justice Jany - Emporty KST - related value - relogeneess Jany - Emporty KST - related value - relogeneess Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Reing, Wadom star Far all refetors - releficion for the year - Values blased Rei	Autumn 2: Splash - Claire Cashmore Sprinn 1: Smarine, Stace Bethone Our four core values (explain self, others and community) School expectations (link	Summer 1: Is that your morma? - Patrice Lawrence Summer 2: The perfect ft - Noord Jones February - Resilience, KS1 - related value perseverance	Autumn 2: We are all wonders - R.J. Palacio Sories 1: The tests about nid nanne . Flora Filis Our four core values (explain self, others and community) School expectations (link	Spring 21: on Market 2: Annexes Angel Annexes Angel Annexes An	Autumn 2: When saddress comes to call - Eva Eeland Socies to Hair life a fembraffair, Mahr Feanman Our four core values (explain self, others and community) School expectations (in	Summer 1: Reminad - Ares Chang Summer 2: Aelfred and Aelbert - Morse Hood K February - Resilience. KSZ - related value courage	Address 17. The gifts 1. Cases in Ed. 3. Army color Address 27. The prop. 1. Cases in Ed. 3. Army color Address 27. The prop. 1. Cases in Ed. 3. Army color Address 27. And Town colors lines. Arms (bit hardes) Address 27. And Town colors lines. Arms (bit hardes) Address 27. 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Arms (see the colories power special para Address 27. Arms (see the colories power special para Address 27. Arms (see the colories para Address 27. Arms (se	Summer 1: Maid - Area Chung Summer 2: Milo innoines the world - Malf de la Plena February - Resilience. KSZ - related value courage	Autumn 2: King of the sky - Nicola Davis Sorinn 1: The Drusdest Rise - Initial Mohamart Our four core values (applies self, others and community) School expectations (link	Summer V: You've on emoting—James & Long Cathopole Summer & Existing Installant - Infection Consumply March - Empathy, NS2 - related value -co-operation Biologing (ROL) May - Respect NS2 related value -co-operation Biologing (ROL) May - Respect NS2 related value but Liberty & rule of law James - Resilience NSC related value determination Aaly -Empathy NS2 related value of the remover Transit relation - relations for the year - Values based fishing, Wisdom or
		golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sense of self-virtues)	March - Empathy. KS1 - related value - love, happiness Balonging (P4C) Marc Bonnet KS1 related value. Exception 8 justice	with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sense of self-vitues)	March - Empathy. KS1 - related value -love, happiness Bislonging (P4C) Marc Despert KS1 - polyted union. Expedient 8 lection	with golden rules) September - Respect - (self) kindness to yourself, knoeing you are special (sense of self-virtus) October - Resilience (self) KS2-link to related value - post-vity & Optimism (P4C laison)	March - Empathy: KS2 - related value -co-operation Balonging (P4C)	with golden tales) September - Respect - (self) kindness to yourself, knowing you are special (sens- of self-virtues)	March - Empathy. KS2 - related value -co-operation Belonging (P4C) May - Deposit VS2 soleted value 1 Bests 8 pile of low	with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sens of self)virtues)	March - Empathy. KS2 - related value -co-operation Balonging (P4C) May Deposit VS2 related value 1 Bants 8 rule of law	with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sense of self/intass) October - Resilience (self) KS2-link to related value - positivity & Optimism (P4C leason)	March - Empathy. KS2 - related value -co-operation Belonging (P4C) May Depose KP2 soluted unker Liberty 8 puts of loss
		October - Resilience (setf) KS1 - link to nelated value -setf-belief (P4C lesson) November - Empathy. KS1 - related value - kindness, caring, Introduce wisdom star December - Reflection	Juse - Resilience KS1 - related value - independence July - Empathy KS1 - related value - forgiveness	October - Resilience (self) KS1 - Inix to related value -self-bellef (P4C lesson) November - Empathy, KS1 - related value - kindness, caring, Introduce wisdom sti December - Reflection	June - Resilience KS1 - related value - independence July - Empathy KS1 - related value - forgiveness	October - Resilience (self) KS2-link to related value - positivity & Optimism (P4C lesson) November - Empathy, KS2 - related value - compassion, humility Introduce wisdom	June - Resilience KS2 related value determination July - Empathy KS2 related value - humor	October - Resilience (self) KS2-link to related value - postivity & Optimism (P4C lesson) November - Empathy, KS2 - related value - compassion, humility Introduce wisdon	June - Resilience KS2 related value determination July - Empathy KS2 related value - humor	October - Resilience (self) KS2-link to related value - postivity & Optimism (P4C lesson) November - Empathy, KS2 - related value - compassion, humility Introduce wisdo	June - Resilience KS2 related value determination July - Empathy KS2 related value - humor	October - Resilience (self) KS2- link to related value - postivity & Optimism (P4C lesson) November - Empathy, KS2 - related value - compassion, hamilty Introduce wisdom	June - Resilience KS2 related value determination July - Empethy KS2 related value - humor
		Colf foot Commissions (septiments), commission Commissions (Septiments), commissions (Septiments	Final reflection - reflections for the year - Values based fising, Wisdom star	Advance 1: Carl Join pair stait? Jain realy Advance 2: Explain. Case Casterior Of the core was a second and casterior Of the core was a second and, different and community). Should expendition jobs September - Respect - [will before any sourcet. I wroning you are uponed power September - Respect - [will be sourced by yourset. I wroning you are uponed power Contain Respect - [will be sourced by yourset. I wroning you do not contain the Newsonian - Contain Respect - [will be sourced by yourset. I wroning you can call deal of the Contain. Newsonian - Contain Respect - [will be seen - I would be seen - Contain Resemble Section - Respect - [will be seen - I will be seen	Final reflection - reflections for the year - Values based living, Wisdom star	November - Empathy, KSZ - nelater value - compassion; humility fotoduce wadom size canabier - Refundion . January - Respect (others) kindness to others, KSZ - nelated value - tolerance Belonging - belonging to my school, what unites us.	Final reflection - reflections for the year - Values based living, Wisdom star	November - Empilly, KZZ - related value - compassion.humlity infloduce wador statember - Parliarizion January - Respect (others) kinchesis to others. KSZ - related value - tolerance Belonging - belonging to my achool, what unless us.	Final reflection - reflections for the year - Values based living. Wisdom star	ster December - Reflection January - Respect (others) kindness to others. KS2 - related value - tolerance Belonging - belonging to my school, what unites us.	Final reflection - reflections for the year - Values based fiving, Wisdom star	star Documber - Reflection January - Respect (others) kindness to others. KS2 - related value - tolerance Balonging - balonging to my school, what unites us.	Final reflection - reflections for the year - Values based living, Wisdom star
	Mind Up	Autumn term Lasson 1 - How out brains work Lasson 2 :	Spring 2 Lesson 7: Mindful tasting Lesson 8: Mindful movement 1	Autumn term Lesson 1 - How out brains work Lesson 1	Spring 2 Lesson 7: Mindful tasting Lesson 8: Mindful movement 1	Autumn term Lesson 1 - How out brains work Lesson 2	Spring 2 Lesson 7: Mindful tastino		Spring 2 Lasson 7: Mindful tasting ed Lasson 8: Mindful movement 1	Autumn term Lesson 1 - How out brains work Lesson	Spring 2 2 Lesson 7: Mindful tastino	Autumn term Lesson 1 - How out brains work Lesson 2	Spring 2 Lesson 7: Mindful tasting Lesson 8: Mindful movement 1
		Mindful Awareness Lesson 3: Focused	Lesson 8: Mindful movement 1 Summer term Lesson 9: Mindful movement 2	awareness - the core practice (brain break) Lesson 4: Mindful Listening		Autumn harm Lesson 1 - How out brains work Lesson 2 - Merdid Awareness awareness - The core practice (brain break) Lesson 4- Mindful Listening Spring 1	Lesson 9: Mindful movement 1 Summer term Lesson 9: Mindful movement 2	awareness - the core practice (brain break) Lesson 4: Mindful Listenin			Spring 2 Lesson 7: Mindful tasting d Lesson 8: Mindful movement 1 9 Summer term Lesson 9: Mindful movement 2		
		Spring 1 Lasson 5: MirchU swelling Lasson 6: MirchU swelling	Summer form Lasson 12 Media movement 2 Lasson 12 Pempercise taking Lasson 12 Appreciating Nappy separances Lasson 12 Appreciating Nappy separances	Spring 1 Leason S: Mirdful seeing Leason 6: Mirdful smelling	Summer seem Leason St Mediaf enouement 2 Leason ST. Expressing gratitude Leason ST. Expressing gratitude Leason ST. Taking mindful action in the world	Spring 1 Leason 6: Mirethil sweling Leason 6: Mirethil sweling	Summer bores Lesson 19 Medid movement 2 Lesson 10 Fungacities taking Lesson 112 Appreciatin taking Lesson 112 Appreciating happy superiences	Spring 1 Lesson 9: MirchU swing Lesson 9: MirchU smaling	Secure term Lesson S Model movement 2 Lesson S T Expressing systems Lesson S F Principal Acts of bindress Lesson S F. Principal Acts of bindress Lesson S T Taking mindful action in the world	Spring 1 Lesson 5: Mindful seeing Lesson 6: Mindful smelling	Sommer term Leason 9 Moltel movement 2 Leason 10 Perspective taling Leason 11 Description taling Leason 11 Control gotieses Leason 12 Appreciating happy experiences	Spring : Lesson 6: Mirdful seeing Lesson 6: Mirdful seeing	Summer sees Lesson 15 Medial movement 2 Lesson 15: Expressing yearbuse Lesson 14: Performing Action of Mandress Lesson 15: Taking mindful action in the world
Trips and Visits		Where is my school located? Lammae/Walpole park	London Triansport misseum River Thannes tilp, Kew Bridge	Great fine of London: St Paul's	Art. National Portrait gallery (temp. closed) Science: science story-telling - Gurnersbury museum. Masic Link: World music workship (riked to 7 continents and 5 cosans challenge)?	Camp-out Stone Age workshop	British museum - Ink to Ancient Egypt.	British Museum-Greece PLG Marcharts HB	Science Museum - earthquakes and volcances	IOW Viking ships at the National Maritime museum.	V & A - middle Esstern Art designs	Lordon Museum of Water and Steam France (end point for Languages, to be able to converse in French with confidence)	Parliament (built in Victorian times) William Montis Society, Hammersmith Kensington Palace
Production/Show Celebrations			Carol Concert in Church		Linuis orderane		Case		Neighb storcase		ERI		Production/Art exhibition (Art Exhibition is the ultimate end point for art!design and produce a series of art based on everything learned, able to give reasons for medium and style)
English	Genre (Writing)- see IAACW termly overviews for full	Narrative retells, diary entry, instructions	Poetry, narrative reteils, character description, instructions, informal letter, diary, recount, non-chronological report, riddles	 Narrative retells, recounts, poetry, diary entries, instructions, non-chronological report, riddle 	Namative retells, character description, diary entry, informal letter, formal letter instructions	Namative retells, diany entries, instructions, non-chronological report, setting description, character description	Namative retells, character description, non-chronological report, poetry, instructions, formal letter, informal letter, explanation, recourt	Namative retells, character descriptions, diary entry, setting description, non- chronological report, instructions, poetry	Namative retail, biography, non-chronological reports, recourt, setting description, diary entry, poetry	Narrative retells, diary entries, biography, character description, poetry, persuasive letter, non-chronological report	Narrative retells, setting description, informal persussive letter, fact file, charac- profile, travel review, diary entry, information guide, biography, instructions, poetry	fee! Namative retells, diary entries, poetry, non-chronological report, persuasive advert, instructions, setting description, balanced argument	Diary entries, informal letter, biography, explanation, nerrative retells, setting description, explanation, non-chronological report, informal letter
	Key Texts (Reading) - story time and whole class guided reading	50 Recommended Reading Books for Yr 1-story time RM Touts appropriate for reading level	50 Recommended Reading Books for Yr 1 - story time RMT Yests appropriate for reading level	50 Recommended Reading Books for Yr 2-story time The Clockwork Clugon, The Cleath, 'the Pely and Me, a selection of related re- fiction settleds and postry	SD Recommended Reading Books for Yr 2- story time Arthur and The Clidden Rope, a selection of related rum fiction/fiction extracts and postty	50 Riccommended Reading Books for Yr 3 - story time, Fibra and Ulyssea, Eyesthmas Ancient Egypt	50 Recommended Reading Books for Yr 3-story time, key teda under review	Recommended Reading Books for Yr 4 - story time, The Borrowers, Eyesthesis Arctist Cirecta	50 Recommended Reading Books for Yr 4-story lime, key texts under review	50 Recommended Reading Books for YI 5-story time, The 1000 Year Cid Bit The Introduce Ecosystems of Planet Earth, a selection of non fiction fiction exhibits and poetry	y, 50 Recommended Reading Books for YI 5- story time, The incredible Ecosystems of Plenet Earth, a selection of non fiction/fiction extracts and post second text under review	50 Recommended Reading Bools for Yr 6- story time, Eyewithesa Victorians, Latters from the Lighthouse, a selection of non fiction fiction estructs and postry	SO Recommended Reading Books for Yr 6-story time, Skellig, a selection of factor faction extracts and positry
Mathematics	Challenge	Science: How do the changing seasons affect ms? Making observations of the weather and recording data into simple prepared tables.	Art: What shapes and patterns represent London? Southure (collage, modeline materials) Evolutine 20 and 30 shapes in different	Geography: What is the United Kingdom? Computing: Can I Code? Use mathematical sociabulary to describe cosition, direction and movement.	Science: What lives in our forest? Intercret and construct simple cictoriums, tally charts, block discrams and	Arthur and the Golden Rope, a selection of related non fiction extracts and poets	y Science. What do we know about plants? Plant a seed and observe changes	Hatory: Why should we think the Roman Empire? Exploring life in Roman Brit and Roman legacy, identifying Roman Numerals in both. Identifying dates in Roman numerals.	Science: What impact do humans have locally? explore and use classification area to helo cross, identify and name a variety of lining	Science: What's in Space? and Computing: Can't use Excel to present data Collecting Data and presenting a line Graph comparing surrise and surrest times is London and Capa Town Presenting data officerst charts and graphs	Art. How is Islamic art distinctive? Creating a geometric gattern to use on a printing plate	Geography: What impact are humans having on the world's biomes? Collating and presenting data and drawing observations from the data	Science: What is light and what does it do?? PE Creating an experiment which requires collecting, collating and presenting dat- drawing observations.
Mathematics Links See mathematics progresson map Maths taught curriculum	for	Caliber; record and compare data Think mathematically to answer subject-specific quasitons / data-specific quasitons	Act What shapes and patterns represent London? Cooksian, See "modeling malerism, Exploring 20 and 30 shapes in different states and orderactions. 1. Recognise and rares common 20 and 30 shapes. 2. Recognise 20 and 30. 1. Recognise and rares common 20 and 30 shapes. 2. Recognise 20 and 30.			Categories and compare the number of rook in each category	Intercret and present data usine bar charts, cictorares and tables					Interpret and construct dis charts and the graphs and use these to solve	
		Sequence events in chronological order usin+108+C12		Use practice creditals to soft-hand the conveys and imprage of engine in order to describe they applying indicates. Using observations and class to problem soles and suggest answers to quantum related to profiler, location and direction.		C. Cologopius and compare the network of text in each cologopy. Siminger and present data sing the Certain Engineers and tables. 3. Soften one soften and the soften geastions (for example, "He many more?" and "hose long positions (for example, "He many more?" and "hose long positions" play information presented in scaled the others and plating area and facility area.	 Solice one-steps and two-step quastions (for example, Year many more? and Year many fewer) using information presented in scaled bar charts and pictograms and tables. 		temporal and present disorders and confirming data using appropriate graphic reachods, including but charts and line graphs.	I Interprete grates, consisting femiliates and importing data. Creative and Asid or information in Indiana (Production and Control of Control o	Compare a simple symmetric figure with respect to a specific line of symmetric	New York and contract pie chests and the graphs and use these to solve problems. Colorable and deterpret the mean as an average.	Nomining when it is appropriate, to find the result of adds set Caclability and referred type frem are and an average Solving context-specific problems to explain and reason with mathematical solvintific socialization
Science	Challenge	At. The Human Body AZ. Materials Syst. Animals Seasonal changes (weeks 6 and 12)	Sg2. Carling for the planet Su2-Planes Su2-Growing and Cooking Seasonal changes (weeks 8 and 12)	A1. Animal needs for survival A2. Humans and Materials Dp1. Plants (light and dark)	Sp2. Living things and their habitats Su1. Plants (bubs and seeds) Su2. Growing up and Wildlife Su2. Growing up and Wildlife	At. Saletons AZ. Natrition and diet and Rocks Spt. Fossils and Soils	Sp£ Light Suf. Plants A Su£. Forces and Magnets	AS. Grouping and classifying living things A2. States of matter Spt. Sound	Sp.2. Electricity Sp.1. Habitats Su.2. The Digestive System and Food Chains	A1. Forces A2. Spice Spf. Properties of materials	Sp2. Animals including humans and life cycles Su1. Reproduction A Su2. Reversible and Irroversible changes and Reproduction B	Af. Living things and their habitats A2. Electricity Bpt. Light	Sp2. The circulatory system and Diet, Drugs and Lifestyle Su1. Variation and Adaptations Su2. Fossils and Themed Projects
	Kilowieage	A1. Stendily, name, draw and label the basic parts of the human body and say which part of the body is associatedwith each sense. A2. disciplinate between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass,	Understand the current issues around sustainability and climate change. Identify that they have a role to play in creating a more sustainable future for	A1. Animal needs for survival notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival future food and the second	expions and compare the differences between things that are fiving, dead, and things that have never been alive	A1. Skeletons bleefly that humans and some other animals have skeletons and muscles for support, protection and movement. A2. Nations and dat and floxiss clearly that animals, including turnars, need the right types and amount of clearly that animals, including turnars, need that they can foot, they get nulfillow flow when they can flow that they can foot, they get nulfillow flow when they can flow that they can foot that they can compare and once boother different risks of modes on the basis of their	recognise that they need light in order to see things and that dank is the absence of light	recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of faint thicker in their book and	Sp2: Electricity common appliances that run on electricity common appliances that run on electricity construct a simple series electrical circut, identifying and naming its basic parts including onlis, wires, bulls, switches and buzzers identify without or not a large will give in a simple series circut, based on whather or not the large is part of a complete loop with a battery services that is a such more and mitters a circuit and execution this with	unsupported objects fall towards the earth because of the force of gravity. identify the effects of air resistance, water resistance and friction.	Sp2. Animals including humans and life cycles describe the changes as humans develop to old age. Su1. Reproduction A describe the life process of reproduction in some plants and animals.	Al. Living things and that habitate describe how lining things are classified into broad groups according to common classified how lining things are classified into broad groups according to common primotographisms, plants and ariminal plants and differences, including microorganisms, plants and ariminal based on specific characteristics. AL Electricity.	identify and name the main parts of the human circulatory system, and describe functions of the heart, blood vessels and blood
			themselves and others. Think of ways to make a positive impact on their local and wider environments. Suf.	find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	identify that most living things live in habitatis 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	A2. Natrition and diet and Rocks identify that animals, including humans, need the right types and amount of mutrition, and that they cannot make their own food; they get nutrition from what.	notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	living things in their local and wider environment A2. States of matter compare and group materials together, according to whether they are solids,	including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery	recognise some mechanisms, including levers, pulleys and gears. A2. Space describe the movement of the Earth, and other planets, relative to the Sun in t	describe the life process of reproduction in some plants and animals. Su2. Reversible and inversible changes and Reproduction B g reasons, based on evidence from comparative and fair tests, for the particular	microorganisms, plants and animals we give reasons for classifying plants and animals based on specific characteristics. A2. Electricity	recognise the impact of diet, exercise, drugs and lifestyle on the way their bo function describe the ways in which nutrients and water are transported within animals
		describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties	Garding and name a variety of common wild and garden plants, including decidaous and evergreen trees identify and describe the basic structure of a variety of common flowering plants,	would metal plactic place brink make paper and cardinant for particular user	describe how primals obtain their food from plants and other primals, using the	they eat compare and group together different kinds of rocks on the basis of their accessrance and simple physical properties	recognise that shadows are formed when the light from a light source is blocker by an opaque object find patterns in the way that the size of shadows chance.	compare and group materials together, according to whether they are solids, disputs or gases observe that some materials change state when they are heated or cooled, an measure or research temperature at which this happe	recognise that a switch opens and closes a circuit and associate this with whether or not a lump lights in a simple series circuit recognise some common conductors and insulators, and associate metals with	solar system describe the movement of the Moon relative to the Earth describe the Sun. Earth and Moon as approximately scherical bodies	uses of everyday materials, including metals, wood and plastic compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	a subtage of cells used in the circuit	Out Marinting and Admentations
		Sp1. Identify and name a variety of common animals including fish, amphibians, reptiles, hields and macrosolis.	including trees Su2: Understand the current issues around sustainability and	find out how the shapes of solid objects made from some materials can be changed by square, bending, twisting and stretching 0x1 Disease (falls out of one).	das of a simple foot chair, and isertify and name different sources of food Suff. Plants (bulbs and seeds) chairs and describe how seeds and bulbs grow into mature plants for old and describe how plants need water, light and a suitable temperature grow and stay healthy. Suff. Crowings part Widdfie solice that arimals, including humans, have oflipping which grow into adults to the control of the contro	describe in simple terms how fossils are formed when things that have lived are trapped within nock	S1. Plants A identify and describe the functions of different parts of flowering plants: roots, stembrunk, leaves and flowers	measure or research temperature at which this happens in degrees "c identify the part played by exporation and condensation in the water cycle an associate the rate of evaporation with temperature. Sp1. Sound identify how sounds are made, associating some of them with something	exiding oils, since, bubb, whites and busines whether or of the plan pay of of a regretation busines or which bused on whether or of the plan pay of of a regretation buyer with a businey on whether or of the plan pay of of a regretation, per all sociolate the with complex series connect conductions and entails, per associates the bubble budget of conductors. But budget of conductors. But complex that the plant pay can be grouped in a wardey of ways their plans, in their board and sold entercorrect. On the plant pay the pay of the plant pay of the pay length they in their boad and sold entercorrect.	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Out Deposition of explaints	response to magnets explain that some changes result in the formation of new materials, and that this kind of change is not usus reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	the brightness of bubs, the loudness of buzzers and the orivoit position of switches	too' via alabot also 'Amplications' to recognise that fiving shrouce offspring of the same kind, but normally offspring very and are not identical to that parents in the same kind, but normally offspring very and are not identified to that adapted to suit their environment in differ ways and that adapted normal has adapted to suit their environment in differ ways and that adapted normal has been excluded. S.Z. Fossia and Themsed Projects are same time and their founds are said.
		cords and manness in the common animals that are carrivores, herbivores and ornnivores.	Creamstant in current source stource successurement and climate change. Identify that they have a role to play in creating a more sustainable future for themselves and others. Think of ways to make a positive impact on their local and wider	observe and disscribe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to	offine out and describe how plants need water, light and a suitable temperature t grow and stay healthy	recognise that solis are made from rocks and organic matter o \$1. Fossils and Solis describes in simple terms how fossils are formed when things that have lived are	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	op 1. source identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear	explore and use classification keys to help group, identify and name a variety of fixing things in their local and wider environment.	 op1. Properties of maserials know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	reversible, including changes associated with burning and the action of sicilities of sode.	use recognised symbols when representing a simple circuit in a diagram. Sp1. Light recognise that light appears to travel in straight lines	ways and that adoptation may lead to evolution. Su2. Fossils and Themed Projects recognise that fiving things have changed over time and that fossils provide
		ornivores identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense SC.	future for thereselves and others. Think of ways to make a positive impact on their local and wider environments.	grow and stay healthy	Sizz. Growing up and Wildlife notice that animals, including humans, have offspring which grow into adults	trapped within rock recognise that soils are made from rocks and organic matter.	investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including polination, seed formation and seed dispersal			how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including metals, wood and placed demonstrate dissolving, mixing and changes of state are revenible.		So thoughout the second of the	information about fiving things that inhabited the Earth millions of years ago
	Skills	observe changes across the 4 seasons asking simple questions and recognising that they can be answered in different ways observing into across serving an imment	SC. asking simple questions and recognising that they can be answered in different ways.	asking simple questions and recognising that they can be answered in different wave.	asking simple questions and recognising that they can be answered in different	asking relevant questions and using different types of scientific enquiries to answer them	S2. Forces and Magnets compar asking relevant questions and using different types of scientific enquiries to answer them.	produced it for further between the volume of a sound and the strength of the vibrations recording findings using simple scientific larguage, drawings, labelled diagrams keys, but chairs, and tables keys, but chairs, and tables reporting on findings from enquiries, including oral and written explanations, displays or preventations of results and conclusions.			s, Compare and observe the life cycle of different animals. Cathering orientific evident to company integer or anyments	from light sources to objects and then to our eyes Compare and give reasons for variations in how components function. Set up simple nearfield emission feeting and make nearfield emission feeting and make nearfield.	Observe and devise/answer questions about changes of living things through freeding
		ability gargine questions ent recognising that they can be answered in different ways described to below, using simple equipment parforming simple basis situations of the part of the part of the part of the part of the satisfying and closelying using that observations and close to suggest answers to questions gathering and needing data to help in answering questions	observing closely, using simple equipment performing simple tests	observing closely, using simple equipment performing simple tests	coserving closely, using simple equipment performing simple tests	setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking	setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	compare and group together everyday materials on the basis of their propertie and response to magnetis. Simple experiments related to dissolving materials, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials performing and recording results of water resistance, air resistance and friction experiments.	Explain day and right through the Earth's rotation. Use scientific evidence gath to support your argument.	er Classify and compare living things including plants. Observe characteristics and record data about fixing things. Oral and written explanations for the choices	identify and classify characteristics of offspring. Carry out research on the findings of Charles Darwin (record findings using
		using user Codes tracked at the Assaul of August and an area for Quantum gathering and recording data to help in anowering quantities	The control of the co	users jug and usuranged under the support answers to questions using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions	using the Conservation and ideas to suggest answers to questions gathering and recording data to help in answering questions	saking interest continue and using different types of scientific enquires to content them writing up simple precifical enquires, companishe and first bud setting up simple precifical enquires, companishe and first sound, simple concerns researched simple precifical risks, and a simple of enquires, including Demonstrates and dalate languages. galancing recording, closely also preceding data in a surially of surys to help a security quartition.	Or. From set Margania anding mission of products and sing different types of scientific encycles or company making mission of products and sing different types of scientific encycles in a safety as particip production encycles, companying and single specific and control dissociations and, where appropriation, fasting safety and production of experience, including different resolutions and data languages. In the control of experience or cont	displays or presentations of results and conclusions sing results to leave simple conclusions, make predictions for new values, suggest improvements and raise further questions detertiling differences, similarities or changes related to simple scientific ideas and processes saing straightforward scientific evidence to answer questions or to support the findings.	 monthly findings varies gaings accountly strapping, drawings, stabilist diagrams, support or providings from expairing strateging and and written explorations, and an advantage control or providings from expairing strateging strateging strateging control or providings, make predictions for new values, support exprovements and raise afterior questions. advantage or provident or pr	per cours when of very large vision and performing of recording results of water resistance, air resistance and frictio explain day and night through the Earth's rotation. Use scientific evidence gath to support your argument.		Climing the Solutions to Supplies and White Side of years. Section 5 between	Design and experiment with light carrying out careful observations (record data terestigate light sources, objects and shadows
	Vocabulary	Materials: wood, plastic, glass, metal, water, and rock, properties Seasons: winter, series summer at arms	Plants: deciduous, evergreen, stem, leaves petals, noots, flower, plant cycle, hincorm finit high seart trusk transfers.	Living Things: habitats, food chains, micro habitat, basic needs, living, alive, food environment	Plants: bulbs, water, fight, temperature, healthy, germination, reproduction, noticetion.	Rocks: Igneous, metamorphic, sedimentary, fossils, crystal, grain Lieft enfortion charless lieft owner exhaultant movembris lieft movema	Forces: push, pull, pullies, gravity, air resistance, magnets, attract and repel, north/orish note hor ninn hytmn horsedne manner.	Living Things: Ibweringinon flowering, ecologically, population, development an inforectation forms and mosase, vertainate and inventainates.	d deimak melars nasine invisors larne and small interdines stremark disectlus	Properties: insoluble, soluble, dissolving, solution, evaporation, filtering, sieving constraints resting inservable.	Emironment, flowering, vertebrate, amphibians, mammals, assexual, prehistorio, Animals: rehenty neutation territo devalorment haby trofiller child because	Living things: microorganisms, vertebrates and invertebrate human circulatory outcome heart. Monot uscalis	Evolution: evolution, bread, fossils, offspring, variation, environment, adaptation Light: reflect, light sources, travel, shadows, personne
		Materials: wood, plastic, gloss, matal, water, and rook, properties Seasons: winter, spiring, summer, salures.						State of matter solid, liquid, gas, temperature (degrees Celsius), condensation exponsion, i.e., Electricity: cells, wires, buttes, switches and buzzers, circuits, conductors, insulators, battery		Force: lovens, pullys, mass, air resistance, water resistance, friction, surface accelerate, decelerate, spring		Arimiz: internal organs (skaletal, maccular and digestive system), drugs, substances, humbly Electricity: voltage, cells, circuits, switches, bulbs, budzers, motors	
Computing Digital literacy /	Challenge	(Au1) 1.Computing systems and networks – Technology around us 1.1 DL (Au 2) 2. Creating media – Digital painting 1.2 IT (Sp1) 3. Programming A – Moving a robot 1.3 CS	(Sp2) 4.Data and information – Grouping data 1.4 IT (Su1) 5. Creating media – Digital writing 1.5 IT (Su2) 6.Programming B - Programming animations 1.6 S	(Au1) 1. Information technology around us (2.1) DL (Au2) 2. Digital photography (2.2) □ (Sp1) 3. Robot algorithms (2.3) CS	(Sp2) 4. Pictograms (2.4) IT (Su1) 5. Digital music (2.5) IT (Su2) 6. Programming quizzes (2.6) CS	(Au1) 1. Connecting computers (3.1) DL (Au2) 2. Stop-frame animation (3.2) □ (Sp1) 3. Sequencing sounds(3.3) ○	(Sp2) 4. Branching databases (3.4) (T (Su1) 5. Desktop publishing (3.5) (T (Su2) 6. Events and actions in programs (3.6) (S	(Au1) 1.The Internet (4.1) DL (Au2) 2.Audio production (4.2) IT (Sp1) 3.Repetition in shapes (4.3) CS	(Sp2) 4. Data logging (4.4) IT (Su1) 5. Photo editing (4.5) IT (Su2) 6. Repetition in games (4.6) CS	(Au1) 1. Systems and searching (5.1) DL (Au2) 2. Video production (5.2) IT (Sp1) 3. Selection in physical computing (5.3) CS	(Sp2) 4-Flat-file databases (5.4) ∏ (Su1) 5. Introduction to vector graphics (5.5) ∏ (Su2) 6. Selection in quitzes (5.6) ©	(Au1) 1.Communication and collaboration (6.1) DL (Au2) 2. Web page creation (6.2) IT (Sp1) 3. Variables in games (6.3) CS	(Sp2) 4.Spreadsheets (6.4) IT (Su1) 5.3D modelling (6.5) IT (Su2) 6.Sensing movement (6.6) ○S
technology/	Skills	1. Identify examples of technology used in the school environment and demonstrate	4. Sort and classify objects into groups based on observable properties, using	Identify and describe the use of information technology in school and the widworld, and explain how its responsible use can improve everyday life. What Pupils Need to Be Able to Do:	4. Collect, organise, and present data using digital software to answer specific	 Identify, describe, and explain how digital devices work by recognising their inputs processes, and outputs, and how devices can be connected to form networks. What Pupils Need to Be Able to Do identify the input, process, and output of digital devices. 	4. Design, build, and use branching databases to sort and classify objects using	Explain how the internet is a global network of networks, including the role of the World Wide Web, and critically evaluate online content for reliability and accuracy.	4. Collect, monitor, and analyse data over time using digital data logging equipment, to support scientific and problem-solving investigations. What Pupils Need to Be Able to Do: Plan and carry out data collection using digital tools (e.g., data loggers).	1. Identify and describe IT systems in the wider exotil, including those that support informat searching, and explain how they function and are used. Must Pupils New to the Abit to the Child to the Abit to	4. Use databases to organise, order, and interpret data to answer specific question What Pupils Need to Be Able to Do: Access and neighte databases effectively. Enter and organise data using scring and filtering tools.	 1.Collaborate online to explore and understand how data is transferred across networks. What Pupits Need to Be Able to Do: Work collaboratively using online platforms or tools. 	Use spreadsheets to organise, calculate, and analyse data to answer specific
Computer acienc	.e	(What pupils need to be able to do: Recognise and use technology safety and purposefully in real-world settings. (Computing and System Naturorius) DL.	digital tools to present, organise, and explain groupings. What Pupils Need to Be Able to Do: Identify and label objects based on specific properties. Group and sort objects using software (e.g. PowerPoint). (Data and Information)	What Pupils Need to Be Able to Do: Recognise and give examples of IT used in school and in the community. Explain how IT supports learning, communication, and work. (Computing and	questions and support decision-making. What Pupils Need to Be Able to Do Gather data using tally charts. Organise data based on chosen attributes.	what rupus need to be done to up identify the input, process, and output of digital devices. Explain how digital devices use input to produce an output.	What Pupils Need to Be Able to Do: Plan and design branching databases using clear, yes/ho questions. Organise objects by their attributes to create logical data structures.	What Pupils Need to Be Able to Do: Describe how the internet connects networks around the world. Explain the difference between the internet and the World Wide Web.	Prins and carry out date collection using digital tools (e.g., data loggers). Monitor and record changes over time.	what ruphs Need to be Australia to bot Recognise and discribe a range of IT systems and their real-entid applications. Explain how IT systems can be connected to the internet to enable searching.	Access and manigate datasease enteroney. Enter and organise data using sorting and filtering tools. Use database functions to generate charts or reports that answer particular executions.	**Ports Commonwey using principles of data transfer and sharing over networks. Communicate and share digital information securely and responsibly. Reflect on how online collaboration loods facilitate data exchange (Computing and	What Pupils Need to Be Able to Do: Input and originise data effectively in spreadsheet software. Use formulae and functions to perform calculations and analyse data. Create charts and graphs to visualise data cleanly.
		Select and use appropriate digital tools to create original digital artwork, make oursoseful design choices, and compare digital and non-digital processes.	5. Use word processing software to create, edit, and format text for different	System Networks) DL 2 Lise digital tools (Microsoft PowerPoint) to present their understanding of IT's	Organise data based on chosen attributes. Use digital tools (J2E Pictogram and J2E Chart) to create visual representation (charts and pictograms). Interpret and compare results from digital data representations. (Data and	netterris. Understand and explain the purpose of networks in connecting devices. (Computing and Vontorn Naturalis)	Use transhing distaliases to search for, sort, and withere information accurately. Test and refine distaliases to search for, sort, and withere information accurately. 5. Create, format, and edit documents by combining text, images, and page layouts to arthing a search communication recommendates.	Tourisms the importance of questioning the credibility of digital content. (Computer System Naturals II)	Use data to support reasoning, decision-making, and problem-solving in real sing contests. (Outs and Information) IT	Evaluate the effectiveness and reliability of critims search results. (Computing and System Networks) Dt. 2. Plan, capture, edit, and produce dicital video content for a specific audience an	interpret and draw conclusions from the organised data. (Data and Information) IT 5. Create and manipulate digital images using drawing programs, including working with leaves and moreon of orbitants.	System Networks) Dt. 2. Dasign and build webpages that consider copyright laws, visual design (sesthetics), and user ravigation.	
		perposate disagge chanes, and compare digital and translighting processes. Use of the policy mode of the about on dec. Use of the policy would be able to dec. The policy would be defined and the policy of the pol	purposes, and compare digital test creation to writing by hand: What Pupils Need to Be Able to Do: Tune eriff and former that using a commuter	role and responsible use. Capture, esti, and manipulate digital photographs to create purposeful content for different surfeces and rumoses.	Information) IT	Copture, sequence, and edit digital still images to produce a purposeful stop frame animation that communicates a story. Most Busile Wood to Re & Mole To Produce and Pr	What Pupils Need to Be Able to Do: Create documents with a clear sudience and purpose. Inneat and format test and impares to anhance meaning	Capture, edit, and produce audio recordings for a specific purpose, considering remarks and currentles of distillat contact.	 Meripulate, edit, and enhance digital images for a specific purpose, evaluating the effectiveness and ethical considerations of the changes made. What Proble Need to Re Jable to To. 	purpose.	What Pupils Need to Be Able to Do: Use digital drawing tools to create images with multiple layers.	and user ravigation. What Pupits Need to Be Able to Do: Plan and design webpage layouts with clear navigation structures. Create and organise content using appropriate software or web design tools.	(Data and Information) IT 5. Plan, develop, and evaluate 3D computer models of physical objects. What Pupil's Need to Be Able to Do: Plan a 3D modelling project considering design requirements. Like 3D modelling software to create accurate digital representations of physical.
		Design, write, and debug short algorithms and programs to control floor robots, look-slips productions to define and profession autonomy. (I him English floor Robots)	Select appropriate formatting tools (font size, colour, bold, alignment). Compare the benefits and limitations of writing digitally and non-digitally.	for different audiences and purposes. What Pupils Need to Be Able to Pupils a digital camera or tablet. Take clear, purposeful photographs using a digital camera or tablet. Select and apply basic editing tools to change, improve, or adapt images.	for specific creative purposes. What Pupils Need to Be Able to Do Senters and control Arthritis and projection and control Change Marie Lab	Plan and storyboard a stop frame animation. Capture a sequence of still images using a digital device. Fifti means and while firems timing to results smooth primation.	Insert and tormal text and images to enhance meaning. Modify page layout, text styles, and image placement to improve readability and visual impact. Review and refine documents to ensure they meet their intended purpose. Orazin	copyright and cemeratio of digital content. What Pupils Need to Be Able to Do: Plan and record high-quality audio content (e.g., a podcast) for a clear audience are outcose.	Select and apply digital image editing tools to achieve a clear purpose. In Modify and enhance digital images (e.g., cropping, liflaring, adjusting colour). Evaluate whether edits failt the intended purpose. Reflect on the potential impact and ethical implications of manipulating digital conte	Use digital devices to capture video footage. Edit and enhance video content using appropriate software. Combine video, audio, and transitions to create a coherent final product.	Modify images by adding, removing, and adjusting layers or objects. Evaluate their work to ensure it meets the intended purpose. Creating Media) IT 6. Desire with test and delaw morrowers rein selection to reside intended.	Apply principles of good design to enhance user experience. Respect copyright by accuracy and claring digital content correctly. Test webpages to ensure usability and accessibility. (Creating Media) IT	objects. Modify and refine models based on evaluation and feedback. Reflect on the affectiveness and accuracy of their models analyst the original de-
		(What pupils need to be able to do: Sequence instructions accurately, test outcomes, identify errors, and make corrections	6. Design, write, and debug simple programs that control the movement of on-	(Creating Media) IT Make decisions about the best way to present a photograph for a specific	S Like digital music software to compose, sequence, and edit musical patterns for specific creative purposes. What Pupils Need to Sie Able to Do Euplore and create otherinic and melodic patterns using Oteone Music Lab. Sequence sounds to form a complete musical composition. Est, improve, and purposally arrange digital sounds. Sie and second sections about tempo, in-gline, and melody to produce a finish silked creative decisions about tempo, in-gline, and melody to produce a finish temporary section.	Refine the animation to effectively fell a story or communicate an idea. (Creating Idea) IT 3. Design, write, test, and debug block-based programs that sequence musical	Media) IT 8. Design with host and debug absolutes and award drives assessment that one a	Edit and enhance audio recordings using digital tools. Apply copyright rules when selecting and using audio clips or music. Produce a polished audio product that respects intellectual property rights.	Raflect on the potential impact and ethical implications of manipulating digital conte (Creating Media) IT	Evaluate the effectiveness of the video in meeting its intended purpose. (Creating Meeting IT 3. Design, write, test, and debug programs that use conditions and selection to	Use dipit drawing book to create images with multiple layers. Compared impress objects for efficient defined justices or objects. Evaluate that the compared impression of special contents of the compared impression of special compared for the compared impression of the compared impression of the compared impression of the compared impression of including proposal compared in the	Design, write, best, and debug programs using variables to control elements within a game or simulation. What Pupils Need to Be Able to Do:	goals. (Creating Media) IT 6. Design, write, test, and debug programs that capture and respond to inputs for
		п руже сопранд сонила. (Родинтид А) С.5	screen characters and physical rodots to sequence actions and tes stories. What Pupis Need to Be Able to Dio. Create algorithms to control movement and sequence events. Program on-screen characters in Soratch. It to follow instructions. Program physical divisions (East VZ robots) to move in a planned way. Test and debug programs to achieve the desired storyfalling outcome.	logical reasoning to predict and improve outcomes.	Ogus prece (Creating section) 11	Maniasi J. Dissign, wife, lext, and debug block-based programs that sequence maxical sounds to achieve a purposellal maxical outcome. When the program is not service appropriate program of the sequences. That the program to enter the sequences plays consolir. See the program of the sequences plays consolir. See the program of the sequences plays consolir.	range of later and system weets to control sequences of actions. What Pupis Need to Be Able to Do: Design algorithms that respond to multiple types of events (e.g. key presses, clicks times).	Media) IT 3. Design, write, lest, and debug text-based programs that use cours-controlled	 Design, write, text, and debug block-based programs but use count-controlled and infinite loops to devisely functional, interactive games. What Pupits Need to Be Able to Do: Design algorithms that use both count-controlled and infinite loops to control game elements. 	Design, write, test, and debug programs that use conditions and selection to control outputs in a physical system using a programmable microcontroller (e.g., Clumble or Microbit). What Pupils Need to Be Able to Do:	Write code implementing selection to respond to user inputs. Test programs to ensure conrect functionality and debug errors. Use logical reasoning to predict program behaviour and improve code.	Understand and use variables to store and manipulate data in programs. Design game logic that uses variables to track across, lives, or other dynamic elements. Write and lest code that updates variables based on user input or came events.	 Design, write, test, and debug programs that capture and respond to inputs for physical devices (e.g., sensors, microcontrollers/ Microbits). What Pupils Need to Be Able to Do: Understand how to read inputs from physical devices.
			Program on-screen characters in Scratch. If to follow instructions. Program physical devices (Earl V2 robots) to move in a planned way. Test and debug programs to achieve the desired storytelling outcome.	What Pupils Need to Be Able to Do: Sequence instructions to program floor robots to follow specific paths or achiev set goals.	Design, write, test, and debug event-driven programs to create interactive digital content that responds to user inputs. What Pupils Need to Be Able to Do	White block-based code to produce programmed music sequences. Test the program to ensure the sequence plays conectly. Debug errors to improve timing, structure, and sound combinations. Programming	litmes). White event-driven code that biggers appropriate sequences of actions. Test programs to ensure convot responses to different events. Debag erman in event-driven sequences to improve functionally and accuracy. Purposellally coded con-screen objects or interactive systems using event logic.	3. Design, write, test, and debug test-based programs that use cours-controlled bops to produce precise geometric shapes and patterns. What Pupils Need to Be Able to Do: Design signifiting that use toops to create repeating patterns.	Design algorithms that use both count-controlled and infinite loops to control game elements. Write block-based code to create an interactive game with loop-based structures.		(Programming B) CS	Debug programs to ensure correct use of variables and game functionality. Use logical reasoning to improve game design and user interaction. (Programming A) CS	Write code that processes inputs to control outputs or trigger actions. Test and debug programs to ensure correct interaction with physical systems. Solve problems by designing programs that simulate or control real-world device.
			(Hogramming B) CS	set goals. Predict the outcomes of a program before testing. Debug and correct errors to improve program performance. (Programming A) (Write event-driven code in Scratch Jr that triggers sequences of actions (e.g. quiz answers, feedback loops).	100	Programming B) CS Programming B) CS	Design algorithms that use loops to create repeating pathems. Write last-based code (e.g., in Logo or Pythron) that uses count-controlled loops. Test and debug programs to ensure shapes are drawn accurately. Purposefully use loops to simplify code and reduce repetition. Programming A) C	Test and debug games to ensure the correct behaviour of looping sequences. the loops purposefully to simplify and control repeated actions and continuous gamepley. (Programming 5) CS	Write and last programs for a programmable microcontroller. Use imputs (e.g., sensors, buttons) to control outputs (e.g., lights, motors) based on specific conditions. Debug programs to ensure the correct sequence and response to different inputs Solve problems by controlling or simulating physical systems through code.			Programming B) CS
	Knowledge	Use technology purposefully to create, organise, stone, manipulate, and retrieve digital content.	Lise technology purposefully to create, organise, stone, manipulate and retrieve digital content. S Use technology purposefully to preste necessary.	1. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Test interactive quizzes to ensure the program responds correctly to user input 4. Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.	Understand computer networks including the internet and how they provide multiple services, such as the World Wide Web.	Select, use, and combine a variety of software (including internet services) to collect, analyse, evaluate, and present data and information.	1.Understand computer networks including the internet, how they can provide multiple services, such as the World Wide Web.	Select, use, and combine a variety of software (including collecting, analysing evaluating, and presenting data).	1.Use technology safely, respectfully, and responsibly. Recognise IT systems and understand their uses.	Select, use, and combine software on a range of digital devices to collect, analyse, evaluate, and present data.	Computer networks, including the internet, how they provide multiple services such as the World Wide Web.	Select, use, and combine a variety of software (including internet services) on range of digital devices to collect, analyse, evaluate, and cressent data and
		(Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private.)	manipulate and retrieve digital content. (Creating and formatting text directly fulfils this requirement.)	Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private.	Recognise common uses of information technology beyond school. 5.Use technology oursesefully to meate assessing these appoints to	Understand how digital systems work. 2 Use technology outcode in the results research to the results in the results of the re	Use technology purposefully to create, organise, store, manipulate, and retrieve diotal content.	Use search technologies effectively and appreciate how results are selected a tanked. Be discerning in evaluating Anthai content	Use technology purposefully to support learning across the curriculum. 5. Use technology purposefully to results, results, results, and across the curriculum.	Use search technologies effectively, understanding how results are selected a ranked.	5. Use technology purposefully to create, organise, store, manipulate, and retrieve dicital content.	Use search technologies effectively and appreciate how results are selected and sarked. Lise technology safely, respectfully, and responsibly, recognizing acceptable.	information. 5. Use technology purposefully to create, organise, store, manipulate, and retises
		Use technology purposefully to create, organise, store, manipulate, and retrieve signal content. Opinion of continuous purpose a project of self-	 Select, use and combine a variety of software on a range of digital devices. (Word processing is a foundational software skill for combining and manipulating content.) 	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Select use and combine a variable of the combine of t	strieve digital content. Select, use, and combine a variety of software (including internet services) on	retrieve digital content. Select, use, and combine a variety of software (including internet services) to	Select, use, and combine a variety of software to design and create digital content.	2 Like technology purposefully to create, organise, store, manipulate, and	retrieve digital content. Select, use, and continue a variety of software on a range of digital devices to	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Select year and continue software an organization of the continue of t	Design, write, and debug programs that accomplish specific goals, including controlling or significant plants of the controlling or significant plants.	behaviour ordine. 2. Use technology purposefully to create, organise, store, manipulate, and retrieve	organi content. Select, use, and combine software on a range of digital devices to accomplish glagoats.
		offerent digital devices to design and create content.)	Recognise common uses of information technology beyond school. (Understanding that technology can be used to sort and present information is a	Understand what algorithms are and how they are implemented as programs	6. Understand what algorithms are, and how they are implemented as program	3.Design, write and debug programs that accomplish specific goals, including	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.	Beliect, use, and combine a variety of software on different digital devices to design and create content that accomplishes given goals.	6 Design, write, and debug programs that accomplish specific goals, including	Design, write, and debug programs that accomplish specific goals, including	o and the second of the second	digital content. Select, use, and combine software on a range of digital devices to accomplish given goals.	Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems.
		digital devices. Create and debug simple programs.	6.Understand what algorithms are and how they are implemented as programs	Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.	Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detec	Design, write and debug programs that accomplish specific goals. Solve problems by decomposing them into smaller parts.	Like seguence, selection, and repetition in programs. Solve problems by decomposing them into smaller parts.	Use sequence, selection, and repetition in programs. Solve problems by decomposing them into smaller parts.		Design, write, and debug programs that accomplish specific goals, including	the sequence, seasons, and repeation in programs, including epities and output Solve problems by decomposing them into smaller parts.
			of organ corecus. Physics design and write algorithms for on-screen characters and robots.) Cousia and debug simple programs. Physics with could, but 1, destrip yearns, and correct them.) Line legist reacting to predict the behaviour of simple programs. Physics predict robot movements and on-screen outcomes based on written cooks.)				and contact states in augmented and programs.	Los segulantes, sections, set in specialin in programm, sons was various and sections forms of program and output. Use logical reasoning to explain how some simple algorithms work and to dela and correct errors in algorithms and programs.	One organisationing in depute note algorithms with sets counts and connect and	Law oppus reasoning or beach and connot errors.		programs, including unitalies. The logical reasoning to explain how algorithms work and detect errors.	
	Vocabulary	technology, computer, mouse, trackpad, keyboard, screen, double-dick, typing. Program, command, predict, floor robot paint program, tool, painthrush, erase, fill, undo, share tools, line tool. (fill tool sinch tool orders, brush odds, house).	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same Robot, forwards, backwards have aleast on a companie instruction.	Information technology (IT), computer, barcode, scanner/scan.t music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, hear instrument own seek.	4. more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, court, explail attribute, crosp, same, different meritains block discress charges.	digital device, input, process, output, program, digital, non-digital, non-ection, nativority, switch, server, wireless access point; cables, societis	Altribute, value, questions, table, objects, branching, database, objects, equal even, separate, structure, compare, order, organise, selecting, information, decision tree.	Listemet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Wild, content, links, lies, une Assessor shadow, content, links, lies, une Assessor shadow, content, links, lies, une Assessor shadow.	 data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion. Loop (programming eminyment). processes in the control of co	system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (ISEO), web crawler, content receiver selection, making	4 database, data, information, record, field, sort, order, group, search, value, criteria graph, chart, axis, compere, filter, presentation. 5 microcontroller, USB, components, connection, infinite loop, output component	1. communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, expirere, side deck, reuse, remix, collaboration, internet within window, never how the protocol of the pr	data, collecting, table, structure, spreadsheet, cell, cell reference, data its format, formula, calculation, spreadsheet, input, output, operation, range, duplicate, sigma, procope, was firm data set
		painting, computers. S. word processor, keyboard, keys, letters, type, rumbers, space, backspace, text cursor, capital letters, toolbar, book hole-production means collect four	directions, left, right, route, plan, algorithm, program. 6. ScratchUr, command, sprike, compare, programming, area, block, joining, street, programming, area,	3 device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter focus, foreign, foreign, foreign, foreign, filter and foreign, filter and foreign, foreign, foreign, foreign, foreign, filter and foreign, f	Sinstruction, sequence, clear, unambiguous, algorithm, program, order, prediction, arthoris, design, route, mat, debugging, decomposition. 6.	2.text, images, advantages, disadvantages, communicate, font, style, landscape portrait, orientation, place holder, template, layout, content, desktop publishing.	2 Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, decision, the note, color, and the color, and the color of the color o	information, accurate, honest, content, advents. 2. audio, microphone, speaker, headphones, input device, output device, sound, podcass and holes, sine, lineary executions.	snippet, algorithm, design, debug, pattern, repeat, repetition, court-controlle tt, loop, value, trace, decompose, procedure.	2 vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, proper proper reflection.	controlled loop, Churchie controller, switch, LED, Sparkie, crocodie clips, connect ballery box, program, condition, Input, output, selection, action, debug, circuit, pow cell, buzzer 6. Selection, condition, true, false, court-controlled loop.	to-many. 2 website, web page, browser, media, Hyperted Markup Language (HTML), logo, layout, header, media,	sum, comparison, software, tools. 5. variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, or test, debut increase, contact, charge task, artwork, program, project, or
		Is beforeding, computer mouse treatised topicousl, creen, coale-disk, typing. 2 Program, comment, presid, four roles paid program tois justimus of uses. (If program, comment, presid, four roles paid program tois justimus of uses.) Berling computers. Sample	ante: rute program, intergence, venera, ruses, augennes preseus, eress, sample value, instructions, design.	, основа, настор, просод.	inclusions, contracting, page, in the same content, protect, closing country and content, protect, content, con	g. styphame, favore, currently, frame, protograph, setting, favored vereits, soliton skirning, consistency, evaluation, delete, media, import, transition orion skirning, consistency, evaluation, delete, media, import, transition	seept in the took justice, took clearly against look datag, code. 3 motion, event, sprike, algorithm, logic, move, resize, extension block pen up, set up, pen, design, action, delugging, emors, setup, code, text, delug, actions	sion, verys, 1875, verys, 1875, verys, 1875, pergrants, necessar, 1875, verystatis, feedback, 3.3 maps, edit, 6934 crop, notile, undo, save, adjustments, effects, colours, has, adardion, sepis, veryster, maps, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, 2001.	count-contribut loop, coalume, reputitor, fariner, airmais, event block, duplicate, modify, design, algorithm, debug, rafine, evaluate.	group, urgue, team, vermenter commar, talking head, parring, close up, video camera, microphone, lans, mid- range, long short, moving safer, safe, by side, angle (high, low, normal), static zoon, par, fits, hoylyouled, filming, review, import, split, film, clip, edit, reshoo dislete, reorder, export, evaluate, share.	outcomes, conditional statement, algorithm, program, debug, quasiton, arever, tea design, input, implement, teat, run, selup, operator	Six. Security of the control of t	declare Configurations, transactions, areas, analysis, assistantial declare and declare and the second of the seco
History	Challenge	Traditional Stories: what do they tell us about the distant past (England, Scotland and Wales)? Substantive knowledge: Understand that England, Scotland and Wales were separate	Photographs from history: what can they tell us about Britain's recent past?	What did we learn from the Great Fire of London?	Significant individuals who changed Britain: how did they fight for change	e? What happened in the UK 3 million years ago? (Stone Age - Iron Age)	Ancient Egypt: what stayed the same across 3 million years?	What is the legacy of the Ancient Greeks?	What is speed did the Romans have an Bridge? Substantials beneating to below to finance Gropes was tounded a 17700 S. S. S. Sandardon and S.	Anglo-Saxons and Vikings: Conquerors or Settlers?	Why was Baghdad an important city during the Ancient Islamic civilisation	n? Steaming ahead: How did the Victorian era shape modern Britain? (Victorians. The Great Western Railway)	Significant turning points: how did experiences differ during WWII?
	Knowledge	successaries knowledge: Undersland that England, Sodiand and Wales were separate countries before becoming part of the United Kingdom. Robert the Stude became King of Sodiand when he stood up to King Edward I. To retell the legend of Robert the Bruce and the	auasantive knowledge: Pholography is the process of capturing an image using camera. Pholography has only been used for about 200 years. Cameras and pholography have changed over time. A family portrait from 140 years ago can tall us	*Key events of the Great fire of London. Samuel Pepys - source (dairy). The plague - health and hygiene, key dates, expansion of London, Simber frame A houses, individual shop makers	buossanitive Knowledge: Emily Davison was a sufragete and fought with others for d women's right to vote. The sufrageties were militart and Emily was arrested many time She died on 4th June 1913 after fighting for women's rights and being hit by a horse. T Military Would Miss selected.	sussettive Knowledge: Natural climate change has meant that different groups of humans have come to and left Entain at different times. The Paleotithic Ein book place between two million years ago and len thousand years ago. Many of the types of	purparentive Knowledge: The Ancient Egyptian civilisation began in 3,000 BCE. They lived near a large river called the Nile, which protected them from enemies an made the soil fieldle. The ruler of Ancient Egypt was called the phasion who owned	superantive Knowledge: The Ancient Greek civilization began c. 900 BCE and laste d until roughly 31 BCE. Ancient Greece was in the eastern Mediterranean and spread to other parts of Europe, Africa and Asia. Afhera was an important oby-state and was a	Substantive knowledge: Before the Roman Empire was founded in 27BCE by Augustus, Rome was first ruled by kings and then became a republic. To be a Roman was often firsted with power and military strendth. Emperor Clau	auconantive Knowledge: The Romans left Britain in 410 CE due to problems elsewill in the empire and they could no longer maintain control. Angles, Sexons and Jules (Germanic tribus) increased their attacks from the sea. The Anglo-Saxons established	ere ourseantive knowledge: Mecca is the religious centre of laters. The laters: Empire rose and covered the Middle East, parts of Asia as far as India, North Africa, and most Spain. It controlled a large network of trade routes, allowing wealth and knowledge to	of countrial inventions, why was this period so progressive? Industrial revolution, CWR railway, steam engine, invention, Brunal, Paddington-Ealing, trade routes between Bristol and West-London, change in Northfields from acriculture to	Substantive Knowledge: Key facts about WWII (where, when, who and why Women's traditional roles changed in WWII, partly due to conscription. WWII was fought by soldiers from all over the British Empire which brought attrice.
		Solaisanine konetelegii; Unidentinel ball Drighter, Solainal and Wales even separate constrate labeles becamp part of the bilant Syrigent Robert Ball became Norge of months and the second part of the bilant part of the second part of the second part of the spiriter. In Series about the early life of ArterBalled and the set became an Angli-Scann rule. Outside Cysler was as Walehman and societies to light to ly and mark Wales Rev from Digital Art. To consider how these event impact on body: Description of the Series of the Series of the Josephine Younder Series (Series and Wales) and the Series of the Series of the Discipliner's broadeling Englinest event being the little series of the series of the demonstrage of includings and weeks.	a lot about that time (fashion, interests, positimes and family sizes). Victorian session photographs can tell us about things that have changed or stayed the same over time. Photographs of Britain from the 1940s and 1950s can tell us a lot about that	N .	print world War started in 1914 and women had to take men's jobs white they were at war. Women became more appreciated in society and got the right to vote. Paul Staphenson fought for equal rights for people of colour. Many Black people travelled in the Chibbson is States.	Pateotific humans who lived in Britain used atons look. The modern humans who associated the Britain after the last lost Age were skilled huntle-gatherers. The Manaditisc Elegan around 12,000 years ago. The first evidence for houses in Britain coress from the	all the land, made all the laws and taxed their subjects. Ancient Egypt had an Old Kingdom, Middle Kingdom and New Kingdom which each had their own characteristics. Howard Carter and his team discovered the tomb of Tutankhamun o	democracy where men debated and voted on laws. Sparts was a militaristic objected was studied differently than Athera (they were rivate). The Greeks had many gods a policy goddesses and lots of stories and mythe that surrounded them. Ancient Greece was	ordered the successful invision of Britain in 43 CE to secure his position as emperor. Boucks was the queen of the loren tribe in East Anglis; she rebelled assists the Britain invision has defeated.	seven singdoms in Britain and they fought for power over each other. In Scotland, the Picts were joined by Irish Scotla who brought Gaelic culture with them. After the Roman left, Ornationity declined in Britain so the Pope sent Augustine to convert the Anglo-	apread throughout Islamic civilization. Baghdad was founded in 752 CE during Islam's Golden Age and became the richest, most populous city in the world. Islam spread due strong leadership, military strength, opponents' weaknesses and tolerance shown to	to GWR.	diversity to Britain. Many children were evacuated out of cities during WWII di to bombing. Nursing in WWII brought new people to Britain and helped new meeting! betheirups to support including states.
		unicipensity knowledge: Significant events beyond fiving memory and the lives of significant individuals. Significant historical events, people and places in their own locality. Basic chronology of individuals and events.	time and the way people lived. Photographs of bomb damage and new types of housing can tell us about the effects of the Second World War. Photographs of Britain from the 1960s and 1970s can tell us about things that have changed.		because to brown to replie of colour were not allowed to be but drivers in Bristol so Paul and others organised a boycoti of city buses. The bus company agreed to let everyone	seasontic the The Neothist the Segen around 6,000 years ago and saw lots of change for early human in Bithin People began domesticating arinets and femile; Archaeologists have discovered many different attribute from across the Stone Age. The	November 1922. Scribes wrote in hieroglyphs to record things and compose religious messages. Hieroglyphs were pictures and there were over 1,000 of them. The Rosetta Stone helped archaeologists translate hieroglyphs because then	mace up of different city-states and people with many differences between them but the were many similarities in their culture. The Trojan War was a mythical conflict written by the forms in The Itad. Ancient Greece was home to many philosophers including Socrate that and therefore when the second control or many philosophers including Socrate	by religious beliefs in Britain. The Romans introduced different architecture and builtings to Britain, including Hadrian's Wall. Towns connected by roads were	archaeologists use to investigate the Anglo-Sacons are their grave goods. The Sulton Hoo burial mound was discovered in East Anglia in 1935. Most of our sources for Anglia.	captured cities. Baghdad was connected to Asia and the East through trade and exchanges of knowledge. It was also connected to the West, including the Anglo-Saxor Mailm achobias were influenced by Ancient Greek ideas and knowledge. The calipha and design to see to the calipha.	м.	changed the way of life in Britain. Disciplinary Knowledge: Cause and consequence, including impact on peop
			Photographs of professits can share us how some people were not beaded fairly in the Photographs of professits can share us how some people were not beaded fairly in the 1900 and 1970. Disciplinary knowledge. Photographs outcomes are inherent to historians because they have ceptared ways of life that have one disappeared. Change and confinally. Compare and constitut jurnitarily and difference). Chronology.	9	pecome a driver. Paul was ameated for refusing to leave a pub. In 1965 and 1965, new laws were passed that said people of colour could not be treated unfairly. Paul and Em are recognised today as brawn people who helped to change Britain.	or arouse Age began nearly 4000 years ago in Britain. Populations grew as the land could support more people. The lon Age in Britain began should 2000 years ago. During this lime, modern day England was inhabited by the Cellic people. Ivon farming looks were	was Greek writing on it. They believed that when they died they would go to the allertife if they had pleased the gods. By the end of the Old Kingdom they had started to embalm and mummify bodies and place croams in canooic iam	praco and Aristotie, who all left a legacy to the modern world The first Olympic Games were held at Olympia in 776 BCE in honour of the gods and as part of a religious feative. The first direct democracy started in Athens and left a leasing legacy in the form of	trist cleated in Britain by the Romans, Many Celtic people adopted Ancient Roman ways of file, but some resisted. Roman settlement meant that people as goods from many countries travelled to Britain Disciplinary knowle	bason oritain are artefacts, with some writing. The first major Wiling raid on the British tales was on Lindofarms in 793CE. The Wilings were seafarers who travelled and sets widely across Europe. Viking raids increased in number throughout the 800s CE, and sen accurate.	paio scholars to come to the House of Wadom to translate Greek, Persian and Indian d tests into Arabic. Scientists and scholars in Baghdad made many important discoveries of Condote was another major talamic city which was similar to Baghdad. Baghdad's Hou	see	and society. Compare and contrast. Historical significance of events and peo Chronology. Sources.
			Change and continuity. Compare and constrait (similarity and difference). Chronology.		uncepenary Knowledge: Significant events beyond living memory and the lives of significant individuals. Significant historical events, people and places in their own locality, Basic chronology of individuals and events. To know that events in the past officer or their state.	scorper and more settlements developed, but Ago hillforts were bull bigger than any previous settlement. Colles were imported to Britan which encouraged trade. There were many similarities and differences access prohistoric Britain. Disciplinary Knowledge:	Disciplinary Knowledge: chronology, exploring sources, change and confinulty, cause and consequence, develop perspective and judgement, drawing comparison	moorn British democracy. The Ancient Greek language has influenced English and of languages. Features of Ancient Greek architecture can still be seen on buildings lodey in Disciplinary knowledge: chronology, compare an	chronology, make comparisons and connections, explain historical significance of people, events and innovations, cause and consequence, sources	oou may had begun to make winter camps in Britain. The Vikings owncame all of the Saxon kingdoms spart from Wessex, which came to be ruled by King Alfred. King Alfred made peace with the Vikings and allowed them to rule an area known as the Danelase.	or vivadom and its universities made it a centre of scientific discovery and engineering provess. Discliphary knowledge: Make comparisons and connections. Historical significance of events, innovations, knowledge and people. Ononology, Sources. Cau	se .	
	DLUT			Decorate who seeds did Proventing	Tak about who was insected.	Control of September 2012 (after 2012), compare and contrast, cause and contrast, cause and contrast, as the control of the co	Unforted by involving 18 and 18	my-matrix or people, events and innovations, cause and consequence, sources, legi	To assess and surface of the control	consequence. Compare and contrast. Historical significance of events, innovations, invalidation and narrow.	To understand how our king of the seasons.	Industrial box or books	To understood how our knowledge of the
	Skills	To understand where the people and events they study fit within a basic chronological framework. To recognise some similarities and differences between individuals and events. To identify similarities and differences	Identify similarities and differences between ways of life at different times. Make simple observations about different periods of time.	as a result. Identify different ways in which the past is represented.	sources as evidence and by using a wide variety of common words and phrase related to the passing of time.	s within the period. Identity similarities and differences across prehistoric Britain. Linderstand how knowledge of the past is constructed from a range of sources.	Establish a clear narrative within the past is constructed from a range of sources. Establish a clear narrative within the period and make comparisons (Old, Middle and New Kingdom). Identify historically significant events and people.	Linderstand how knowledge of the past is constructed from a range of sources and ask questions about these. Identify similarities and differences, Identify an	s compare and consume the main events and developments across different periodislociaties, especially between The Ancient Romans and The Ancient Greeks. To address historically valid questions about change, cause, similarly	sources. Understand how people's lives have shaped Britain.	sources. Question why things have happened and give explanations using thoughtful selection and organisation of relevant historical informatation.	sources. Devise intorically valid questions about why things have happened and construct informed responses. Understand how people's lives have shapened.	sources and to draw logical conclusions from examples. Discuss why things he happened and give explanations using facts. Understand how social, religious
		between ways of life in different periods. To recognise why certain individuals are significant in History (achievements and impact). To retell and use traditional stories to help understand the History of England, Wales and Scottand (secondary source).		uncose and use parts of stories and other sources to show understanding.	compare aspects of the in different periods and make connections between events and people. Make simple observations, ask and answer questions, recognising why oecole	issensity and explain the impaid of historical events, innovations and changes.		cascasi flow the past has influenced modern day. Identify and explain the impact of historical events, innovations and changes. Identify historically significant events and people.	To compare and contract the main events and developments across different and contract the main events and developments across different periodividuoidise, especially batteren The Ancient Rhomes and The Ancient Gloresis. To address laborically side quantions about change, cause, similarly and difference, and significance. To investigate the consequences of events in the part. To understand the vice-veloped of the part is constituted from a range of sources. To develop a chronologically secure understanding of events in world liatory.	Answer and devise questions about cause and consequence. Compar and contrast different groups who have settled in Britain. Develop chronologically secure knowledge and understanding of events in Britain.	uncerstand how social, regious and ethnic diversity has occurred in the world. Understand cause and consequence. Gain historical perspective by placing the ship knowledge into different contexts.	ir runners. Understand cause and consequence by looking at the reasons for subarisation, the drive in technology and reasons for a growth in industry. Gain historical perspective by placing their knowledge into different contacts using	extres oversity has occurred in Britain and wider world. Discuss how people's lives have shaped Britain. Gain historical perspective by placing their knowledge into different contexts.
	West 1		shetoenek eksternek or	Studies Loss Stood Sales Ave. To Manual	distings and what happened as a result.		distriction DCDCC forting /		halory.	Instory, establishing clear narratives within the periods studied.		chronological knowledge of British and world history.	New Common Deland unfor
	vocabulary	significant, separate, noble, invade, legend, persevere, moral, Anglo-Sasons, Vikings, court, victory, respect, saint, marches, descended, band, lond, Site, army, uprising, years, decades, century	wealthy, fashion, fashionable, pastimes, Victorian, changed, pier, Second World War, prefabricated, transport, childhood, protest	(timber framed houses), The Plague, diary.	law, funeral, pay respect, procession, factory, pub, manager, police officer, evacuated, countryside, RAF, youth worker, Caribbean, protest, boycott, bus conductor, consumment, equilibrium.	hand awe, hurfar-gatherer, Masolithic Era, settlement, Neolithic Era, domasticated, pollery, artifact, Stone Age, Bronia Age, amelling, melding, agriculture, Iron Age, Cells, Iribe, coros, and olsophy-sivide. Millori auditor.	Valley of the Kings, hieroglyphics, tomb, Rosetta, translate, scribe, religion/religious, afterfife, soul, ba, mummification, caropic jars, continuity	militaristic, council, Pelopornesian War, myth, culture, Mount Olympus, Undersorle temple, Troy, The Iliad, philosophy, philosophers, morality, legacy, Olympia, Olym Games, elect, courts, architecture, sinnificant	d. dictator, invade, legionaries, tactics, Celtic, rebellion, client ruler, polytheian, pric dividis, barbarians, thatched, wattle and daub, Hadrian's Wall, hypocaust system latter analotineshe are supported by the control of the	settlement, establish, kingdom, pagan, convert, missionary, Gaelic, grave goods, I hierarchy, monastery, longboat, seafaring, heathen, Danebax, raid	Jersusierr, dynastic, Silk Roads, lucrative, populous, public facilities, Goblen Age of hilam, authonomier, Sidk Roads, lucrative, populous, public facilities, Goblen Age of hilam, authonomier, Siddhand, decimal, observatory, incerus, House of Wiladom, geometry, dinar, acholar, compass, abstract, entir, general, medianal among authorities.	power, labour, Trade union, reform, locomotive, Isambard Kingdom Brunel, Bristol, trade, Paddington.	Allied Forces, ethnic diversity, civilian, bombing, evacuee, morsie, plastic surgery, Ngeria, civilian, turning point, permanant, conscripted
1	-1								amprovenes, nevel, aquedici, nomero-Brisin, BC, BC:		Literated endowning	1	

Year 1 - 6 Curriculum Map 2025-2026



cai i o	Curriculum Map 2025-2	026										
riculum a graphy Challenge	1 Where is my school located?	1 What is the United Kingdom?	2 Does everyone live in the same place?	2 Where are the seven continents and five oceans in the world?	3 The Water Cycle: Why is it important?	3 What makes rivers special?	4	4 Would you choose to live next to a volcano or in an earthquake region?	5 Why is Dubai important for trade?	5 Can we time travel on Earth?	G What impact are humans having on the world's biomes?	6 Where would you rather live, Ealing or Burgundy? (taught by increasable to lies with excidential, includes on the Civil Scie. So
Knowledg		for different reasons	different countries for a range of reasons. Understand the seasonal weather patterns in Brazil are different from those in the UK.	is why Earth is known as the bital Parks. The colours on a globe of silented image give as information. We call large blocks of land confinents and there are seen of these on Earth. Normal works on Earth. Normal works on Earth. Normal works or divided into smaller areas known as countries. The LK is a country located in Europe. Know the concentration Morth and Such Prises more where Earth's as in means Earth's and the Control of the Cont		location anywhere on the map, vertical tries are called "easings" and horizontal lines are called fronthings". Know what a five is and describe the course of a journey, Identify what contributes to rivers changing over time. Describe what happens when a river floods		Koos how mourtains are formed, know that Ordrance Survey maps use control less that show the shape of the land and the closer control fines are, the sleeper the sleep of the land. Ideally the effects of vicinous and earthquake on human life. Compare and contract the causes of vicinous and earthquakes bearing and understand the key appeared of vicinous and earthquakes. Identify the Tropics of Capricom and Cancer on a world map.	Name and locate blomes and ecosystems. Examine the different factors that affect an ecosystem, including rainfall, temperature and sursight. Explore how harman activity affects an ecosystem. Explore how bornes have disfant climatic conditions, flora and fauna. Understand the way in which the world's climate is changing and the effects humans are having on it.	Day and right result from Earth's rotation in relation to sur, which appears to in the east and set in the west. Lines of longlasts are set the same length, and reject our protein of the Prime Meritain. Three zones are measured from the Prime Meritain at 0° Longlaste, where the firm is it inversars from the CO-contented from (CIVC). Some coordination, including the UK, adjust their sine certain seasons to materies the hours of depight.	Lockerstand that data can be collected, recorded and analysed can be communicated through a map with graphs. Lockerstand that global tools to control the collected and the collected and the collected and countries. Now the commodities are an analysis with control be ought and with Devotes stages and galattered projections. Now natural resources are staged to the collected and collected and collected and projection and collected and collected and collected and galatter any place are presented as important collect, analysis, writes and present data to arriver are enquiry question. Explore maps to describe trade nodes.	Describe the UK and Know it has a range of landscapers, settlems uses and industries. Know it has a range of landscapers, settlems uses and industries. Know that is the capital of France and Diplom Burgurby. Unbedand that Europe has a diverse range of France and Diplom goographical features. Know that the climate in Europe is season warred. Compare and generalise climate London and Burgundy.
Skills	Autil phrotographs and maps to recognise sentements. Describe a rotat using locational language. Observational skills to budy short and pounds. Delices a skette map saing a key to map the school and local environment. Locate places on a map or the local area using symfolis eg. a river, a church, tube station.					enqury						using a range of maps including using 6 figure grid references.
Vocabular Vocabular Challenge	photograph, journey, symbol, land use plot, rest, near, fair, between, above, globe, 30, land, features, landerske, park, schoot, main road, shops, flats, houses, church, park, sketch map, risk, opinion, sketch map		Large-scale plan, got enferences, ocusar, contribent, Youth, America, No De James, Large-scale plan, got enferences, countribus, paging, Portuguese, cimida, married large-scale, logical, surposit, brown features, human-marie, areas of natural beauty, climate, climate zone, flood How can we depict Oreat Fire of London? How can we depict Oreat Fire of London?	Asia, Africa, Europe, Australia, North America, South America, Antaretica, Allandic Ocean, Ardio Cossan, Medic Ocean, Padini Cosan, Southern Ocean, Seathern Ocean, Seathern Ocean, Seathern Ocean, Selver, Isod West, Southern Seathern, Seathern Seathern, Seathern Seathern, Seathern Seathern, Seathern and Southern hemisphere, 82, 2015.	Water cycle, condensation, evaporation, pracriptation, natural resources, vegitation, waither, water wasts, settlement, disease, trade, energy, powrity, access, mains, utility, sentration, How does colour affect mood?	continence, erostion, tendrom, troutary, registon, transportation, deposition, waterfull, meander, floodpile, is compass points, flood risk, deforestation, downstream, digital map, embaniment, delta, River Nile. How do I make a Cannotic lar?	Now can nature inspire my art?	contrus times, topography, thereafic maps, Volkson, composite, shield violannes, earthquake, tectoric plate, Laws, Magnus, domant, editor, emption, sah, crater, Longhack, Lutakin, Tropics of Career and Capricon, Ring of the, minerals, gothermal energy, Laher, fertile soit, magnitude, economy How can we replicate our own pop art?	bome, flore, fauna, acosystem polir, laiga, temperate, and, tropical ratiforests, Archi Turzina, grassiantis, ocean current, elevation, Mediterinami, turciu, acciogical, turciu, talga, grassiantis, sammah, desert, evolution, desertification, carbon offsetting, sea levels. Can we create our own mixed media jewellery?	Hernophere, Western Hernophere, Daylight Saving Time, international date in How is Islamic artwork distinctive?	- Ciebal trade, glosbésation, import, export, commodéss, mandacture, profit, dett, primary activity, Secondary activity, Terfary activity, Coustionraire, supply et chain, natural resources, production, working conditions, extraction, renewable, trade routes How do British artists' work influence the way we see things	How did William Morris inspire the Arts & Crafts movement
Knowledg	presiding leves and paints; when is using a Christian state whey a lab. Explore and transport and Congago Christian state whey a lab. Explore and transport and Congago Christian Strondings of different founds stolered Why do these change colons (Gloography) Classification troubledge invent and create thair commercial of art, think critically Classification troubledge invent and create thair commercial of art, think critically	Egiption and team short Lundon system and PAM False. Describe shopes and gatheria. Describe shopes and gatheria. Describe shopes and gatheria. Describe shopes and gatheria. Describe shopes and gatheria and the colour reflects mood three-stiples therefore golden. Description broadlesgin liveral and create that one works of art. how at most design both reflect and shape our history, and contribute to the culture of our radion.		History time line to place in time)	Understand that different parits are used for different purposes. Classiphinary frowaldage: ment and create the ice we endrs of art, think critically diffrough evaluation of pieces, know how air and design both reflect and shape our history. (add Van Cogh to History time line to place in time)	all to create a Campcip jur. Apply knowledge of colour wheels to decorate. List is brownished Campcip justs preserve organs and histophysics to discorate Disciplinary Rocalization invent and create their own works of art, think critically strough evaluation.	(Jaco siche), to History sine line to place in sine)	dhoises on colour and design. To design a large scale pop ant print. Designary to knowledge: explore their own inless and record their experiences.	and boats. Study intrincation and make sketches of pieces of internet. Look at once of Alexander Clader. Intensigita benefit, strengthering and databeting wit as a basis for scripture. Clader twelsy of malarisis (store, glass, metal, piece) to attach to scripture for effect. Intensigita ways of starting range framed heartifying hanging scripture so that it skeps cornect constability. Displaying broad-language scripture that can be a superior to the separatrics.		eir Inweitiglieb the painting of crosck in Lowy's work, including perspective. Stack in andien of a lightgeneral value interlocation of the Lowy's work. Exciptively increasings: Know how Indicated adultive inflamence Lowy's workt. Evaluates and book orbically at famous airt. (add Lowy to Heldry fame are to place in time).	
Skills	Service an tecrisques through offerent methods (plantations, stands, the and deep primary colors. Les control or costs trained to primary and making, the colors and described effect. Investigate working in supra by adding the colors and described effect. Investigate working in supra by adding to reason about at soil. First discernations.	To explore and experiment with collage. Sort and arrange collage materials. Cutting and tearing of bediss. Add texture using bods and techniques. Pred similarities and differences in work of artists in different times and cultures.	Composition before adding circles. Limit to Y1, say how artists have used sucher, colour, sustainmand shapes in work. such properties of the properties of the properties of the properties of the such properties. The properties of the properties of the properties of the Learn about the work of an artist describing the differences and similarities between their own work. Adding black and white to colour matures to create strik and some.	Compare revising lines and incluses with paint (otherent brishes), publies and three different grades of pencil.	Use power part, watercolours and water based points. Use principles of the Uniformative and used some conjugate produces areas resoluted to the produce of the produce of the produce areas resoluted to Expires both between the produces to produce technics, pulliums and produces are produced to the produce technics, pulliums and Expirement with colour Matter a basis of the produces the produce technics, pulliums and Add floor decided which Add floor decided with Add floor decided and the produces the produce technics and the produces the produce the produces the produce technics Add floor decided and the produces the produce technics and the produces the produces the produces the produce the produces the produces the produces the produce the produces the produces the produces the produces the produces the produces the produces the produces		Switch blass according using different shades. Shadning formt based authors. Lib wilderfor ou sports satisface y amel sere. Use effected that the shadning of the shadning cross hadning and control hadning based on the shadning of the shadning cross hadning and control hadning practice and applications to deep horizon that only and control hadning practice and applications to deep horizon that the shadning of the places express and refere.	Epitors does to improve mastery of act and design behings as (printing) using these are more collabor. The collaboration of printing including their central and use of materials (printing block, roller and key). Steph to evaluate and analyse their sends.				F THE LOT SE UNFERENCE FEMOLOGY
yocabular gn & Challenge nology	y artist, colour, blending, tecture, brush stroke, tone, change, material	Wheel, pattern, collage, sculpture. How do the wheels turn on a bus?	Mixing secondary colours for printing. Repeating pattern. Tints and tone.	Frida Kuhlo, style, influencies, portrait, colour, drawing Can I create a puppet?	Vincert Van Gogh, paint, mining, colour, charcoal, chalk, crayons	Pharach, Egyptians, preserve, Canopic jar, imagination, create, hieroglyphics is a pulley or counterbalance more effective at transporting water?	Can I make my volcano erupt?	mosaic, colour, border, print, pattern, technique	strengthen, sculpture Can i create a motorised buggy?	pattem, colour, Eric Broug, design, print, geometric, Islamic, repeating, symmetry	Lowy, crowd, London, sketch, design, colour, technique What is the most effective type of bridge for a railway - suspension, arch, truss or beam?	house, chalk, water, bleeding, geometric, pattern, elef.press. Morris
Knowledg	•	Your how to make wheels turn in two different ways; wheel fixed to aske and moving make. (The act may be fixed to the wheels, retailing with them, or fixed to the wholes, with the wholes including count of the act). How to set tools safely. But and pays a partial or the wholes of the pays and the act of t		Technical Invasivings: Understand how simple 3-D totalle products are make, using a template to create two identical shapes. Whetherstand how by inflance using different interfriques e.g., numing attlich, technical inflances and inflance states of the state of the state of the Exploring offlerest freshing techniques e.g. using painting, filanc crayers, stillning, sequins, buttom, ribbons		Yours how a Shadd was cased in arcison Egypt to impate land. Know how to strengthen a structure to support the weight of a land thereband how a control basicon is used as land pull-pull- ship to the structure of the land of the land pull-pull- ship to the land pull-pull-pulls protrippes to solve read problems.	Now how a range of mechanisms we used to create a moving part and the direction of movemet (ours pear, small, ecceptic and low, risage) Ordique, evaluate and bort protetypes and final products for themselves and others.		Note how gases are used to after the speed of a turning part, build on previous toxolooking of microlarisms (lover, linkage, care). What is poler and an involved problems considering what the product needs is the understand those electrical directly can be used in my product.		Understand from force works and its report on materials, looks and shapes— two do these factors affect bridge design? Those have the survive of 4 different fygues of bridges differ and the purpose of force has the survive of 4 different fygues of bridges and for any other figures principles on the Creat Western Railway and look at the different fygues (print - strow about great designers in Hastery)	
Skills		Commission between the relegation of the commission of the commiss		Generatic States for design: Establish and registers a range of easiling products Establish their States a range of easiling products Establish their States and products against design offends based, and daes books and products against design offends based, and daes books and products a received.		Evaluate issue and products against design orberial Orlisque, evaluate and set this incluse and products and the work of others Join materials safely using a gital gun Shrengthen, sofflein and reinforce a five standing structure	Research the feature of the effective pop or by. Commission lates for edges for a structure as a special finest motion (see of Spos of Commission lates of Region of Commission and Part Spos of Commission and Co		investigation has gaten are used to a labor the speed of a harveg part. Generalization for despire including using controlled his for prototypess. Combine materials to make a structure Combine materials in range of existing products Combined and Speed or range of existing products Combined and Combined or range of existing structure Description, software of the combined or c		General, details, maint and communate also Proof forcasion, averaged statches, consist-centural orapidated diagnosis. Delication and use as whole reapy of missales and components, regardles and the state of the	
Vocabular	у	London, bus, wheel, transport, asle, wheel, strengthen		Finger puppet, Cilove puppet Stupler, needle, safety pir, thread, fabric Claing, stapling, priving, sewing.			pop up, volcano, malterial, tools, lever and linkages, cam (pear, snail, eccentric follower, direction, rotate, pixot	•	Forces, levers and gears, rotate, resistance, wheel axel, battery, motor, crocod clip, when	an and an	bridge, suspension, weight, strength, design, support, structure, strengthen, neirforce, truss, beam, arch, load	
Challenge ch Knowledg	Parts of the body Tu as un animal? Do you have any pets? To recognise and name parts of the body.		Quelle est ta date de ton anniversaire? When's your birthday? To know the mortful of the year and numbers to 31.	Qu'est-ce que tu veux? What would you like? Quelle heure est-il? What filme is it? To recognise and name some simple pionic foodsidirins.	To excomment? What are you like? To describe appearance and personally.	Tu parles français? Do you speak French? Out est-ce qu'il porte? What's he wearing? To know about Francophone courtries	Quelle est ta crépe préférée? What's your fevourite crépe? To know about French food culture	Quelle est ta matière préférée? What's your favourite subject? To learn school subjects, to express likesidslikes, to learn about daily school	Ou-vas tu? Where are you going? To recognise and name places around a town/oby	Quel temps fait-II? What's the weather like? To recognise and name different weathers	Would you rather live in London or Burgundy? To know the regions of France, with a focus on Burgundy	C'est combien? How much is it? To name and recognise market foods
	To recognise and name animabi-pats.	To present family members.	To present their birthday	To recognise and name some simple picnic floods/drinks. To other and ascept floodsforks. To supress their opinion about floods/drinks. To supress their opinion about floods/drinks. To safe for the since To test for		To know and describe items of clothing	To know alrost French food culture To name and french food sits To order food in a restaurant	routines in France	To recognise and name places around a townicity To eak for and type directions To say where they are going		To know basic geographical features of France and Burgundy	To name and recognise market foods To know how to order food at a shop/market. To recognise and use Euros.
Skills Vocabular	To broaden wastbalary, fallen carefully to spoken language and show understanding by joing in: copy words accurately, develop accurate pronunciation and intensition approaches broads, scorgs and rehapses, ask and answer approaches understand basic grammar (mascufane/femining); present ideas to an audience. y si year, in exc., is boothe, is so crellen, ye consume, is jumble, in this, is false and refer, under laws britany, unique, un colosis, or disagon.	To broader vacibulary, islan carefully to spoken language and show understanding by joing incopy words accurately, develop accounts promunical and intonation, appreciate stories, songs and rhymes; ensuer questions; understand basic grammar (masculine/feminine); present ideas to an audience. ma mère, mon père, mon fière, mà sosur, mes parents.	To breader vanchismy, copy words accusally, develop accusals previouslical and introducing specialized explain patients and sounds of imaging although scorps, answer questions; understand basic grammar (masculare/leménies); present diese to an audient sound sound accusation of the property of the prop	To broaden voachdary, copy words accurately, develop accurate pronunciado and strontán; appreciate explires patterns and sounds of language brough songs, ask and answer quastions, understand basis grammer (macculan/feminine); to express opinion; to speak in simple sentences. Je voodnásí une pomme, une banane, une pizza, un gálbeau, un saindeich, un jud drainge.	To broaden excitairy, develop accounts promovation and information, ask and answer quastion; unchestand basis gramme (projecting adjectives of size and color; to speak in sentences; to describe people; it can write phrases from marrory. 5 jis skill grand/grands, postifypatila, drille, solvers, timide Tail is otherwar marror. Tail is vivant bloo	To hoster vaschalary, devole procrate provincians and introduce, as and colours of control and approximate the provincian devole provincian devole processing of the and colour); to speak in sentences; to decorbe people; I can write phrases from memory. We France, is Salase, in Carasta, its Martinique, in Marco; in Sáningat, 7Algenia angliai, Sinoquia.	To broader vacabulary, develop accurate prorusciation and introduce, ask and answer quastions, understand basic germaner (masculane and feminine), to spe- in sentences; to write phrases from memory.	To broader vacabulary, develop accusate procursiation and intension, sals and a review quastion; understand basis gramma (mascaline and feminine), its speak in sentences; to write phrases from memory; to express opinion Tanglais, in Tarcais, its sport, les sciences, les mathematiques, l'histoine, la poographe. Jaime, je ritame pas, fadore, je deleste,	To broaden dictorary using a dictorary, saik and ainsere questions, develop accustage promunication and intensition, veriphorases from memory, describe places, use basic garmane (the conjugation of high frequency verbs). Is booksympt, it printeerin, Toplost, office de tourisme, feccie, is marche, is supermarchis, it per is placed. Tournez, da clotte, it glacetes, fout droit Ja visia it.	To broaden dictionary using a dictionary, sale and arrower questions, develop accurate promunistion and internation with other phases form amonty, describe places; use basic grammar (the conjugation of high frequency writes). If sale beau, if that finds, if sale chaud. If judic, if neight	See Year 6 georgraphy skills Geography: see year 6 geography Frincht Epoisses, Senru-en-Ausois, Watelay, Availon, Vermenton, Ausene, Djon, Beaum, Vejjon, dispurtnerment, Eourgogne	To broaden dictionary using a dictionary, sisk and answer accurate pronunciation and introducin; write phrases from places, see being germanif (accurate use of sorms). It certise, is fraise, to mation, is passibique, l'abricot, la pécil la qualine, le possibit, la pizza, le fromage, le miel cista cinquine, le macaron cista cinquine.
				If est cinq heures If est cinq heures et demi.		Il porte un partialon, une veste, une chemise, un 1-shirt, un chispeau, une pipe						la gadre, le macaron c'est cinq euros.
Challenge	What is a christmas carol? How can you use an instrument to create a sound like the rain?	What does a double bass sound like?	How do you sing the song Zimbole? What orchestral instruments does Prokoviev use to tell the story of Peter and the Wolf?		How many different ways can I make 4 beats using the rythmic notation I snow? How do I play a C major chord on the Ukulele?		How can I use technology to make music?	What are the musical features of a waltz? How can I play an A minor Chord on the Ukukile?		What does syncopation mean?	What is a pentatonic scale?	What is a chord sequence?
Knowledg	Obdestated that a famous consequent Visada vents must be looking the 4 descents for the property of stopps in preparation for the owner. Performance adoptate including single years of stopps in preparation for the owner. Performance adoptate including single years of stopps in property of the owner. Performance adoptate including single years of stopps in property of the owner. Performance adoptate including single years of stopps.	l'acriso) tre double claire air legiste and bewell réforment in the sting family, (recep stells, stells, cells and percusación instruments from previous challenges) to	Lash Talia Sericia Assalan congouer Hostone Work a poul of Hinde Dr Ni Woodwid, Sens. Single Pressalan Nearing let following section 45 and 50 also. Cells Volla V	Places beneated from 50% Artical distincts googlanes. Undersident for the consentation of the control of the c					Laiming Bord Terricas composer levils, benefitying criticalist instituteris, Mrs. and State Sta	Whele selects a third, features of aemon make, each names of south among which provides a recording security and a second select and a second select a second select a second select and a second select a sec	or What a Pentation's colds is and how to rotate one in C major. Olivean traditional in leak-content such as Erine, State, Science Pipe. Rhouge stone materior.	Talk about terrous artists are sceperiters of the 20th a 21 them on a terrified from 1500-present day, e.g. ES Dhaves Clasen Learn what a chord sequence is. Receip and apply is keyboard, dubles, music sethoday parts song structure dow KS2 to perform, arrangs and compose songs.
Skills	operiment with, creatin, select and contine sounds using the inter-visited dimension of install. If a contine the contine con	Play tunid and untured natured statements makedly experiment with, cream, salect and combine sounds using the inter-stated of make. Likes with concentration and understanding to a range of high-quality live and recorded make.	Use their voices expressionly and creatively by singing songs and speaking clarks and Users with concentration and understanding to a range of high-quality line and recorded massic	Pay tand and untimed technients makeaby Experiment with, create, saled and combine sounds using the inter-related of make Listen with reference to deal. Approximate and understand a water same of high-quality live and recorded music drawn from great composers and makeabins.	cae and understand staff and other mascal includions play and perform in acts and resemble contacts, playing mulcial instruments with increasing accuracy, fluency, cartrial and supression.	Perform in soil and ensemble contects, on insurants and carry that roles with increasing accuracy, fluency, control and expression. Road sounds with accessing audit memory.	Listen with attention to chall, Appreciate and understand a wide range of high- quality has and recorded make down. And the state of t	Appreciate and understand a wide range of high-quality like and recorded made. The state of the	Pay and perform is solo and ensemble confeats, playing masked instruments we recreasing account, illustry, control and expression. Use and externate said references and expression and ex	Listen with attention to detail. Appreciate and understand a valor range of tig- quality has and recorded music from different leadables. In the second second control of the second second responsibility of the second responsibility. The second responsibility of the second responsibility of the second responsibility. In the second responsibility of the second responsibility of the second responsibility of the second responsibility.	Appreciate and understand a wide range of high-quality like and recorded main- tion officent shallow. Play and perform is solo and examine contact, playing the property of the property of the property of the property of the Use and understand staff and other main(or indication, impreciate and compose main for a range of purposes using the inter-visited dimensions of music.	Listen with attention to detail: Appreciate and understand a guality live and recorded main from different traditions De- of the history of music Improvise and compose music for a using the inter-veilated dimensions of music. Use and unders musical indistrance Pilip and perform in solo and resemble musical institutions and using visioes with increasing accura and expression.
Vocabular	y Dynamics, pitch, duration, structure, tenture, temper, temper Plano, forts, oraccando 8 dimennto, call and response, Volin, Volia, cello parcossion main stock, cabasa, triangle, tambourine, tambor: Spark tulicon vocaltr djernbe, bass, tone, flam, brasik		Oynamics, pilch, duration, structure, tenture, timbre, tempo. (All year 1 vocati- * tuned and unfuned percassion, clarinat, oboe, bassoon, French horn, Empani, wooden appo, wood block, sylophone, glockenspiel, orchestra, woodeind, brass, strings, round, solo	Dynamics, pitch, duration, structure, tenture, timbre, tempo, ballet, Talko drumning, tabla, samba, Revisit Spark tallion vocabi djembe, basis, tone, filam, treak	Dynamics, pitch, duration, structure, texture, tembre, tempo AEKST vocab, calinate, bars, time signature, crotchet, quavers, crotchet rest, minim, seni breve, chord, parts of the ukulelic taring pegs, sounds hole, firets, strings, nut,	 Dynamics, pitch, duration, structure, tenture, Sinthre, tempo, cell and response, harmony, Instrumental, chross, articultion, diction, choreagraphy, Vocal anatomy: torque, vocal chords, laryne, large, disphagm, inhale, exhale 	Dynamics, pitch, duration, structure, tenture, tenture, tempo Al yeir 3 voc + major, minor, stereo, toop, sample, Hphop, rap, acoustic & synthesised sounds,	 Dynamics, pitch, duration, structure, tenture, timbre, tempo watz; milody, accompainment, treble clef, stare, 	Dynamics, pitch, duration, structure, texture, timbre, tempo Y/4 vocals + rando structure, triad, trebie and bass claf, middle C, harpsichord, major, minor chord			
Challenge	Locamotics, Q: What is a good space? 2. Fortials Producemental, Q: New call stops a contail? 3. Multisalitis, Q: New can I bulance with control? 4. Rough Fundamental Q: New can total control? 5. Ball skills (Part 1) Q: New can you literar and cotch, a ball? 6. Opinisación Q: What is positive and cotch, a ball? 6. Opinisación Q: What parts of my body can I use to support my weight?	7. Bit Billia (Per 17) Q. Nex can you from each bounce a bit to scen? 6. District O. Nex on Impact my movements and purform them in a controlled way? 1. Solving and Frieding Q. What is a baster? 10. Oymeastics Q. What is absenced on we locked in our routine? 12. Dance Q. Nex can I keep in time?	Locaroties. Ot five de you cleare and enter? 2. Forbald Fundamical Q. What part of my foot do I cae when passing the bal? 3. Mattaslis. G. How can we change deciction quickly when running? 4. Rugby Fundamicals D. New can I run past a defender to sceni? 4. Rugby Fundamicals D. New can I run past a defender to sceni? 6. Opmassize G. How can you move smoothly between shapes and actions?	2. Bid Balls (Part 2) Q. How can you throw a ball in different directions its core? 3. Dance Q. Can I create a dynamic movement to express a mood or a feeding? 4. Advisory on the company of the compan	 T. Rg Righy Q. How can we pass the ball sideways and backwards with control? Fordsall Q. How can you dribble and turn with the ball using your feet? Intendable - How can we work together to pass the ball effectively and score in humbar? Similar C. What is an experience points? Natisall Q. What are the different year of passes? Oyensatics Q. What is the difference between tension and extension? 	7. Fema Cb. New do you score points in a game? E. Dance C, White doos improvise many 8. Cricker. C. What is a tribing and fielding pam? 10. Cricker. C. What is a tribing and fielding pam? 11. Arbitics. Cl. What care you do be ability your sequence? 11. Arbitics. Cl. What are the book and field overse was lawn in arbitics? 11. Arbitics. Cl. What are the book and field overse your parformance to make it even better?	Top Bugh O Nee can you pass the ball in different directions whilst moving? 2 Footbald O Heer can you defined in 1 vs 17 3 Footbald O Heer can left dopen appear and improve our accuracy who passing and shooting in handball passing the handball of the carry and deglate tog this or specific. 5 Rehald O Nove can will dop to combine jumps and shapes in a sequence? 6. Oymeatics – How will you combine jumps and shapes in a sequence?	7. Texins Q. What different stons can be ployed in Texest? 8. Direct Q. What gentures can politicate in your disease? 8. Criskett Q. How do you score in crisket? 9. Cymissatics Q. What can you pursingingoup do to improve their performance? 12. Chance Q. Can you measure and record performance? 12. Chance Q. Can you develop movement ideas for others?	1. Tag Rughy O Here can you stack as a team in tag nighty? 2. Fordeald O Here may bulk as hall be account? 3. Handhalf Here can we create accring opportunities and defend distinctively as a team in handhalf? 4. OAA Q, How can you work as part of a team to solve problems? 6. Oymansic Q. When is extension appropriate?	7. Tomic Q. What new shoth kew you have to poply to a given should. D. Dance Q. Now a pop improve you frace and sup salarging to include us of space and rhythm and expression? 1. Cyrister, G. New do you looked in cricket? 10. Cyristeratics Q. What are the strengths and weakness of your own at 11. Cyristeratics Q. What are the strengths and weakness of your own at 11. Adulatics, Q. How do you hold a behavior correctly? 12. Dance Q. How can you articipate change in music?	of 5 Tag Righly O New can you work as a team in different match scoresciol. 2. Football Of New can you work as a fame to popyly researce on affacto? 3. Nestabilit - New can we use a devanced strategies and quick decision-making to outgly our opponents in Intendibil? 4. O.A.O. New can you set up your own orienterating occurse? 4. O.A.O. New can you set up your own orienterating occurse? 5. Oymmastics. Q. How can we modify our routine to include different apparatus?	7. Tennis Q. What are the advantages of using the los situation? 8. Dance Q. What was the artistic intention of the dan S. Ciricket, Q. Why at lingertant how a team sets up to Cymmates. One could the apparatus be modified to the routine? 11. Alhatics, G. Hour can you improve your own and it sack and field events? 12. Dance Q. Hour can you help others refine their par
Knowledg	1. Find good quase by looking almost and excerning the area to encure you con't look 2. The the side is that the file in the look to pass, keep the bad close write distinct 2. Seep head or, shreakers algorithms shiply look and the side of the look 3. Seep head or, shreakers algorithms shiply look, and look sight, the asseme of Provide, and the look correctly, look or give the mode, but on the look guide, on past checkness, the paster own being past or look the look guide, on past checkness, the past work shipping, and the mode, but on the look guide, on past checkness, the past work shipping, and the	opposition from scering. 8. Create actions using different body parts. Explore space, directions, levels an speed.	 Chaoling hashbas tracking and reading to a partner's speed and direction. Level to top the bulk use different for parts a places, say were of space, abbit opportune, and understanding arenes for parts. Level to top the bulk use different for parts a places, say were of space, abbit opportunes, and understanding arene for spaces, say were of space, abbit opportunes, and understanding arenes for the seas, say and the season of parts of the season arenes greatly and a first parts. Publication printing with the bulk, refer season, and passing startings using the lyp. dams, accord resided at all till gift. 	7. Attackers - sim to score, create space, beep possession. Defenders - by a day the opposition from scoring, mark hip player, by and with the abilities. As College understand the way we more from one distance has suffered uning our body and neutries said operation is a deriver. In the contracts and operation is a deriver. A competing place in the others to improve our performance. Competitions exists to the others to improve our performance. Competitions exists to the others to improve our performance. Competitions exists to the others to improve our performance. Competitions exists to the others to improve our performance. Competitions exists to develop me totalism. 10. Elements of operations benches jump, body shape and balance. 11. Elements of operations benches jump, body shape and balance.	or 1. Top players while moving, pours a left burdwards and observed with desired or 2. Compared to be the bits, pass accordingly dobble using off-weep part of the following dobble with players of	match, a player must win 2 sets. 8. Create their own dance moves without being directed by the teacher	1. Pressive defender: Marks or follows a player without traceling or tagging. Act defender. Can tog the player. Reviouslett. Tag regly a knownostict, only tags and be later. Belly a fine of the stage	8. When you move a part or the whole of your body but not using your weight,	1. Pick op If the ball is legisly passed but falls, anyone can pick it up. Underlapping flush brind beammans. Aginty Change direction quickly is seed flowing aggest. Long Print in a beamman, in which the under receive the seed. 2. Attacking: Spread out when the guidelesser has the ball, more into space, as a flush of the seed of t	B. Rhythm is about organising sound lengths, like tempo. Children should use movement and body lennuage to conservementions and his aware of their sour	Concociore - Action in sequence, e.g., 5 tage before regarding possession. Tomos-Search - Indian Principles - Indian	7. The lob shot aims to hit the ball over an opponent at it time to reposition. 8. Understand his chronographer's intent and what they at through distince. 9. Feathers should cover more space to limit battler's hitle reformed, and horseless distinction distincts. 10. Use apparatus to enhance skills, e.g., benches for bisprop.
Skills	4. Cultim with heads in a NF silvape, throw with the opposite arm and leap, port with it non-throwing hazur, and poss in which they are then no bibbling. 6. Use movements like orable, sicks step, thop, and also, and pathways like sign are particularly and another silvape silvape. 6. What is stated in the commentation in the property and provided and love of silvapes with the trovers. 1. Master basic movementation naming, jumping, happing, silvapore, and direction pupils, balance, and coordination.	give power. Now the difference between running for speed and run for distance 12. Developing spatial awareness and have the ability to move fluently and with control. Bugin to develop hand eye coordination.	C. Use heards in a W drape to records the ball, past other than per when obthicing took up, and we hereisfer of the fort to pass and othics. A. Timed drape writing patts and visigles, matching measures to specific shapes like cost and tack segont. 1. Master maneray, prepring, hepping, and aliquing, Develop agility, balance, and conditions.	Bermakes of on the pitch. T. Shehaving read-office propellion to a dance press. Which and record particulars to see how you can improve your dense. Stratching improves stability and bosons movements. Learn various passes, follow factorist vision, catch and vaccine the said in quee, pass to open amentals, man't opportunit, with the fact of core.	6. The universe present each so combinant froutne, and cheer, and add backspin for more advanced passing. 6. The sension to control study recommends, such as landing softly, and extend parts by pointing toes and frepers and seaging linites large. 1. Tag a player flavor comparable for an extension of flower pass. 1. Tag a player flavor comparable for pass landingers from the proper some more passing or dependent passing of flower pass.	11. Track - 60m sprint, 300m, mile, relay, Field - shotput, javelin, standing long jump. Track events are nursing events that take place on a track. Field events are the three-ing and jamping events that do not take place on a but of the second of the s	4. Neepigle and complex poets, as a basic ringle with a ley communities of the wheeling and construction groupe. 5. Landing both The first both that boundes the ground recording Manager Thomas and the confidence paragraph consensate to prevent them from alreading paragraph. 6. Interfly paragraph that but, subsidiate, spill, and disapple, and shapes such as and day, are, stocked, but, forthboak support. 7. It also that the confidence is paragraph. 1. Stage from the an angiouser, more with control with initiating the fall, as any one of paragraph. 1. The given to an angiouser, more with control with initiating the fall, as any one of paragraph.	being caught and it crosses the boundary the player is awarded 6 rurs. 12. Don't over plan movements go with your instructs that feel natural so that dance doesn't feel robotic.	 Share roles, navigate a course, use a map, solve challenges, think critically, and agree on a strategy. 	balton downward. 12. Articipate and respond to music patierns with your body, even if repetitive	Is findingment. This eliations, e.g., helding the ball too long. Reaction—Respond to opposite. 5. Strength and flexibility, legisly apparatus, and arrange equipment for parformance. 1. Tag privary cyclets, use eyest to expend to executivity from both sides, that idea disclaimly, choose the right from to pass, support teammaks, and	11. Develop techniques for sprinting, throwing, and jumpin to improve based on feedback. 12. Combine flexibility, techniques, and movements for a combine flexibility, techniques, and movements for a combine flexibility. 7. Use an open racket face to lob the ball over an opponitor a sharp dip near the baseline. Lob when the o
	2 Stop to last with the inside of the foot gas according deaths in genera, tasks, earn in various part, and pay affects of deficient in dec. 3 Statutes explained on the last and end in explained, change decision quickly, and there are also according to the last and explained, change decision quickly, and there are also according to the last part of the last the last the last according to the last part of last the last the last part of last part part of last part part of last part part part part part part part par	rules for unifery and fair play. A Follow simple institutions, more to rhyldres, develop movement patterns, and report implies actions. O top the but conversity and other the but in different ways to score points. YO Support body eveglet with hands and feet, perform plants, and practice extenting handstoned. 11. Chemisteria spainty, failures, and coordination, competia in increasingly challenging studiess, can metar be been review, purpose, and through suppress, and more parts.	Step to had with the cuts and trains of text, goes accurately, sizing PLANT, POAS, POAT, edition to the text of text of text of text of text of FoAS gream. If the cut of text	Promote fair play. 8. Practice dates recomments bending pushing pulsing rising, sixtup, shalling should be provided by the process of the pr	2. Count of the ball will be label, could, not shall of the label, pages with the balls, forth disblake and will control, balls in localities and label, past the gashequer. 3. Furtise don't, excusal passes. Cath with birth bands, call when open, all subward boding, possion to size you are defined, and make good decisions to junc, seems, a faith and pages. 4. Communication of callenges, know compass points. 4. Communication in callenges, know compass points and provided as the provided as the provided as the standard control of the pages.	Create movements sportaneously using shapes, levels, and dynamics. Apply shadings and definition gains in parses lovel underson, costs, dop, cleans, und other date facts. Co. Begin companies with a clear date, models, and end, and letture various hashin, systems, and described the control of	defines taction. 2 Pass with the sists of the fact with moving, dribble with various techniques accelerate, defined and teach, refrescop passes, other an only but account of facts from the control of	E. Lise goaless to apprecia a story through movement, including jamping, turring, and of all reviews, see of create movements that use sites was the see of seal and logic. E. Plays competitive or modified grames, apply affacility and defaulting principles, saidle the ball. All contacts when the nath believes includes. Ut. Reference modifies to improve trivings, record and review performances, and creation poers. III. Effects finally it, simply, between, control, and believes through track and feed over. And compress performances to the improvement.	The passes well and evaluate proformation. Control the last law yor (or, pass with different parts of the foot, dibble using winces burtherpass, defined will pool body profilering, score with the top of the block and commission burtherpass. 3. Show is to open spaces, pass and dood concrately, stay some of positions, controlled opposition, controlled to commission burtherpasses, with control as a faunt of position. 4. Commission destiny classification, such professor crashing, sasign roles. 4. Commission destiny classification is such professor crashing, sasign roles.	Libbaro to the main, blantly rhythma, feel the basi, and match movements to the mask. 2. Play competitive or motified games, stoply attacking and effecting principle and boal accusable. Colores and using exchanges to improve actional social colorest and the propose activities. 10. Behavior to called the colorest principle and the propose activities, and use hard weight for battle behavior. 11. Exchange batters using face-to-face, down sweep, and spewsep method.	evaluate performance. 2. Now its oppose, control the ball with either foot, select appropriate passes, shibble pass and deficiency, communicate for interruptions, work as a faum to score, and orderstanding perfects with one of positions. 3. Outply opposess by mastering positioning, quick passing, coveres, marking select decisions, used efficience communication while articipating moves. 4. Oresta and dissign challenging activities, solve problems, neighble, communication, and for the communication with articipating moves.	Discuss the purpose of chosen actions and their improved of communicate to cover the field effectively and adjust 10. Meetify the purpose of different appearance are supported for sustaing and benefits for balance can experiple can't be rusting and benefits for balance can be supported for the carbon control of the
	 Choose traveling movements that match shapes smoothly, demonstrating agilty, balance, and coordination for a controlled sequence. 	 Respond to stimul with imagination, create and link movements for a simple dance with a clear structure, and use various body actions and parts. 	 Nor, callch, and pass is ball accountely; control bounces and ball movement. Match high travels with high shapes and low travels with low shapes to ensure smooth routines. 	 Practice throwing, catching, aiming, using a barrier to stop the ball, and develop balance, agility, and coordination. Explore freestyle dancing, use mirrors, move to the beat, sheftch, record a torsiese routiness for improvements. 	b: use visitions passes in glames and choose the light pass, like overhead passes when tearmates are marked. 6. Cleate routines using tension to make shapes, and extension to point toes are shaighten fints.	ss tzz. craible diverse dance actions, stay in time with music and partners, and very levels and speed. d	 Step into passes with aboves in, perform stride stops, pixet with control, use dodges, and mark your partner side-on on the balls of your feet. Choose shapes and jumps that match, and decide whether to jump into or our of a shape for a smoother flow. 	Match actions to the music beat, rehearse movements with partners or groups, and give feedback based on success criteria.	 Stop and pixet when receiving the ball, dodge, mark and intercept, and flick the wrist when shooting. Point toes and fingers, keep the head up, and extend limbs. 	 Adapt dance to the music, follow the best, and coordinate movements with what is heard. 	 Site varied passes, footwork, dodges, defend and intercept, shoot accurately, and discuss tacles. Practice flight onto high apparatus, dismourt from heights, land using magic chial technique, jump beyond a cone, and jump into balance. 	rhythm and accuracy in dance sequences.
Vocabular	y 1. nn, weik, jamp, hay, alos, space, spaced direction, move 2. tools, plant, pass, point tourbes, ditbble, outside 3. jamp, balance, selfs, personabet, target, space, jogs, näes, ditbbling 4. tag, run, belt, ball, forwards, sidereays, backearest, laft, right, throw catch	7. personal best, laam, garea, score, target 8. dance, twist, tum, step, stretch, beat, fast, slow, high, low, rhythm, direction 9. but, grip, stance, score, points, underarm, overarm, strike, NE 10. balance, weight, hands, feet, balance beam, apparatus, mourt, sequence	Trum, walk, jump, hop, skip, space, speed, direction, move Score, space, imasion, saver, midde, childre, scole Spaces, balance, control personal best, apparatus, spaces, skipping, rum, devotion Hirow, cautch lag, best, attack, defined, spaces, try, target, sidewwys, backwards, forwards, NI grip, gratibat kick	accuracy, control, possession, attacker, defender, opposition bend, push, beist, turn, swing, hop, skip, walk, run, leap, gallop, slide sprint, throw, accurately, control, balance, power, jump, height, distance to balance, roll, jump, star, tuck, piles, shaddle panol, turning jump, start, first control, still, turnel, weight on hands and face	Legging, handover, passing, try, acceleration, horizontal, smile, defending, difficiently Control, passing, dribble, kick-off, stationary, throw-in, communication, defending, attacking ish, 3 but asserments, control, bounce pass, chest pass, throw off, invasion, communication arisin circles, about, feteroagt.	 serve, druble brunce, return, forehand, backhand, net, grip, points, score improvise, fining, dynamics, speed, levels, directions, formation, motif batting, fielding, bowl, base, stamp, out, nut, criciest, aim adapt, apparatus, starripfinishing position, speed, level, pathways, shapes, staddle jamp, half, spee, shapely suit 	Barrey, communicate, non-contact, rules, accuracy, compete, control, passi defender, active defender Zody position, insish book, cutside hook, drag back, fairness, intercept, communication, accuracy, technique S. infigurent, consecutive, attacking, defending, non-contact, travelling, fine three, communicate, seni circle.	gesture, mood, feeling, jump, tum, twist, stillness, express, movements batting, fielding, boel, base, stump, out, run, rounder, aim rehearse, evaluate, analyse, improve, adapt, fluent, smooth, precise, control	 Agilty, direction, pick up, loop, underlapping, dodge, match, avoid, reterropt? Prosession, block, lothed pass, interceptors, technique, evaluate, performans. Indian dibble, demonstrate, block tackle, marking, interception, precision, opporent, possionin, step pass Leadership, roles, collaboration, communication, strategy, problem-solving. 	7. Backhand smash, forefund slice, weighig valley, backhand top spin lob, in net, grip, sarve, point, dauce, game, match point, ace in B. Rhythm, expression, flow, relationship, movement, motif, 'sming, unison canno, morfors 9. Batting, fielding, bowling, wisket/liveoper), stamps, crease, boundary, over, four, single, wide no ball, backstop, backing up	 1 suctics, zone, timing, consecutive, evaluate, transfer, match, support, leadering, direction, power, laces, angles, accelerate, feirsts, speed 2 textics, direction, power, laces, angles, accelerate, feirsts, speed 3 positioning, passing, screens, marking, zone direction, man-toman defence, six, decision making, anticipation, counter attack, tactics. 	 lab, top sin, back spin, racket, body stance, oppone 8. artistic, intention, chorographer, purpose, unique, fis 9. batting, fielding, bowling, wichetlykeeper), stumps, ct four, single, wide no ball, baking up artistic gymnastics, vault, bearn, bars, floor, hand
	control, pass, target, catch, dribble, throw, catch control, sequence, travel, pike, straddle, pike, tuck, front/ back support	throw, catch, overarm, under arm, hop, skip, jump, push, run, target, swing our arms, height, shuttle runs, sprint most, unison, canon, freeze frame, fast, slow, timing, position	backwards, forwards , W grip, grubber kick 5. communicate, game, opponent	fielder, ball, bat, bowl, strike, hit, technique, long barrier, hold, grip fieldstr, flythm, śming , five flow, beat, unison, canon, repetition	 communication, collaboration, teamwork, trust, orienteering, compass point, o ordinates, supportive, decision, north, south, east and west 	co 11. track, field, sprint distance, long distance, throw, jump, technique, endurance pace, speed, personal best, measure, record,	4. orientate, verbal communication, evaluate, effectiveness, modify	 track, field, sprint distance, long distance, throw, jump, technique, endurance, pace, speed, personal best, measure, record, stopwatch, minute, seconds, measuring tape, meters, certimetries 	trust, revigation, consensus 5. space, centre pass, obstruction, centre circle, intercept, centre third, double dodge, penalty pass, goal third	 Rehearse, improve, record, feedback, enhance, smooth, flow, Sming, unison, analyse, evaluate Down sweep, upoweep, technique, grip, baton, receiver, downwards, upwards motion, passing, exchange, relay, sport 	withal communication, team work, cardinal directions, ordinal directions, leadership, tactical, symbol, boundaries infiringement, offside, opposition, over a third, reaction, perseverance, possession, pinot, position.	track, field, sprint distance, long distance, throw, pace, speed, personal best, measure, record, stops measuring tape, meters, centimetres.

Year 1 - 6 Curriculum Map 2025-2026

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Part	rear 1 - 6 C	urriculum Map 2025-20	J26										
The second secon	iculum	1	1	2	2	3	3	4	4	5	5	6	6
The content of the	Knowledge		or pinels) plant deroffication			New Calculary guides are content to pro- tructs in the pass of the content of cleans, which principles and content of the content, shall principles and content of the content, could be content of the content of the content, Companing and committee of the content of the content, Companing and committee of the content of the content of the Content of the content of the content of the content of the content of the Content of the content of	we products har-vacined						
The content of the	Skills	Espires and types The sality match water Neutring match water Neutring match water Neutring and disease affecting throughout the year (temperature) Part and maintain parts, observing changes. Question changes. Storcurate and compassion for other living things.				Explaining new plants for taste, tenture and enjoyment. Compost and explaine decomposition. Waster collection, Recycle materials in the garden Understand the role of trees in keeping air clean. Measure and observe changes in climate throughout the year (hemperature/hum)	idity/de/fight hours and related to movement of plants around sun)						
Total Part	SHE Theme		Chang in the work works Relationships	Health and wellbeing			Living in the wider world Relationships	Health and well-being	Living in the wider world Relationships	Health and well-being		Health and well-being	Living in the wider world Relationships
Manual	Knowledge		What is complement in the control of	What a goal was well writestly holds incomplying wall year of the control of the	Basing a year from the soften- performation for profit to the profit of the profit of the final control of the long Control year on the family Control year on the family Control year of the long Control year of the		PC: Age (Living in the wider world) PC: Sex (Living in the wider world and Relationships) PC: Marriage and civil partnerships (Relationships)		PC: Marriage and civil partnerships, age, disability, gender reassignment,	Sorting a good for the control of th	When I had it is of earlied or claused the Manager of model had been proceed to the Manager of the Manager o	Thesing ordinal stands of the makes and the physical stands of the physical stands of the Stands of the Stands of the Stands of Stands	Institution of section
Part	Skills		Being able to say no when they are in an uncomfortable situation or feel unsafe Delice ship to compare freeling and find similarities and differences.		Explaining what emotions they are experiencing	These are fine distally visities which are demonstray for rule of law, including liberty, mutual register and triburance. These helps is no become well-rounded cliciaries. To set healthly are need on send a variety of frost from different food group. The contraction of the cont	To understand what the LEX-consection on the Rights of The Child is. Every obtain option, whicher will entirely object, region, language, attilises or any other status. The Convention must be seen as a white all the rights are lessed on right is more important that activities, and the rights are lessed and the right are lessed and the rights are lessed and the right are lessed and the should be seen and the right are lessed and the right are lessed and the right are should be readed to assume that the readed is a such as the right are should were reflective materials. Of the right the should were reflective materials, of you are in a first and we makingly our except, stay as low as possible. Sinckle	Resching conflict and encognizing bulleting between Recognizing the bulls, byclamical and schine in a bullying shustion Thinking officially about information order and could be making contact and in what way and the schine of schine	Explaining these to keep safe ording interfelying and residing pressorating and manipulative behaviour Assessing what is trustmortly when ordine Explaining the use and deepers of electricity with rail and London underground system. Explaining the control of the control of the control of Explaining followerous between fundine Explaining officeworse between fundine Explain importance of rigins and responsibilities in a friendating	Explain that to do it may are being balled or lettings it.	Explaining free to stays safe orders Identify who to list of worning or screed Understand how to talk about feelings Challenging general strateologies Challenging general strateologies Explaining free to lessip themselves safe when travelling store Explaining free to lessip themselves safe when travelling store Explaining free to lessip themselves safe when travelling store Explaining free to free passing on railway lines Explaining feels of the septiment of the safe to the septiment of the sep		Sharing anxieties
NO PROPERTY OF THE PROPERTY OF	Vocabulary	gal hailing leth, utreating, maddine, sale, balying, utrindress, emotors, soalle, negative	colins, selvery, strengers, personal information, keeping sufe, selving sufe, good secrets, bud secrets, suffice lights finish, complement, achievements, pride, sails, trusted dolf, qualifies, keeping clean, hygiene, differences, family, grown, changed	goal, achiee, healthy, urhealthy, balance, portion, risks, ameking, heareflow existances, tessing, bullying, conflict, unkindness, resolution	parcoral diferention, trust, hauselle, managing risks, servertypes, phroless, frames, five, mortie, alternes, fiver, stress, hoc, canual, drowing differences, boys, girls, malis, familie, paris, vagina, pride, achievements, branchige, qualities, friendingis, conflict, differences, similar, prisate, boundaris baby, adult, sodder, chief, bosches	goal, lagel, toth onely, drugs, sage, sage, collent, passes sentence, bullyn conflict, resolving escalation, hashin, vehiclely, salarca, actio, healthy Bestyle, mertal, physical action, exercise	Saman rijles, vertis, residi, manging rijas, shrendges, challerging, Saman, allerins, crassing, brasport, hazards, ships, kods, rises, casher, brass porits, agida, printer, posities being, self-tait, feathly Semoltspa, skills, acticulate, positie beings, self-tait, feathly Semoltspa, skills, poer pressure, university frenchings.	plank, turgita, energy, malerins, floru, emoking, drug, risas, akortet, emeripidasid, trust, chisti, bytaneter, legal, Regul, achely, physical activit, benedita, trust, cifical thinking	responsibilities, friendship, growth mindset, fixed mindset, positive, body change	poal, achien, healthy, balence, nutriers, fibre, libels, fair, urfar, exclude, relucted, risks, legal, Regal, misconceptions, peer pressure, assertive	chanky, frankaining, puprisko, odouctione, tax, budgeting, saving information having, gender steeroopines, confidence and self-badle, southproton, metal haudin, web-being, emotions, fiselings, shaving, risks, hazarins, crossing, slect- trespassing, saller, purpose, foothering fisiks, downward puberty, paris, bacticies, sperim, supris, period, sarabay products, hygiene, bolargang, helduck excluded, growth midd at, fload met said, physical change self-badle excluded, growth midd at, fload met said, physical change amount dranges, but demand self-badle excluded and continued to the self-badle excluded and self-badle self-badle products of continued to the self-badle excluded and self-badle self-badle products of continued to the self-badle excluded and self-badle excluded and continued to the self-badle excluded and self-badle excluded and continued to the self-badle excluded and self-badle excluded and continued and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded and self-badle excluded self-badle excluded excluded and self-badle excluded and self-badle excluded excluded and self-badle excluded and self-badle excluded and self-badle excluded excluded and self-badle excluded excluded and self-badle excluded excluded excluded excluded excluded and self-badle excluded excluded excluded excluded excluded excluded excluded self-badle excluded exclu	goils, Nealty, exercise, actine, benefits, alched, risk, effects, cannales, visitii substance alcase, deferences, trust, generance leasis, an damage, healthy [Restyle, active lifestyle, mortal health, physical health]	Homisiances, Morectijos, Naldori homisiances, risks, preventijos, nale and female behaviozes, marijostikijo and pressure, šelecticus Culalfies, puberly, emotional behavioz, resisticnstijos, pozitivo commo registino communication, firentistipa, sevi doman, relation, pariod, e physical changia, sexual strancoursa, sperm, egg, fertitand, embryo, pregistroy, term.
Part	Theme	**T(Au1) What does it mean to be a member of the Jewish community? (Au2) What role do festivals and hely days play in the life of fath? **Section 1.5 of the product of the life of fath? **The product of the	(Sp2) What do Christians believe about God? (Su1) What is Islam?	(Au1) What does it mean to be a Hindu? (Au2) What does it mean to be a Hindu?	(Sp2) What is the place of the church in Christianity? (Su1) What is Buddhism?	(Act) Why are festivals, celebrations and High Holy Days so important within Judicians? (Act) What can we learn from different symbols? (Act) What can we learn from different symbols?	(Sp2) What is the significance of Easter within Orizidanty? (Su1) How do sacred scriptures inform religious beliefs? (Su1) How do sacred scriptures inform religious beliefs?	(Aut) What do Jesish people believe about God? (Aut) What do sacred texts within Hindulum say about God? (See I find on hit place is the Automobile)	(Sp2) What contribution can religion make to our society? (Su1) What do Muslim believe? (Su2) What does it mean to follow the Buddha?	(Aut) What is human identify and belonging shaped by faith and belief? (Aut) What place do flestivals, worship and celebrations have within Hodularin? By 13 of what work don't in an end category source of florest adults?	(Sp2) What is significant to Christians about Jesus' life and teaching? (Su1) What does it mean to be a Muslim? (Su2) What does Buddhism teach us about human experience?	(Aut) Why is the Torah so important within Justiaism? (Aut) How can religion premote peace and justice in our society?	(Sp2) In what ways do Christians in different denominations wo (Su1) What happens in the Mosque?
Part	Knowledge	Jewish people are part of a religion and have special away of threng (Robashay); which highest harders celebrate a specially qualified floated, frocushayo; shadeball, sconditing Jewish people have in their horizon, (Mocabulay); Macaball, and the special people have in their horizon, (Mocabulay); Macaball, and the special people have been proposed to the special people of the special people have been proposed to their key features or holy days.	Oderstands that Bible is the principal asserts for Christians in their understanding of Colis Recognise the central basis of Jases as the vesible of Colis Understand that Christians believe in Colis Christians and Christians	Assert important the events (19th, mentage, death) and explain how people collectured on must be of short numbing commons, -Oscor be a buylation and the flow numbing commons, -That about specially events in their cost in here and how they field. Collection and Executy, Verdulation as a margin world religiou and societies key with the control of the control of the cost of	*Recogner that the church a size syntoke of the Chindran community of characteristic designations of the church Chindran working the second to the form of between and activities that are appropriate within a church recogners that the primitive of the distribution is about dispressing the fun- loation and offsing a pain for all to follow. Understand the floodism according about a finite place of the distribution of the distribution and the distribution of the control of the distribution of the control of sections and a finite place of the control of the control of sections and the control of the control of the control of sections and the control of the control of sections are control of the control of sections and the control of the control of sections are control of sections and sections are control of sections are control of sections and sections	-Buy with York Figure is improceed to Javanib people and described all as a finite for always growing outsiding flexib. - Shacked what happens at a liber or filed filterable and explain that it mands on the proceeding of the pr	V-No-Christians isolational Essain in the directs. What Cook Findey Impression and Singlinacen? Why is East auch an impressor Festival and section within the Christian year? Chrose what cased recipions are and there they are incorporated within actif of worship. Now accordingtors are invalided within different seligions.	Character what the Offense sealors. Joven's paople about Cod. Egiste what a covered is and how it shows a special promise between Cod and Jennish pecial. Selfact of the belled in Cod might affect how someone less their the selfact or the belled in Cod might affect how someone less their the selfact or the belled in Cod might affect how someone less their the selfact or the belled in Cod might affect how someone less their the selfact or the selfact of the selfact or the selfac	Examine the commentments and principles in each religious tradition that controls characters which by a E. Took by impropried or Constitution, startly for different social policy intellives in the register-should of the control of the control of the control of the control of the control of the control of the control of the control of the production from each first first first first size of the control of the control of the control of the control of the control of the production for the control of the control of the control of the control of the control of the first first first in the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the control of the	Ordate nor expain from boths and values influence identify and bibancoir. "Shake nor discribe here belonging and culture are important in Statis Children can compare identify and belond a consideration and produce can compare identify and belond a consideration and influence in belonding littlems and influences and in amountain the belonding and how this commerce is to belief or headflow.	Agreement the imposition that Jenus has provided and his significance in Christian beliefs, Nove the key events in the life of Jenus and how this impacts. Orbitation body. "Understand how the beliefs had Makenian held shape their feetings, actions and sense of balonging the Fire Plazury, Know the main features as well functions of a message and the significance."	Character what the Thresh is and septem why it is special to Jewish page Jewish deathy and options own throthic (Jewish Jewish and how they page Jewish deathy and options how the Thoritis is used and respected in the year	Englain that Christian worship involves praise and adulation of Cirryles, Englain will determ Christian denominations emphasise elements of worship. Englain what a mosque is and why it is so important within take advisedual Muselmus, identify each of the principal features within the individual Muselmus, identify each of the principal features within the proper features within the correct terminology, and explain what their purpose are Explain why cleanliness is so important within the grayer half.
Part		reporter events in each training. Annual control behavior on bring people bugster, and expense that each PRIOR training and training	has have stage the loss of Madern.	mail offices. Children et infect on values such as respect, findheses, and festinging found in Held practice and consocitient to their own free.		in a Christianity, Isani, Adamies, Matthews, Christianite for semipropolentic ley religious symbols and their case in places of leveling and daily file. The christianite for semipropolentic control patch, and values. Affects on premise symbols and have they express blass like beinging, being or control symbols and have they express blass like beinging, being or controlled to the controlled of the contro		-Egapian relocationship about the reasons of Good based on success than it is, doubt a many form, Could a ready. -Reliched in solid flower based by the solid based in how they love and working. - The solid flower based by many for Herbada in how they love and working.		Navarati, and describe two they intent Heats beliefs. "Accorded whome they of finded working or described in public described in the control of the control		traines, conflict resident, and community celesion. Outputs religious and non-religious appears but permiting puses and states. And the property of the prop	Companies of the second self-second self-sec
Part	Skite	Name that Jacobiet people are part of a significant share special ways of fiving Countries, present of the countries or special possible shaded. Oncode/spi, Shaded or present that it is constitute, journal, people have in their terms, (Countries, Shaded or present that it is constitute, journal, people have in their table, about all makes them they part of their family and special. Table about and the makes them they part of their family and special. Table about their makes them they part of their family and people. Table and part of their present their present them and the family out of their present and being the shaded on their present and their present their present their present present their countries shaded on their present their present their present their countries. Table on the family and their present their present degrees that can be supported to the present their present their present their can be supported to the present their present their present their can be supported to the present their present their present their can be supported to the present their present their present their can be supported to the present their present their present their can be supported to the present their present their present their can be supported to the present their p	Understand for Silline in the principal section for Children in their understanding of Children in Section and Children in Section i	Alless impringed the exists (bell's resinger, ceelly and order hos proper contraction of the Man contraction of the Man contraction of the Man Compare a bugston and Helds contract government. Compare a bugston and Helds contract on the Man Man could separate exists on the Green New and the Man Contract on the Green's contract of the Man Contract on the Man Contract o	Agrenation for Chrolines understood for shorts in all in sheet like on the opposition or work of Joseph Storphore for the opposition of the other Joseph Storphore for the opposition of the other Joseph Storphore for the opposition of the opposition oppos	Get with principles or secretary has a seven people and excellent of an a trick of surprising or control plane. It supprises the principles of the principles of the people of the peop	Windows Self. Mr. Christians, Salare in the resol expected industrial in the years Approached in Horizon only of the particle production (Salar, Newson, Salar, January 1987), and the self-control of the self-control of the salar is and Windowsking, Multimore (Salar) grant of Parasonthia, Acknowledge Salar in Salar Windowsking, Multimore (Salar Salar Sala	Conscribe what the Others baseline, as worst people shade Color. Gogles what as construct in any board shade as good proteins between colors of the Construction and the Colors of t	Community Text, Statute file fact or growing number of process statisty as including, an eliginal results in the import and county. Assuring season and county of the coun	Obtamic an equate her leich, and values officers olderly and College of the Colle	Stangers are central reportance of alexan to Children as the sevential Color. Agreement in the imposition that such as provided to Children as the provided to Children and Children and Children as the color of the	Considerate what the Train is and explane may it is appointed to America place (assessing and explane mixtured (assessing and explane mixtured (assessing and explane mixtured (assessing and explane mixtured (assessing and assessing an assessing and assessing an assessin	Appealable for the student sealable assess the what of the student is made in the student for the student of control of control of student is made in the student for the stud
For the property of the proper	Cooking (DT) Theme	understand and apply the principles of nutrition and learn how to cook.	Where Food Comes From:	Healthy Eating Where Food Comes From understand and apply the principles of nutrition and learn how to cook. Healthy Eating:	Where Food Comes From:	Healthy Eating Where Food Comes From Understand and apply the principles of nutrition and learn how to cook. Healthy Eating:	Where Food Cornex From:	Healthy Eating Where Food Comes From understand and apply the principles of nutrition and learn how to cook. Healthy Eating:	Where Food Comes From:	Healthy Eating Where Food Comes From understand and apply the principles of nutrition and learn how to cook. Healthy Eating:	Where Food Comes From:	Healthy Eating Where Food Comes From understand and apply the principles of nutrition and learn how to cook. Healthy Eating:	Where Food Comes From:
Subset of the properties of th		I have the popular each find and off his his pillade. If you have the pillade in the pillade is a final pillade in the pillad	Let, Extensional — centrols, powerpus and actione ground — applicages, Eq. them is register and only room protocer mix. Eq. them is register at daily room protocer mix. Let a protocer mix the control of the contro	I kace hat felter propose and in and felter hat the second and the second and the second and the second as the second of felter resource, it is disciplined to second as the second as the second as the second as the second	Long give a large of defender flowing symmetric. (a) I can say where they like, that they set and the betty are cared for Eq. (a) can say where they like, that they set and the betty are cared for Eq. (a) can say have they may be the set of the set o	Using given, the word the many the amount and range of fitted death (forest the α using inhalteness of fitted and β is smaller format as healthy fitted as β is smaller format as healthy fitted format β is a fitted for β in the β	Obtained was below which is part of the and of a part of the analysis of the a	I have the different factors are efficient four four founds and carryine some aways of flower E.g. seekedily, and advertising, pressure	Ican list food people grow at from: Is can seem some before that chose the rink it is can seem some before that chose the rink is can seem some before the control of the c	These that is a important to be assess of professions when choosing food and discharged and the profession of energy are needed by the body for different establishes. In the control of the profession and different encounted of energy. In the first the healthy, energy features should be delineed (new a partied of east).	have the facility are produced. E. De Board — The Dirth — The methal and regard — from risk—from a disky or I can jee accepted from perits are formed. I can jee accepted from perits are formed from the can jee accepted from jee accepted fro	colorie of the statistics is wanted execution. If sever the colorie of colorie the wide his or displaced for their to its lawy the law or become for the wide his or displaced for their to its lawy the colorie of the	I can be a range of book that come from the area where I fee learn bit a water care price of book which give an offering bine, and to be care pair works exempted of two foods from serials are processed from the care of
Vocabulary Index Home-growing path, though personal grades, during process, enable, during process, enable, during process, enable, proportion, radio, calcinines, process, enable, proportion, radio, calcinines, process, enable,	Skills	Season. In time that if a an making flood for other people i need to thisk about their meab. I are willing to be take offerend appreciate and only what it lave of them. I are writing to be take offerend appreciate and only what it lave of the appreciate and ap	I can make and one a range of base conting shift with support. And (with a pushed). And (with a pushed). And (with a pushed of the support	or beauti. If an age exception of foods which night his value at different meet times or food and the property of the propert	Con man and use a range of basic conting state with reveneng confidence. And of this pussion. And of this pussion of the continue of the con	similarly and use some of these. May of all better of process of contract in different places in the folge to be again of all better of contract c	- Chair (Infini Agenda) - Cha	Meaner. Medicy and an Person strategy instructions on most fixed parkaging and I call and entity and an Person strategy and the Person of Person Pe	I can war and use a rappe of calcing skills with increasing competence - The (pinks passing pinks pink	It is preparation purposably to destinate which is most appropriate for the distribution. The care found and one of the care found and one found and one of the care found one of the care found on	I can filter a recipie and frauds delines with necessing competitions. I can filter a recipie and frauds delines with necessing competitions. E. S. Admit the resistant filters, e.g. cerests, consignition. Admit the resistant filters, e.g. cerests, consignition. Admit the resistant filters, e.g. cerests, consignition. Admit the resistant filters, e.g. cerests, cerests, cerests, resistant (p. e.g.) Admit the resistant filters of pulled sections, cerests, research (p. e.g.) Admit the resistant filters of the recipied filters of the resistant filters of the recipied filters of the resistant filters of the recipied filters of the resistant filters of the recipied filters of the resistant filters of the resista	About the change and shart Look. The change of shart Look and Look leading and shart Look leading and change of the change confidence in which the change confidence in which the change confidence in the change continue is also a building of the change of the change continue is also also desired project in the change continue is also and change continue in the change continue in the change of	conditionizes on an a visit a regul of contribute sits with confidence and the same review of the desire that the confidence and the same review of the desire that the confidence and the same review of t
	Vocabulary	shops. Home-grown, grate, chop, peel, prepare, like, dislike, preference, mix, sift		Juice, shape, arrange, cut, cube, dice, claw, bridge, spread, meal fruit, vegetable, grams,			,,	Sweet, sour, salty, menu, process, ready meal, food production, climate. Koshe	и	portion, Kliocalories, Kliojodes, energy, balance, recipe, culture, country, Halal,		nutrient, vitamin, mineral, process, edible, fold, proportion, ratio, calories, hydration	