**Hornby CE School - Juniors Cycle C (2023-2024)**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Enquiry question** | Alfred the Great-How great was he? | What is deforestation and how is it impacting South America? | What did the Vikings bring to Britain? | How does the Lake District compare to other regions of the UK? Maps, human and physical. | Would you rather be a Spartan or an Athenian? | What if you lived in Greece? |
| **Enrichment** | Tatton Park, Knutsford.  Theatre group visit. | Butterfly house at Williamson Park. | Den building- visit to Warton Crag. | Trip to the lakes – Beatrix Potter. | Greek day | Greek play |
| **Reading for enjoyment** | No Ordinary Boy and Arthur by Michael Morpurgo. | The Explorer by Katherine Rundell. | The 1000 year old boy by Ross Welford | Spylark by D Rulander | Who let the Gods out by Maz Evans | All the things that could go wrong by Stewart Foster. |
| **English**  **Year 3 4** | **Autumn 1 non-fiction:**  Dairy entries  **Poetry**:  Humorous poems | **Autumn 2 Fiction:**  Traditional Tales  **Non-fiction**  Rainforest debate/ discussions | **Spring 1 Non-Fiction:**  How to be a Viking- explanation text. | **Spring 2 Fiction:**  Stories from other cultures  **Poetry**  Creating images | **Summer 1 non-fiction:**  Persuasive writing  **Fiction:**  Plays | **Summer 2 Fiction:**  Myths and legends  **Poetry**  Shape poems |
| **English**  **Year 5 6** | **Autumn 1 Non-Fiction:**  Information texts The Saxons  **Fiction** | **Autumn 2 non-fiction:**  Climate change/ environmental issues- reports  **Poetry**:  Choral and performance poetry. | **Spring 1 Fiction:**  Historical stories | **Spring 2 Non-fiction:**  Magazine articles  **Fiction:**  Biographies | **Summer 1 Fiction:**  Legends  **Poetry:**  Poems with figurative language | **Summer 2 Non-fiction:**  Non-chronological reports  **Poetry:**  Poems with imagery |
| **Maths Year 3 and 4** | Place Value  Addition and Subtraction | Multiplication and Division | Multiplication and Division  Measure: Length and Perimeter | Fractions  Decimals | Measure: Mass and Capacity  Money  Shape: Symmetry, Position  Time | Statistics  Properties of Shape |
| **Maths Year 5 and 6** | Place Value  Addition and Subtraction  Measure: converting units  Perimeter | Multiplication and Division  Properties of number  Area  Statistics | Fractions  Statistics  Volume  Ratio and Proportion (Year 6 booster) | Fractions and Decimals  Angles  Algebra (Year 6 booster) | Decimals and Percentages  Position and direction  Properties of shape | Decimals  Themed projects and consolidation |
| **Science**  **Year 3 4** | **Light**  Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Find patterns in the way that the size of shadows change. | **Living things and their habitat**  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 living things in their local and wider environment.  Recognise that environments can change and that this can sometimes pose dangers to living things. | **States of matter**  Compare and group materials together, according to whether they are solids, liquids or gases.  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **Health and Nutrition**  Compare and contrast the diets of different animals (including their pets).  decide ways of grouping them according to what they eat.  research different food groups and how they keep us healthy.  Identify and group animals with and without skeletons.  observe and compare their movement.  Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans?  Recognise that animals are alive; they move, feed, grow, use their senses and reproduce. | **Teeth and Digestion**  Describe the simple functions of the basic parts of the digestive system in humans.  Identify the different types of teeth in humans and their simple functions.  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Describe how teeth and gums have to be cared for in order to keep them healthy. | **Forces and Magnets**  Compare questions and carrying out tests to find out how far things move on different surfaces.  To explore the strengths of different magnets and finding a fair way to compare them.  To sort materials into those that are magnetic and those that are not.  To look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another  To compare how different things move and grouping them. |
| **Science**  **Year 5 6** | **Light**  Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.  Recognise that light appears to travel in straight lines.  Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | **Earth & Space**  Describe the movement of Earth, and other planets, relative to the sun in the solar system.  Describe the movement of the moon relative to the earth.  Describe the sun, earth, moon as approximately spherical bodies.  Use the idea of the earth's rotation to explain day and night and apparent movement of the sun across the sky. | **Properties & changes of materials**  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | **The human body**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Explore the structure and function of the human heart.  Investigate and understand that heart size and speed relates to age, fitness and activity and can be improved.  Describe the ways in which nutrients and water are transported within animals, including humans.  Investigate diffusion and osmosis.  Demonstrate how blood transports nutrients, water, gases and waste around the body.  Explore and demonstrate how the circulatory system works including the role of the heart.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  Describe the ways in which nutrients and water are transported within animals, including humans. Identify how drugs impact on the way the human body functions.  Understand that certain drugs can be used for positive effect in the form of medicine. | **Human life-cycles**  Describe the changes as humans develop to old age.  To find out and recording the length and mass of a baby as it grows.  Research the gestation periods other animals and comparing them with humans. | **Classification**  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.  Living things can be grouped into micro-organisms, plants and animals.  Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.  Invertebrates can be grouped as snails and slugs, worms, spiders and insects.  Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses). |
| **History** | Britain’s Settlements by Anglo Saxons and Scots  Year 3 & 4  I can use some words such as century and decade  I know that the past can be divided into different time chunks like the Romans or Tudors  I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past  I can ask and answer questions about the significance of events and changes caused.  I can select from a variety of sources of information to find the answers I need  I can describe what I know clearly in writing, drawing, role-play and speaking  I use words such as invasion, settlement, and Anglo=Saxon period  Year 5 & 6  I can sequence historical periods.  I can recall facts about aspects of both British and World History  I can describe specific features of past societies and periods  I know how to identify changes within and across different periods.  I can make some links between past societies and periods  I can describe main events, peoples and changes  I can describe the impact of events on Britain  I can accurately describe and make links between people, events and changes  I can give reasons for and results of these changes  I can ask and find the answers to questions about changes and significance of events on Britain.  I can choose appropriate sources to answer questions about specific people.  I can select, organise the information about what I have learned to produce structured writing, using dates and terms such as century, decade, BC/AD. |  | Anglo Saxons and Vikings- The Struggle for the Kingdom of England to the time  Year 3/4  I know that the past can be divided into different time chunks like the Romans or Tudors  I can give a few reasons for, and the results of some main events and stories  I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past  I can ask and answer questions about the significance of events and changes caused.  I can describe what I know clearly in writing  I use words such as monarch, settlement, and Tudor times  Year 5/6  I know how to identify changes within and across different periods.  I can make some links between past societies and periods  I can describe main events, peoples and changes  I can describe the impact of events on Britain  I can give reasons for and results of these changes  I can ask and find the answers to questions about changes and significance of events on Britain.  I can choose appropriate sources to answer questions about specific people.  I can produce structured writing, using dates and terms such as century, decade, BC/AD  I can organise the information about what I have learned |  | Ancient Greece - a study of Greek life and achievements and their influence on the western world  Year 3 and 4  I can use some words such as century and decade  I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past.  To find out when and where the Ancient Greeks lived.  To make a timeline of key events.  To use historical sources to infer information about the past.  To understand Ancient Greece, Greek life, their achievements and influence on the western world  Year 5 and 6  I know chronologically and understand events in Britain, local and world history  I can establish clear narratives within and across the periods they study.  I will gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ and ‘civilization’.  To understand Ancient Greece, Greek life, their achievements and influence on the western world.  To explain how and why empires grow and explain the chronology of a timeline.  To understand what a city state was in ancient Greek times  To explain how the political system worked in Ancient Greece and compare this system with other political systems.  To research and use information about Ancient Greek gods and goddesses. |  |
| **Geography** |  | The geography of South America  Year 3 / 4  To show a developing understanding of South America.  To know and explain some of the physical and human features of a place.  To be aware that different places may have similarities and differences that influence the lives of people.  To offer simple reasons for their observations about places and environments.  To be able to describe the physical and human features of different localities offering explanations for some of those features.  To use skills and sources of evidence to respond to a range of geographical questions about the environment.  To begin to use appropriate vocabulary to communicate their findings.  To identify N. America, S. America and Oceania on globe.  describe the climates and biomes of different regions across the Americas.  locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn  understand geographical similarities and differences through the study of human and physical geography of a region within South America and compare to our previous study of Europe  describe and understand key aspects of Physical and Human geography. |  | A region within the UK-Lake District National Park  Year 3/ 4  To show a developing understanding of places.  To know and explain some of the physical and human features  To be aware that different places may have similarities and differences that influence the lives of people.  To use skills and sources of evidence to respond to a range of geographical questions about the environment.  To name and locate countries and cities of the United Kingdom  To look at the local area and compare between different scales. (1:50,000 scale)  To look at a map and raise questions.  Year 5 / 6  I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  To begin to recognise how places fit within a wider geographical context  To recognise and describe simple geographical patterns.  To draw on knowledge to ask suitable geographical questions.  To be able to use a range of geographical knowledge and understanding to help them investigate places and environments.  To be able to communicate their findings using appropriate vocabulary.  To present their findings both graphically and in writing.  To use and increasing number of colours in ‘colour shading key’.  To identify physical and made features. |  | The Geography of Europe (Greece)  Year 3/ 4  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  To show a developing understanding of places.  To know and explain some of the physical and human features of a place.  To begin to use appropriate vocabulary to communicate their findings.  To use very simple scale and straight-line differences.  To look at a map and raise questions.  To use skills and sources of evidence to respond to a range of geographical questions about the environment.  Year 5/ 6  To recognise and describe the physical and human features of places.  To recognise and describe simple geographical patterns.  To be able to use a range of geographical knowledge and understanding to help them investigate places and environments.  To use a wider range of atlas map symbols confidently and explain relevance of keys.  To develop scale reading and estimation. |
| **D&T** | Construction – Anglo Saxon Village  Year 3 & 4  Create shell or frame structures, strengthen frames with diagonal struts  Make structures more stable by giving them a wide base  Prototype frame and shell structures  Measure and mark square selection, strip and dowel accordingly to 1cm  Use glue gun with close supervision (one to one)  Year 5 & 6  Use bradawl to mark hole positions  Use hand drill to drill tight and loose fit holes  Cut strip wood, dowel, square section wood accurately to 1mm  Join materials using appropriate methods  Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms  Use glue gun with close supervision |  | Viking Long ships to float on the river Lune - Sheet Materials –  YEAR 3 & 4  Cut slots  Cut internal shapes  Use lolly sticks/card to make levers and linkages  Use linkages to make movement larger or more varied.  Create nets  YEAR 5 & 6  Cut slots  Cut accurately and safely to a marked line  Join and combing materials with temporary, fixed or moving joinings  Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate  Choose an appropriate sheet material for the purpose  Use glue gun with close supervision |  | Food technology- Greek food. Design a menu and make some dishes. (Focus on food hygiene too)  Year 3 / 4  Develop sensory vocabulary/knowledge using, smell, taste, texture and feel  Analyse the taste, texture, smell and appearance of a range of foods  Follow instructions  Make healthy eating choices from and understanding of a balanced diet  Join and combine a range of ingredients e.g. snack foods  Work safely and hygienically  Measure and weigh ingredients appropriately  Year 5/ 6  Prepare food products considering the properties of ingredients and sensory characteristics  Select and prepare foods for a particular purpose  Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.  Weigh and measure using scales.  Cut and shape ingredients using appropriate tools and equipment e.g. grating  Join and combine food ingredients appropriately e.g. beating, rubbing in  Decorate appropriately  Show awareness of a healthy diet from an understanding of a balanced diet. |  |
| **Art** |  | Drawing - still life, portraits of flowers (Georgia Okeefe - poppies)  YEAR 3 & 4  Use sketchbooks to collect and record visual information from different sources  Draw for a sustained period of time at an appropriate level  Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.  Experiment with different grades of pencil and other implements to create lines and marks, forms and shapes.  Begin to show an awareness of objects having a third dimension.  Experiment with different grades of pencil and other implements to achieve variations in tone.  Apply tone in a drawing in a simple way  Create textures with a wide range of drawing implements.  Apply a simple use of pattern and texture in a drawing.    YEAR 5 & 6  Work from a variety of sources including observation, photographs and digital images.  Work in a sustained and independent way to create a detailed drawing.  Develop close observation skills using a variety of view finders.  Use a sketchbook to collect and develop ideas  Identify artists who have worked in a similar way to their own work.  Use dry media to make different marks, lines, patterns and shapes within a drawing.  Experiment with wet media to make different marks, lines, patterns, textures and shapes.  Explore colour mixing and blending techniques with coloured pencils.  Use different techniques for different purposes i.e. shading, hatching within their own work. |  | Textiles and Printing (Tie dye- fashion show to parents)  Textiles: weaving on own loom- inspiration Tammy Kanat (Australian) and Lang Dulay (Thai))  YEAR 3 & 4  Use a variety of techniques, e.g. printing, dyeing and stitching to create different textural effects  Match the tool to the material  Develop skills in stitching, cutting and joining  Experiment with paste resist    YEAR 5 & 6  Use fabrics to create 3D structures  Use different grades of threads and needles  Experiment with batik techniques  Experiment with a range of media to overlap and layer creating interesting colours and textures and effects  Printing: Roaliand Monks-pattern)  Year 3 / 4  Create printing blocks using a relief or impressed method  Create repeating patterns  Print with two colour overlays  Year 5 / 6  Create printing blocks by simplifying an initial sketch book idea  Use relief or impressed method  Create prints with three overlays  Work into prints with a range of media e.g. pens, colour pens and paints |  | 3D ART- (Greek temples Sculpture Parthenon )  Year 3 / 4  Select and record from first hand observation, experience and imagination, and explore ideas for different purposes  Question and make thoughtful observations about starting points and select ideas to use in their work.  Plan, design and make models from observation or imagination  Join clay adequately and construct a simple base for extending and modelling other shapes  Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object  Year 5 / 6 -  Shape, form, model and construct from observation or imagination.  Use recycled, natural and man‐made materials to create sculptures.  Plan a sculpture through drawing and other preparatory work  Develop skills in using clay inc. slabs, coils, slips, etc  Produce intricate patterns and textures in a malleable media. |
| **RE** | **3.6 Harvest** Know that harvest is celebrated by people of all faiths and none.  Know that harvest is mentioned throughout the Old Testament.  Understand the connection between Christian belief and behaviour in relation to celebrating the harvest.  Describe the ways in which Christian harvest festival celebrations show Christian values in action.  Describe and recognise similarities between different religious harvest festivals.  Express their own opinion as to why communities celebrate Harvest. | **4.2 Christmas – the symbolism of light**  Know Hanukkah is an important Jewish festival of light.  Know that ‘light’ is used as a metaphor to describe Jesus and his impact on the world.  Know that the light of Jesus brings hope into dark places.  Talk with understanding about the ways in which Jesus’ followers bring his light into the world.  Create light metaphors for Jesus that show understanding of Jesus’ actions and divinity.  Ask important and relevant questions about religious experiences and beliefs.  Talk with understanding about the symbolism of Jesus as light. | **6.6 God**  Understand that bible stories deepen our knowledge and understanding of God.  Know Christians believe God is three in one, the Trinity.  Know God is given many names by Christians and members of all world faiths. These names describe His nature and characteristics.  Know there are similarities and differences across World faiths about what people believe about God.  Know bible texts are used to answer questions about the characteristics and nature of God.  Use religions language to show they are developing an understanding of the Trinity.  Identify the elements in Christian worship that express Christian beliefs about God.  Ask big questions and express their own views. | **4.4 Easter**  Know that trust and forgiveness are key Christian values.  Know the incidents of betrayal and trust in the Easter story are significant to the outcome.  Know the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan.  Identify and explain the significance of the incidents of betrayal and trust in the Easter story.  Ask good questions about people’s values and commitments.  Use religions vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter.  Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity.  Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter. | **5.9 St Paul**  Know that the Book of Acts records the actions of what happened after Pentecost.  Know the early Christians were persecuted for over 300 years and had to show great courage and perseverance.  St Paul is a significant person in the history of Christianity and why.  Retell the story of the conversion of St Paul.  Explain the impact of the conversion of St Paul then and now.  Talk about the content and impact of the teaching of St Paul.  Talk about what they have learnt and in what ways they have been inspired by their learning.  Interpret Paul’s teaching in 1 Corinthians 13 for people in today’s society. | **4.5 The Church**  Know that not all church buildings are the same but have similar features according to denomination.  Know that Peter and the disciples ‘built’ the church after the events of Pentecost.  Know that Christianity is a world-wide multicultural faith.  Know that the bible gives guidance to the church about behaviours and attitudes.  Know the names of the places of worship of other world faiths.  Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.  Identify similarities and differences between churches and denominations worldwide.  Ask good questions about the similarities and differences between different denominational practices.  Talk knowledgably about places of worship, the features of the building and the worship that takes place there. |
| **Computing**  **Year 3 4** | **Computing systems and networks**: **The Internet**  To describe how networks physically connect to other networks.  To recognise how networked devices make up the internet  To outline how websites can be shared via the World Wide Web (WWW)  To describe how content can be added and accessed on the World Wide Web (WWW)  To recognise how the content of the WWW is created by people  To evaluate the consequences of unreliable content. | **Computing systems and networks: Connecting Computers**  To explain how digital devices function  To identify input and output devices  To recognise how digital devices can change the way we work  To explain how a computer network can be used to share information  To explore how digital devices can be connected  To recognise the physical components of a network | **Creating Media: Audio Editing**  To identify that sound can be digitally recorded  To use a digital device to record sound  To explain that a digital recording is stored as a file  To explain that audio can be changed through editing  To show that different types of audio can be combined and played together  To evaluate editing choices made | **Creating Media: Photo editing**  explain that the composition of digital images can be changed  explain that colours can be changed in digital images.  Add to the composition of an image by cloning  Identify how a photo edit can be improved  Remove parts of an image using cloning.  Experiment with tools to select and copy part of an image.  To use a range of tools to copy between images  Explain why photos might be edited.  create a project that is a combination of other images.  Use feedback to guide making changes  To combine text and my image to complete the project. | **Programming: Repetition in games**  To develop the use of count-controlled loops in a different programming environment  To explain that in programming there are infinite loops and count controlled loops  To develop a design that includes two or more loops which run at the same time  To modify an infinite loop in a given program  To design a project that includes repetition  To create a project that includes repetition | **Publishing: Desktop publishing**  To recognise how text and images convey information  To recognise that text and layout can be edited  To choose appropriate page settings  To add content to a desktop publishing publication  To consider how different layouts can suit different purposes  To consider the benefits of desktop publishing |
| **Computing**  **Year 5 6** | **Computing systems and networks Communication**  To describe how search engines select results  To explain how search results are ranked  To recognise why the order of results is important, and to whom  To recognise how we communicate using technology  To evaluate different methods of online communication | **Data and information: Spreadsheets**  To identify questions which can be answered using data  To explain that objects can be described using data  To explain that formulas can be used to produce calculated data  To apply formulas to data, including duplicating  To create a spreadsheet to plan an event  To choose suitable ways to present data | **Creating Media**: **3D Modelling**  To use a computer to create and manipulate three-dimensional (3D) digital objects  To compare working digitally with 2D and 3D graphics  To construct a digital 3D model of a physical object  To identify that physical objects can be broken down into a collection of 3D shapes  To design a digital model by combining 3D objects  To develop and improve a digital 3D model | **Creating Media: Web page Creation**  To review an existing website and consider its structure  To plan the features of a web page  To consider the ownership and use of images (copyright)  To recognise the need to preview pages  To outline the need for a navigation path  To recognise the implications of linking to content owned by other people | **Programming: quizzes**  To explain how selection is used in computer programs  To relate that a conditional statement connects a condition to an outcome  To explain how selection directs the flow of a program  To design a program which uses selection  To create a program which uses selection  To evaluate my program | **Programming: Variables in games**  To define a ‘variable’ as something that is changeable  To explain why a variable is used in a program  To choose how to improve a game by using variables  To design a project that builds on a given example  To use my design to create a project  To evaluate my project |
| **PSHE** | **Relationships**  Express opinions and listen to those of others.  Consider others’ points of view.  Practice explaining the thinking behind their ideas and opinions  Demonstrate strategies for working on a collaborative task;  Define successful qualities of teamwork and collaboration.  Identify a wide range of feelings;  Recognise that different people can have different feelings in the same situation;  Explain how feelings can be linked to physical state.  Demonstrate how to respond to a wide range of feelings in others;  Give examples of some key qualities of friendship;  Reflect on their own friendship qualities.  Identify what things make a relationship unhealthy;  Identify who they could talk to if they needed help.  Recognise and empathise with patterns of behaviour in peer-group dynamics;  Recognise basic emotional needs and understand that they change according to circumstance;  Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. | **Rights and Responsibilities**  Understand that humans have rights and also need to respect the rights of other;  Identify some rights and also need to respect the rights of others that come with these rights.  Define the word influence;  Recognise that reports in the media can influence the way they think about an topic;  Form and present their own opinions based on factual information and express or present these in a respectful  Define what a volunteer is;  Identify people who are volunteers in the school community;  Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.  State the costs involved in producing and selling an item;  Suggest questions a consumer should ask before buying a product.  Explain what we mean by the terms voluntary, community and pressure (action) group;  Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. | **Valuing Difference**  Recognise the factors that make people similar to and different from each other;  Recognise that repeated name calling is a form of bullying;  Suggest strategies for dealing with name calling (including talking to a trusted adult).  Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);  Give examples of features of these different types of relationships, including how they influence what is shared.  List some of the ways that people are different to each other (including differences of race, gender, religion);  Recognise potential consequences of aggressive behaviour;  Suggest strategies for dealing with someone who is behaving aggressively.  Recognise some of the feelings associated with feeling excluded or ‘left out’;  Give examples of ways in which people behave when they discriminate against others who are different from them;  Understand the importance of respecting others, even when they are different from themselves.  Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society;  Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.  Demonstrate ways of showing respect to others, using verbal and non-verbal communication. | **Being my Best**  Demonstrate how working together in a collaborative manner can help everyone to achieve success;  Understand and explain how the brain sends and receives messages through the nerves.  Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;  Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide  Understand the ways in which they can contribute to the care of the environment  Suggest ways the Seven Rs recycling methods can be applied to different scenarios.  Identify their own strengths and talents;  Identify areas that need improvement and describe strategies for achieving those improvements.  Identify aspirational goals and describe the actions needed to set and achieve these  Present information they researched on a health and wellbeing issue and making suggestions for any improvements concerning those issues.  . | **Keeping Myself Safe**  Demonstrate strategies for assessing risk.  Understand and explain decision-making skills;  Understand where to get help from when making decisions.  Define what is meant by the word 'dare';  Identify from given scenarios which are dares and which are not;  Suggest strategies for managing dares.  Understand that medicines are drugs;  Explain safety issues for medicine use;  Suggest alternatives to taking a medicine when unwell;  Suggest strategies for limiting the spread of infectious diseases  Understand some of the key risks and effects of smoking and drinking alcohol;  Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).  Reflect on what information they share offline and online;  Recognise that people aren’t always who they say they are online;  Know how to protect personal information online.  Understand some of the basic laws in relation to drugs;  Explain why there are laws relating to drugs in this country. | **Growing and Changing**  How to make a call to the emergency services.  Basic first aid – choking, primary survey, the recovery position, CPR, life threatening injuries.  Name some positive and negative feelings;  Suggest reasons why young people sometimes fall out with their parents;  Take part in a role play practising how to compromise.  Identify parts of the body that males and females have in common and those that are different;  Know the correct terminology for their genitalia;  Define the word puberty and Understand and explain why it happens.  Identify some products that they may need during puberty and why;  Know what menstruation is and why it happens.  Suggest strategies that would help someone who felt challenged by the changes in puberty;  Understand what FGM is and that it is an illegal practice in this country;  Know where someone could get support if they were concerned about their own or another person's safety. |
| **French**  **Year 3 4** | **LKS2 - Getting to know you**  Listen attentively and show understanding by joining in and responding.  Perform simple communicative tasks using single words, phrases and short sentences.  Imitate pronunciation and intonation so that others can understand.  Appreciate stories, songs and poems in the language.  Experiment with writing of simple words (and phrases).  Grammar: Nouns, personal pronouns and question words. | **LKS2 - Our school**  Listen for specific words and phrases.  Speak with increasing confidence.  Recognise some familiar words in written form.  Write simple words and phrases using a model, and some from memory  Grammar: indefinite article | **LKS2 – Weather**  Listen for specific words and phrases.  Memorise language and present ideas and information.  Begin to use a dictionary to look words up and find meaning.  Write some phrases from memory.  Grammar: Recognise different word classes. | **LKS2 – Storytime**  Follow a short familiar text listening and reading at the same time.  Make links between some phonemes, rhymes and spellings and read aloud familiar words.  Appreciate stories, songs, and poems in the language.  Apply phonic knowledge of the French in order to decode text.  Write simple words and phrases using a model.  Grammar: Word order and high frequency verbs | **KS2 – Greek**  Listen attentively and show understanding by joining in and responding.  Listen for specific words and phrases.  Perform communicative tasks using words, phrases and short sentences.  Respond to written language from a range of sources.  Experiment with the writing of simple words  Grammar: Nouns, personal pronouns and question words. | **LKS2 – Go Shopping**  Speak in sentences with increased confidence using learnt language structures.  Ask and answer questions.  Take part in a role play.  Write simple words and phrases using a model.  Grammar: using adjectives to describe nouns and singular and plural forms. |
| **French**  **Year 5 6** | **UKS2 - Pleased to meet you**  Listen attentively and understand more complex phrases and sentences; join in to show understanding.  Perform to an audience.  Broaden vocabulary.  Write phrases from memory and adapt these to make new sentences.  Pick out main details from a story, poem, song, conversation or passage.  Grammar: word form, and future tense. | **UKS2 - School life**  Read carefully and show understanding of words, phrases and simple writing.  Speak with increasing fluency  Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts.  Perform to an audience.  Grammar: Personal pronouns and use a range of adverbs. | **UKS2 – Weather**  Understand longer and more complex phrases/sentences.  Prepare a short presentation on a familiar topic.  Speak ion sentences using familiar vocabulary and language structures.  Write in sentences.  Apply correct verb endings to write accurately. | **UKS2 – Storytime**  Understand longer and more complex phrases/sentences.  Speak in sentences using familiar vocabulary, phrases and basic language structures.  Broaden vocabulary.  Apply phonic knowledge of French in order to decode text.  Be able to write at varying length, for different purposes and audiences.  Grammar: conjugate verbs, adverbs and preposition. | **UKS2 – Let’s go shopping**  Understand and express simple opinions.  Speak with increasing spontaneity.  Read carefully and show understanding of words, phrases and simple writing.  Write words, short phrases and short sentences using a reference.  Grammar: use of preposition and begin to use adjectival agreements with accuracy. |
| **Music** | **Incidental Music**  **- Music Express 9-10 ‘At the Movies’**  Identify how different styles of music contribute to the feel of a film.  Participate in discussions, sharing their views and justifying their answers.  Use the terms ‘major’ and ‘minor’.  Identify different instruments to describe how music evokes different emotions.  Identify pitch, tempo and dynamics, and use these to explain and justify their answers.  Give reasonable and thought-out suggestions for what different graphic scores represent.  Use their body, voice and instruments to create sounds to represent a given theme.  Create a musical score to represent a composition.  Interpret their graphic score and performing their composition appropriately with their group.  Create sounds that relate to the scene of a film perhaps using the app ‘Garage Band’ to facilitate this. | **Singing and pitch notation - Young Voices**  Sing songs, speak chants and rhymes in unison and two parts, with clear diction and control of pitch.  Play and perform in solo and ensemble contexts.  Improvise and develop rhythmic and melodic material in preparation for a performance.  Explore, choose, combine and organise musical ideas within musical structures.  Indicate the pulse whilst singing including moments of silence.  Use instruments to keep a steady beat whilst accompanying other parts.  Perform simple melody patterns.  Demonstrate an understanding of tempo and dynamics when performing and composing pieces of music. | **World music – Asia (BBC 10 pieces: Ravi Shankar’s Symphony)**  Listen and reflect on a piece of orchestral music.  Create their own piece of music using instruments and voice.  Perform as an ensemble.  Learn musical language appropriate to the task.  Play and perform in ensemble contexts, using voices and playing musical instruments.  Improvise and compose music for a range of purposes using the interrelated dimensions of music.  Listen with attention to detail and recall sounds with increasing aural memory. | **Music history – religious songs – Chant, Bach, choral, Hymns, Modern worship around the world, Music of other religions.**  Listen with attention to detail to and reflect on a variety of traditional music from a variety of world religions.  Look at modern pieces of music for some of these religions. Look at Stuart Townend’s version of Psalm 23 and the effect of its modernisation.  Appreciate and understand music from different traditions.  Develop and understand the history of the pieces being studies.  Identify the tone of the instruments in these pieces.  Be aware of how the dynamics and tempo change within and between pieces. | **Poetry and Song: No Place Like – Kerry Andrew**  Learn to listen to the environment around them and describe what they hear.  Create musical motifs both rhythmically and freely using the environment as stimulus.  Structure their ideas into a piece Perform as an ensemble.  Notate their ideas graphically.  Learn musical language appropriate to the task. | **Playing instruments and writing music – Recorder**  Play and perform the recorder in solo and ensemble contexts.  Play the recorder with increased accuracy, fluency, expression and control.  Practice, rehearse and present performances with an awareness for the audience.  Use and understand staff notation.  Recognise *metres (grouping of beats) of 3 and 4, and changes of metre.*  Recognise the difference between the verse/refrain and the chorus of a song.  Differentiate between the contrasting sections of a song.  Improvise and compose melodic patterns  Be aware of how the mood of the piece is affected by changes in dynamics and tempo. |
| **PE** | Morecambe football Invasion game  Swimming  Tower Wood day visit | Gymnastics  Swimming | Dance  Swimming  Caving - local area | Dance  Swimming | Team sports, Hitting & Striking games  Athletics  Tower Wood day visit | Team sports, Hitting & Striking games  Athletics  Tournaments  Sports days |