



Langford Primary

The best in everyone™

Part of United Learning

Curriculum Map

Foundation Subjects

	TERM 1		TERM 2	TERM 3	
				A	B
Team 1	Seasons	Beasts	Habitats 'Through the Keyhole'	Amazing Asia	Who lives in London?
Team 2	The Great Fire of London		Powerful People	Oceania 'Down Under'	Why do people visit London?
Team 3	Stone Age to Iron Age	Ancient Egypt	The Victorians	Sensational South America	What do we know about the Thames?
Team 4	Anglo-Saxons & Scots	The Vikings	The Circus	Ever-evolving Europe (The Roman Empire)	Where did London come from?
Team 5	World War Two		Shakespeare 'To be or Not to be?' (The Tudors)	North Ameri-yeah!	London or Tokyo?
Team 6	The Mayans		Ancient Greece	Alluring Africa	Why London?

Y1	TERM 1	TERM 2	TERM 3
	Seasons/Beasts	Habitats 'Through the Keyhole'	Amazing Asia/Who Lives in London?
WORKING SCIENTIFICALLY	Ask simple questions. <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 		
SCIENCE	<u>Everyday materials:</u> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • 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. <u>Seasonal changes :(ongoing throughout the year)</u> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies 	<u>Animals including humans:</u> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<u>Plants:</u> <ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
COMPUTING	<u>Digital Literacy:</u> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<u>Information Technology:</u> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<u>Computer Science:</u> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs
HISTORY	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? 		<ul style="list-style-type: none"> • Describe significant people from the past. • Label time lines with words or phrases such as: past, present, older and newer. • Recognise that there are reasons why people in the past acted as they did. <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

GEOGRAPHY	<ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<ul style="list-style-type: none"> • Identify land use around the school. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Name and locate the world’s continents and oceans. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
ART & DESIGN	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Draw lines of different sizes and thickness. • Show different tones by using coloured pencils. • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Press, roll, rub and stamp to make prints. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Colour (own work) neatly following the lines. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Respond to ideas and starting points. • Explore ideas and collect visual information. • Use thick and thin brushes.
D & T	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. 		<ul style="list-style-type: none"> • Assemble or cook ingredients. • Measure or weigh using measuring cups or electronic scales. • Cut, peel or grate ingredients safely and hygienically.
MUSIC	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Recognise changes in timbre, dynamics and pitch.
PE	<u>Invasion games:</u> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<u>Gymnastics:</u> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. 	<u>Athletics & games:</u> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.

		<ul style="list-style-type: none"> • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	
RE	<ul style="list-style-type: none"> • Function of the Church • Christian worship 	<ul style="list-style-type: none"> • Shabbat 	<ul style="list-style-type: none"> • Muslim family • Islamic key figures
ENRICHMENT	<p>Visit from H & F road safety team</p> <p>Visit from Chelsea Pensioners</p> <p>Fundraising for Children in Need</p> <p>Trip to Christchurch, Fulham</p>	<p>Visit from H & F recycling centre</p> <p>Book week dress up and competition</p>	<p>Sports Day</p> <p>Langford Art Gallery</p> <p>Enterprise Week</p>

	TERM 1	TERM 2	TERM 3
Y2	The Great Fire of London	Powerful People	Oceania 'Down Under'/Why do people visit London?
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 		
SCIENCE	<p><u>Uses of everyday materials:</u></p> <ul style="list-style-type: none"> • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Investigate 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. 	<p><u>Living things and their habitats:</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, that are dead and that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p><u>Plants:</u></p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
COMPUTING	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs

HISTORY	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Place events and artefacts in order on a time line. 	
GEOGRAPHY	<ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. 		<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)
ART & DESIGN	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use rolled up paper, straws, paper, card and clay as materials. • Join materials using glue and/or a stitch. • Use a combination of materials that are cut, torn and glued. 	<ul style="list-style-type: none"> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels • Use weaving to create a pattern. • Use plaiting. 	<ul style="list-style-type: none"> • Show pattern and texture by adding dots and lines • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Respond to ideas and starting points. • Explore ideas and collect visual information. • Use techniques such as rolling, cutting, moulding and carving. • Use dip dye techniques.
D & T	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> • Design products that have a clear purpose • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Explore objects and designs to identify likes and dislikes of the designs

MUSIC	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 					<ul style="list-style-type: none"> • Ukulele with H&F Music Hub • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
	PE	<u>Invasion games:</u> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<u>Gymnastics:</u> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<u>Athletics & games:</u> <ul style="list-style-type: none"> • Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 		
RE		<ul style="list-style-type: none"> • Holy Qur’an • Id ul fitr • Ramadan 	<ul style="list-style-type: none"> • The Bible and life of Jesus 	<ul style="list-style-type: none"> • Stories Jesus told 	<ul style="list-style-type: none"> • Synagogue • Torah 	<ul style="list-style-type: none"> • The Hindu Temple
	ENRICHMENT	Visit from H & F road safety team Visit from London Fire Brigade Visit from Chelsea Pensioners Fundraising for Children in Need Trip to St Paul’s Cathedral		Visit from H & F recycling centre Book week dress up and competition Trip to London Zoo Trip to Christchurch, Fulham		Forest School Day in Battersea Park Sports Day Langford Art Gallery Enterprise Week

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Y3	TERM 1		TERM 2	TERM 3
	Stone Age to Iron Age	Ancient Egypt	The Victorians	Sensational South America/What do we know about the Thames?
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 			
SCIENCE	<p><u>Rocks:</u></p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. 	<p><u>Forces and magnets:</u></p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p><u>Light:</u></p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change. 	<p><u>Plants:</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Identify that humans and some animals have skeletons and muscles for support, protection and movement.
COMPUTING	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • Understand the opportunities [networks] offer for communication and collaboration • Be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 		<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

			<ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked
HISTORY	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe changes that have happened in the locality of the school throughout history. 	<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. • Use evidence to ask questions and find answers to questions about the past. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
GEOGRAPHY		<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Identify geographical features. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, and the water cycle. human geography, including: settlements and land use.

ART & DESIGN	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Ensure work is precise. • Use coiling, overlapping, mosaic and montage • Select and arrange materials for a striking effect.
D & T			<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cutouts). • Select appropriate joining techniques. • Refine work and techniques as work progresses, continually evaluating the product design.
MUSIC	<p>Ukulele with H&F Music Hub</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 		<p>Ukulele with H&F Music Hub</p> <ul style="list-style-type: none"> • Understand layers of sounds and discuss their effect on mood and feelings. • Evaluate music using musical vocabulary to identify areas of likes and dislikes • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	

PE	<p><u>Basketball:</u></p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p><u>Football:</u></p> <ul style="list-style-type: none"> • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<p><u>Hockey:</u></p> <ul style="list-style-type: none"> • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<p><u>Tennis:</u></p> <ul style="list-style-type: none"> • Follow the rules of the game and play fairly. • Strike a ball 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.
	RE	<ul style="list-style-type: none"> • Codes of Conduct 	<ul style="list-style-type: none"> • Teachings of the Prophet Muhammed 	<ul style="list-style-type: none"> • The Church Year 	<ul style="list-style-type: none"> • Pesach 	<ul style="list-style-type: none"> • Hindu Ideas of God
ENRICHMENT	<p>Visit from Chelsea Pensioners</p> <p>Trip to British Museum</p> <p>Trip to Central London Mosque</p> <p>Fundraising for Children in Need</p>		<p>Victorian Day</p> <p>Book week dress up and competition</p> <p>Trip to Christchurch, Fulham</p>		<p>Sports Day</p> <p>Langford Art Gallery</p> <p>Enterprise Week</p>	

Y4	TERM 1		TERM 2	TERM 3
	Anglo-Saxons & Scots	The Vikings	The Circus	Ever-evolving Europe/Where did London come from?
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 			
SCIENCE	<p><u>States of matter:</u></p> <ul style="list-style-type: none"> • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p><u>Sound:</u></p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p><u>Electricity:</u></p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, 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 that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Living things and their habitats:</u></p> <ul style="list-style-type: none"> • 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. 	
COMPUTING	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • Understand the opportunities [networks] offer for communication and collaboration • Be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	

			<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked
HISTORY	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 		<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Use evidence to ask questions and find answers to questions about the past. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
GEOGRAPHY	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 		<ul style="list-style-type: none"> • Describe key aspects of: physical geography, volcanoes human geography, including: settlements and land use. • Ask and answer geographical questions about the physical and human characteristics of a location. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the countries of Europe and identify their main physical and human characteristics. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. • Describe geographical similarities and differences between countries.

ART & DESIGN	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. • Mix colours effectively. Use water colour paint to produce washes for backgrounds then add detail. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Experiment with creating mood with colour.
D & T		<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	
MUSIC	<p>Ukulele with H&F Music Hub</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. 	<p>Ukulele with H&F Music Hub</p> <ul style="list-style-type: none"> • Understand layers of sounds and discuss their effect on mood and feelings. • Evaluate music using musical vocabulary to identify areas of likes and dislikes • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. 	<ul style="list-style-type: none"> • Show control of voice • Perform with control and awareness of others.

	<ul style="list-style-type: none"> Perform with control and awareness of others. 	<ul style="list-style-type: none"> Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 				
PE	<u>Basketball:</u> <ul style="list-style-type: none"> Throw and catch with control and accuracy. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<u>Football:</u> <ul style="list-style-type: none"> Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<u>Gymnastics:</u> <ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate power in movements. Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). Swing and hang from equipment safely (using hands). 	<u>Hockey:</u> <ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<u>Tennis:</u> <ul style="list-style-type: none"> Follow the rules of the game and play fairly. Strike a ball 	<u>Athletics:</u> <ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances.
RE	<ul style="list-style-type: none"> Sukkot 	<ul style="list-style-type: none"> Advent 	<ul style="list-style-type: none"> Holi/Raksha Bandhan 	<ul style="list-style-type: none"> Qur'an 	<ul style="list-style-type: none"> Sikh naming 5 Ks 	<ul style="list-style-type: none"> Moral Dilemas
ENRICHMENT	<p>Visit from Chelsea Pensioners</p> <p>Christmas Concert</p> <p>Lantern Walk</p> <p>Fundraising for Children in Need</p>		<p>Book week dress up and competition</p> <p>Easter Bonnet Parade</p> <p>Trip to Royal Albert Hall</p> <p>Visit from Rolls Royce Engineers</p> <p>Trip to Shri Swaminarayan Mandir Temple</p>		<p>Trip to Museum of London</p> <p>Trip to Royal Albert Hall</p> <p>Trip to Christchurch, Fulham</p> <p>Langford Art Gallery</p> <p>Enterprise Week</p>	

Y5	TERM 1	TERM 2	TERM 3
	World War Two	Shakespeare 'To be or Not to be?'	North Ameri-yeah!/London or Tokyo?
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 		
SCIENCE	<p><u>Properties and changes of materials:</u></p> <ul style="list-style-type: none"> Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. Understand how 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, oxidation and the action of acid on bicarbonate of soda. 	<p><u>Living things and their habitats:</u></p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. 	<p><u>Earth and Space:</u></p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p><u>Forces:</u></p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. <p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. (Puberty covered by School Nurse)
COMPUTING	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

			<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked
HISTORY	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. 	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Describe the main changes in a period of history • Describe the social, ethnic, cultural or religious diversity of a past society. • Use appropriate historical vocabulary to communicate: • Dates, time period, era, chronology, continuity etc. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
GEOGRAPHY	<ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Understand some of the reasons for geographical similarities and differences between countries. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	<ul style="list-style-type: none"> • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) • Describe how locations around the world are changing and explain some of the reasons for change. 	<ul style="list-style-type: none"> • Human geography, including: settlements, land use • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Physical geography: Earthquakes

ART & DESIGN	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. 		<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists. 		<ul style="list-style-type: none"> Enhance digital media by editing Create original pieces that show a range of influences and styles. Show how the work of those studied was influential in both society and other artists. Give details (including own sketches) about the style of some notable artists, artisans and designers. 	
	D&T	<ul style="list-style-type: none"> Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through work progresses, continually evaluating the product design. Use software to design and represent product designs. 				<ul style="list-style-type: none"> Write code to control and monitor models or products (computing link)
MUSIC		<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument). 				<p><u>'Fifths' with H& F Music Hub</u></p> <ul style="list-style-type: none"> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.
	PE	<p><u>Basketball:</u></p> <ul style="list-style-type: none"> Choose and combine techniques in game situations (running, 	<p><u>Football:</u></p> <ul style="list-style-type: none"> Field, defend and attack tactically by anticipating the direction of play. 	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: 	<p><u>Swimming: (Cont' in T3)</u></p> <ul style="list-style-type: none"> Swim over 100 metres unaided. Use breast stroke, front crawl and back stroke, ensuring that 	<p><u>Tennis:</u></p> <ul style="list-style-type: none"> Work alone, or with team mates in order to gain points or possession.

	throwing, catching, passing, jumping and kicking, etc.).	<ul style="list-style-type: none"> Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> travelling balances swinging springing flight vaults inversions rotations bending, stretching and twisting gestures linking skills. Hold shapes that are strong, fluent and expressive. Include in a sequence set pieces, choosing the most appropriate linking elements. Vary speed, direction, level and body rotation during floor performances. Practise and refine the gymnastic techniques used in performances (listed above). Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). Use equipment to vault and to swing (remaining upright). 	breathing is correct so as not to interrupt the pattern of swimming <ul style="list-style-type: none"> Swim fluently with controlled strokes. Turn efficiently at the end of a length. 	<ul style="list-style-type: none"> Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. 	<ul style="list-style-type: none"> Choose the best place for running over a variety of distances Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.
RE	<ul style="list-style-type: none"> Rosh Hashannah 	<ul style="list-style-type: none"> Images of Jesus 	<ul style="list-style-type: none"> Hinduism Origins Reincarnation 	<ul style="list-style-type: none"> The Gurdwara 	<ul style="list-style-type: none"> The Buddhist Community 	<ul style="list-style-type: none"> 5 Pillars of Islam
ENRICHMENT	Trip to HMS Belfast Trip to Imperial War Museum Visit from Chelsea Pensioners (& lesson) Christmas Concert		Book week dress up and competition Easter Bonnet Parade Trip to National Portrait Gallery		Langford Art Gallery Enterprise Week Trip to Natural History Museum	

	Lantern Walk Fundraising for Children in Need Trip to Christchurch, Fulham		
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Y6	TERM 1	TERM 2	TERM 3
	The Mayans	Ancient Greece	Alluring Africa/Why London?
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 		
SCIENCE	<p><u>Living things and their habitats:</u></p> <ul style="list-style-type: none"> 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. <p><u>Light:</u></p> <ul style="list-style-type: none"> Understand 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 eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <p><u>Electricity:</u></p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. 	<p><u>Animals, including humans:</u></p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. 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. 	<p><u>Evolution and inheritance:</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
COMPUTING	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p><u>Information Technology:</u></p> <ul style="list-style-type: none"> Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p><u>Computer Science:</u></p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

			<ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web • Appreciate how [search] results are selected and ranked
HISTORY	<ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use dates and terms accurately in describing events. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. 	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
GEOGRAPHY	<ul style="list-style-type: none"> • Describe: Human geography, including: settlements, land use • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location.

ART & DESIGN	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	<ul style="list-style-type: none"> • Show precision in techniques. • Create original pieces that show a range of influences and styles. • Show how the work of those studied was influential in both society and other artists. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern.
D & T			<ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).
MUSIC	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds 		<p><u>PRODUCTION:</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). • Describe how lyrics often reflect the cultural context of music and have social meaning

	<ul style="list-style-type: none"> • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. 					
PE	<p><u>Basketball:</u></p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). 	<p><u>Football:</u></p> <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). 	<p><u>Hockey:</u></p> <ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p><u>Tennis:</u></p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

RE	<ul style="list-style-type: none"> • Christian beliefs and values 	<ul style="list-style-type: none"> • The Sikh Gurus 	<ul style="list-style-type: none"> • Hanukkah 	<ul style="list-style-type: none"> • Wesak • Buddha's birthday 	<ul style="list-style-type: none"> • Humanism • World development
ENRICHMENT	<p>Trip to Natural History Museum</p> <p>Christmas Concert</p> <p>Lantern Walk</p> <p>Fundraising for Children in Need</p>	<p>Book week dress up and competition</p> <p>Easter Bonnet Parade</p>	<p>School Journey</p> <p>Community Day with Thomas's</p> <p>Langford Art Gallery</p> <p>Enterprise Week</p> <p>H& F Junior Citizenship Course</p> <p>Trip to Chessington World of Adventures</p> <p>Trip to Emirates Airline</p> <p>Sports Day</p>		