



**Our curriculum map, which can be found on the following pages, is a summary of the broad and balanced curriculum that the children at St. Michael's will experience.**

**It closely matches the expectations set out in the National Curriculum 2014 as well as drawing on our own expertise to meet the demands of the children and the wider community we serve.**

**Plans for English and Mathematics are too substantial and therefore are not included here. They are, however to be found on our website. They too match the National Curriculum.**

## Religious Education

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>R</b>	<p style="text-align: center;"><b>God / Creation</b> Why is the word ‘God’ so important to Christians?</p> <p style="text-align: center;"><b>Incarnation</b> Why do Christians perform nativity plays at Christmas?</p> <p style="text-align: center;"><b>Belonging:</b> What are customs? Hindu Diwali. Harvest – why is it celebrated</p>	<p style="text-align: center;"><b>Salvation</b> Why do Christians put a cross in an Easter garden?</p> <p style="text-align: center;"><b>New Starts:</b> Noah – The great flood Chinese New Year</p>	<p><b>Community:</b> Specials places</p>
<b>1</b>	<p style="text-align: center;"><b>Creation</b> Who made the world?</p> <p style="text-align: center;"><b>Incarnation</b> Why does Christmas matter to Christians?</p> <p style="text-align: center;"><b>Special People:</b> Guru Nanak (Sikh)</p>	<p style="text-align: center;"><b>Salvation</b> Why does Easter matter to Christians?</p> <p style="text-align: center;"><b>Living as a...</b> Sikh</p>	<p><b>God:</b> What does the Bible tell us about God?</p> <p><b>Special place:</b> The Gurdwara</p>
<b>2</b>	<p style="text-align: center;"><b>God</b> What do Christians believe God is like?</p> <p style="text-align: center;"><b>Special ways of living:</b> Prayer &amp; fasting (Islam)</p>	<p style="text-align: center;"><b>Gospel</b> What is the Good News that Jesus brings?</p> <p style="text-align: center;"><b>Living as a...</b> Muslim</p>	<p><b>The Big Frieze:</b> Children explore the artwork and provide their own interpretations of this</p>

## Religious Education

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>3</b>	<p style="text-align: center;"><b>Creation / Fall:</b> What do Christians learn from the Creation story?</p> <p style="text-align: center;"><b>Hinduism:</b> Gods &amp; Goddesses</p>	<p style="text-align: center;"><b>Gospel:</b> What kind of world did Jesus want?</p> <p style="text-align: center;"><b>Living as a...</b> Hindu</p>	<p style="text-align: center;"><b>Salvation:</b> Why do Christians call the day Jesus died 'Good Friday'?</p> <p style="text-align: center;"><b>Special place:</b> Hindu temple</p>
<b>4</b>	<p style="text-align: center;"><b>People of God:</b> What is it like to follow God?</p> <p style="text-align: center;"><b>Judaism:</b> Moses</p>	<p style="text-align: center;"><b>Incarnation / God:</b> What is the Trinity?</p> <p style="text-align: center;"><b>Living as a...</b> Jew</p>	<p style="text-align: center;"><b>Kingdom of God:</b> When Jesus left, what was the impact of Pentecost?</p> <p style="text-align: center;"><b>Special place:</b> The Synagogue</p>

## Religious Education

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>5</b>	<p style="text-align: center;"><b>God:</b> What does it mean if God is holy and loving?</p> <p style="text-align: center;"><b>Incarnation:</b> Was Jesus the Messiah?</p> <p style="text-align: center;"><b>Buddhism:</b> The Buddha</p>	<p style="text-align: center;"><b>Gospel:</b> What would Jesus do?</p> <p style="text-align: center;"><b>Salvation:</b> What did Jesus do to save human beings?</p> <p style="text-align: center;">Living as a... Buddhist</p>	<p style="text-align: center;"><b>Kingdom of God:</b> What kind of King is Jesus?</p> <p style="text-align: center;"><b>Special place:</b> Buddhist temple</p>
<b>6</b>	<p style="text-align: center;"><b>Creation / Fall:</b> Creation and Science: conflicting or complementary?</p> <p style="text-align: center;"><b>People of God:</b> How can following God bring freedom and justice?</p> <p style="text-align: center;"><b>Creation:</b> Stories from other cultures</p>	<p style="text-align: center;"><b>Salvation:</b> What difference does the resurrection make to Christians?</p> <p style="text-align: center;">Living as a Humanist</p>	<p style="text-align: center;"><b>Islam:</b> The Qur'an &amp; The 5 Pillars</p> <p style="text-align: center;"><b>Special place:</b> The Mosque</p>

**Science  
Year 1 & Year 2**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• names of common garden and wild plants</li> <li>• basic structure of plants</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• name and identify common animals</li> <li>• classify as carnivore, herbivore or omnivore</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>• observe changes across the seasons</li> <li>• describe weather across the seasons</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• distinguish between object and material it is made from</li> <li>• name everyday materials</li> <li>• describe simple properties of materials</li> <li>• compare and group material</li> </ul>	<p><b>No physics curriculum prescribed for Year 1 in the National Curriculum</b></p>
<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• compare living, dead and never been alive</li> <li>• describe basic needs of living things and how the environment provides these</li> <li>• understand simple food chains as a passing of energy</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• observe how seeds grow into plants</li> <li>• find out what plants need to grow and stay healthy</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• recognise offspring of different animals</li> <li>• find out what animals need to grow and stay healthy</li> <li>• understand the need for a balanced diet and exercise</li> </ul>	<p><b>Use of everyday materials</b></p> <ul style="list-style-type: none"> <li>• identify the suitability of materials for particular uses</li> <li>• explore how some solid shapes can be altered in appearance</li> </ul>	<p><b>No physics curriculum prescribed for Year 2 in the National Curriculum</b></p>

**Science**  
**Year 3 & Year 4**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify different parts of a flowering plant</li> <li>• explore the requirements for life</li> <li>• investigate how water is transported through a plant</li> <li>• explore the life cycle of flowering plants</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• identify that animals need a balance of nutrients which they cannot make themselves</li> <li>• identify the main purposes of a skeleton</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• compare and group rocks based on appearance and simple properties</li> <li>• describe how fossils are formed</li> <li>• recognise that soils are made from rock and organic matter</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that light is needed in order to see</li> <li>• know that light is reflected from some surfaces</li> <li>• understand the danger of looking directly at light sources</li> <li>• recognise how shadows are formed</li> <li>• find patterns in how shadows change</li> </ul> <p><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>• compare friction caused by different surfaces</li> <li>• explore how magnetic force can act a distance</li> <li>• understand attraction and repulsion</li> <li>• compare materials based on whether they are magnetic</li> </ul>
<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• understand the simple functions of and parts of the digestive system</li> <li>• identify the different types of teeth and their functions</li> <li>• construct food chains, identifying producers, predators and prey</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• compare and group materials as to whether they are solid, liquid or gas</li> <li>• observe changes of state that occur when materials are heated or cooled</li> <li>• identify the role of evaporation and condensation in the Water Cycle</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made</li> <li>• recognise that vibrations travel to the ear</li> <li>• find patterns between pitch and the object that produced it</li> <li>• find patterns between the volume and strength of vibrations</li> <li>• recognise that sounds get fainter as distance increases from the source</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• identify common appliances</li> <li>• construct simple circuits and name main parts</li> <li>• recognise some conductors and insulators</li> </ul>

**Science**  
**Year 5 & Year 6**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• describe different life cycles of animal groups</li> <li>• describe the process of reproduction in different groups</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• describe the change in humans from birth to old age</li> </ul>	<p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• compare and group materials based on properties</li> <li>• know that some materials dissolve and can be recovered</li> <li>• explore how different mixtures could be separated</li> <li>• understand reversible and irreversible changes</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• describe the Earth and other planets' movements relative to the Sun</li> <li>• describe the movement of the Moon</li> <li>• understand how these movements relate to day and night</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• explain what gravity is as experienced on Earth</li> <li>• identify different resistant forces such as air resistance and friction</li> <li>• recognise that mechanisms can allow a small force to have a greater effect</li> </ul>
<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• use standard classifications to group animals</li> <li>• give reasons why an animal and plants may be classified</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• understand the simple functions of and parts of the circulatory system</li> <li>• recognise the impact of diet and exercise</li> <li>• explain how nutrients and water are transported around the bodies of animals</li> </ul> <p><b>Evolution &amp; Inheritance</b></p> <ul style="list-style-type: none"> <li>• link the discovery of fossils to early ideas about life millions of years ago</li> <li>• recognise that offspring resemble their parents</li> <li>• identify how species are adapted to suit their environment</li> <li>• recognise how adaptations lead to evolution</li> </ul>	<p><b>No chemistry curriculum prescribed for Year 6 in the National Curriculum</b></p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>• recognise that light travels in straight lines</li> <li>• explain how eyes receive light from a source or reflection</li> <li>• understand why shadows have the same shape as the object that casts them</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp to the voltage of the cell</li> <li>• give reasons for how the output of a circuit can be varied by altering the components of the circuit</li> <li>• use recognised symbols when drawing circuits</li> </ul>

## Art

	<b>Inspired by nature</b>	<b>Historical learning</b>	<b>People &amp; Portraits</b>
<b>R</b>			
<b>1</b>	<b>Van Gogh</b> • Sunflowers – shapes	Key focus – <b>John Lennon</b> • Flower power!	Proportion artist – <b>Lichtenstein</b> (Pop Art) • Colour mixing
<b>2</b>	<b>Georgia O’Keefe</b> • Colour, line & shape	Key focus – <b>Guy Fawkes</b> • Colour combinations & contrasts	Brazilian art – <b>Romero Britto</b> (Pre Picasso) • Introducing tints and shades
<b>3</b>	<b>William Morris</b> • Pattern, layout, structure & symmetry	Key focus – <b>Stone Age</b> • Cave drawings & simple figures	Surrealism – <b>Miro</b> • Use of mixed media (collage / press printing / painting)
<b>4</b>	<b>Monet</b> • Flowers in a context / setting	Key focus – <b>The Egyptians</b> • Profiles & silhouettes	Expressionism – <b>Dali</b> • Monochrome portraits
<b>5</b>	<b>Cezanne</b> • Still life flowers & fruit	Key focus – <b>The Greeks</b> • Patterns & designs from pottery	Profile & Viewpoints – <b>Warhol</b> (Pop Art) • Digital photography
<b>6</b>	<b>Matisse</b> • Still life objects	Key focus – <b>Islamic</b> • Repeating designs	Cubism – <b>Picasso</b> • Unusual colour combinations

**P.E.**  
**Year R, Year 1 & Year 2**

	<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>
<b>R</b>	Space work – personal and general Use of body parts – markers Go / Stop – control in action and stillness Using a theme: gestures, rhythms and storytelling	Space work outdoors – use of boundaries and ability to use cones and markers Travelling – directions, speeds and stopping in control Tag games Throw, catch, roll, bounce, balance – balls, hoops and quoits	Introducing travelling actions using changes of direction and level
<b>1</b>	Remembrance – Theme for exploration > WW1/2 Patterns, rhythms, formations, partner and group work Working on beats and tempo Interpretation of ideas into actions and gestures Remember and repeat simple patterns, phrases and dances.	<b>Striking &amp; fielding:</b> Tennis & Cricket – ways of sending and hitting <b>Invasion:</b> Netball & Rugby – ways of travelling and sending <b>Athletic activities:</b>	<b>Travelling, directions and key shapes:</b> Forwards, backwards and sideways Using different actions and body part to move Tucked, Star, Wide and Curled shapes
<b>2</b>	Remembrance – Theme for exploration > WW2 > <b>Evacuees and Land Girls</b> Remember, repeat a number of different actions Show clear beginnings, middles and endings Perform with some understanding of appropriate dynamics and actions to interpret ideas with control and co-ordination	<b>Striking &amp; fielding:</b> Cricket – ways of bowling, hitting with a bat <b>Invasion:</b> Hockey & football – controlling a ball with foot / stick while on floor <b>Athletic activities:</b>	<b>Control and linking:</b> Sequencing movements between floor and small apparatus Changing levels Smooth links

**P.E.**  
**Year 3 & Year 4**

	<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>
<b>3</b>	<p>Remembrance – <b>Theme for exploration &gt; WW1 Poetry/ Images as stimuli ‘POPPIES’</b></p> <p>Improvise with confidence and talk about ideas together</p> <p>Create simple phrases and link them together</p> <p>Create a simple dance structure for performance</p> <p>Have confidence to use a range of dance actions and contrasting qualities, which show expression of an idea</p> <p>Working in pairs and small groups</p>	<p><b>Invasion:</b> Hockey &amp; Rugby – turning and changing direction with and without the ball</p> <p>Netball &amp; Basketball – different types of pass and footwork</p> <p><b>Athletic activities:</b></p>	<p><b>Balancing and transferring weight:</b></p> <p>Stillness</p> <p>Points and Patches for balance</p>
<b>4</b>	<p>Remembrance – <b>Theme for exploration&gt; WW2 - Events to create a narrative structure piece</b></p> <p>Use a wide range of stimuli to get ideas for movements</p> <p>Know how to create simple motifs, which can be developed</p> <p>Create a dance which has a number of sections</p> <p>See unison, canon and repetition in their choreography</p>	<p><b>Development of skills and tactics:</b></p> <p><b>Rugby</b> – use of back pass</p> <p><b>Hockey</b> – dribbling, pass &amp; receive</p> <p><b>Basketball</b> – dribbling, signalling &amp; faking</p> <p><b>Netball</b> – shooting</p> <p><b>Athletic activities:</b></p>	<p><b>Linking and sequencing actions:</b></p> <p>Different levels</p> <p>Dynamics of movement</p> <p>Rolling and jumping links</p>

**P.E.**  
**Year 5 & Year 6**

	<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>
<b>5</b>	<p>Remembrance – <b>Theme for exploration &gt; ‘War of The Worlds’</b></p> <p>Extract ideas and create movement material which can be developed individually, in pairs and in a group</p> <p>Convey the meaning of a piece through clear dynamics and appropriate actions</p> <p>Use sensitivity to the accompaniment to convey ideas</p>	<p><b>Development of skills and tactics:</b></p> <p><b>Rugby</b> – spacing, attack &amp; defence</p> <p><b>Hockey</b> – accuracy of passing and shooting</p> <p><b>Basketball</b> – accuracy of passing and shooting</p> <p><b>Cricket &amp; Rounders</b> – fielding and batting</p> <p><b>Sports Hall Athletics</b> – develop stamina and strength</p>	<p><b>Acrobatic gymnastics:</b></p> <p>Symmetry and asymmetry</p> <p>Different grips</p> <p>Balances</p>
<b>6</b>	<p>Remembrance – Theme for exploration &gt; <b>Vietnam War</b></p> <p>Use a range of stimuli (<b>music / images / texts and speeches</b>) to create a dance with a variety of sections</p> <p>Develop movement ideas in a variety of ways using motif / development and different relationships</p> <p>Use musical phrasing in the structure of their dance</p> <p>Show stylistic features in their dance in part of one section.</p>	<p><b>Development of skills and tactics:</b></p> <p><b>Rugby</b> – spacing, attack &amp; defence</p> <p><b>Hockey</b> – accuracy of passing and shooting</p> <p><b>Basketball</b> – accuracy of passing and shooting</p> <p><b>Cricket &amp; Rounders</b> – fielding and batting</p> <p><b>Sports Hall Athletics</b> – develop stamina and strength</p>	<p><b>Skill development:</b></p> <p>Tuck, Pike, Straight, Straddle, Front and Rear Supports, Arabesque, Arch and Dish positions</p> <p><b>Large apparatus work:</b></p> <p>Creating sequences involving a range of apparatus.</p> <p>Development of techniques and performance skills.</p>

## Computing

### Year R, Year 1 & Year 2

<b>Text &amp; Graphics</b>	<b>Multimedia</b>	<b>Databases</b>	<b>Websites</b>	<b>Messages &amp; Safety</b>	<b>History of Technology</b>	<b>Application of technology</b>
<p>Begin to type using the keyboard.</p> <p>Use the mouse to select and move object on the screen.</p> <p>Use a paint package to create own images and manipulate provided ones.</p>	<p>Record sounds and use a camera with supervision.</p>	<p>Sort simple data using one or two criteria</p>	<p>Use provided websites to explore pictures / videos</p>	<p>Discuss the importance of being safe</p>	<p>Technology in the home – televisions, mobiles etc...</p>	<p>Introduce controllable vehicles.</p> <p>Give one step instructions.</p>
<p>Begin to write simple sentences.</p> <p>Change the font size and appearance (colour, bold etc...)</p> <p>Combine text and images in a single document.</p>	<p>Use a camera to capture own images. Insert these into a programme with support.</p>	<p>Enter data into a prepared database to create a graph.</p>	<p>Recognise the usefulness of websites to find information.</p> <p>Use only sites that the teacher has shown, search for these using Safe Search</p>	<p>Use different forms of communication – letter, phone and computer (under adult supervision)</p> <p>Discuss what to do if information found is worrying / distressing.</p>	<p>The invention of mobile phones – what was life like before them? What can they do?</p> <p>Digital recorders – what existed before and how did they work?</p>	<p>Sequence two or more instructions on a controllable vehicle.</p> <p>Use the term ‘algorithm’ when programming.</p> <p>Predict what will happen in a programme.</p>
<p>Select appropriate font for writing.</p> <p>Begin to inset images to match text. (from camera and Internet)</p>	<p>Use Clip Art or similar to add images to own documents to make a presentation.</p> <p>Insert photos from camera and resize as necessary.</p>	<p>Collect own data and enter this onto a blank database.</p> <p>Create own simple tables.</p>	<p>Use the links and ‘back’ button on websites to navigate.</p> <p>Use ‘Safe Searches’ independently to find information.</p>	<p>Produce appropriate responses to messages sent in different forms.</p> <p>Generate own rules for safe use of the Internet in school and at home.</p>	<p>Any Roman invention, such as (roads, irrigation, public baths) – how did these change society?</p>	<p>Enter commands into a floor robot to direct it around a simple course (use forward, backward, left and right)</p> <p>Debug simple programs to achieve a desired effect.</p>

## Computing Year 3 & Year 4

<b>Text &amp; Graphics</b>	<b>Multimedia</b>	<b>Databases</b>	<b>Websites</b>	<b>Messages &amp; Safety</b>	<b>History of Technology</b>	<b>Application of technology</b>
<p>Manipulate the layout of text to achieve desired effect.</p>	<p>Create own slides and experiment with common themes.</p> <p>Use simple transitions.</p> <p>Use video cameras to capture short films</p>	<p>Recognise and locate cells on a spreadsheet.</p> <p>Create own tables and alter borders and shading.</p> <p>Enter data and use the graphing function to create own charts.</p>	<p>Use search engines to find specific information including images and video clips.</p>	<p>Recognise and use an internal e-mail system to send and receive simple messages.</p> <p>Understand the importance of never sharing personal data.</p>	<p>Greek inventions – Archimedes screw, levers. How did they improve early industry?</p> <p>Egyptian inventions – pen &amp; paper, early wheels. What impact did they have?</p>	<p>Begin to enter degrees of turn to programme a robot more accurately.</p> <p>Begin to write programs to achieve specific goals (Lego)</p> <p>Understand and use the term algorithm within different contexts.</p>
<p>Combine text and images confidently to present effective texts in a range of styles (leaflet, poster, banner)</p>	<p>Create slides that are appropriate to task (content based).</p> <p>Choose appropriate animations and transitions.</p> <p>Edit video movies to include title page etc...</p>	<p>Create a variety of graphs and discuss their appropriateness.</p> <p>Use a branching database to answer simple questions.</p>	<p>Use the ‘Favourites’ and ‘Save as...’ to access previous information.</p> <p>Begin to copy and adapt text for own purposes.</p>	<p>Use the internal message system to send and reply to messages with attachments.</p> <p>Explore the safety of opening un-known attachments.</p>	<p>The advantages of the Viking longboat that enabled dominance of the seas and land.</p> <p>Graham Alexander Bell / Guglielmo Marconi – who contributed most to communication?</p>	<p>Use same programming controls in a computer based simulation to create shapes.</p> <p>Use repetition and simple variables within programming.</p> <p>Use logic to explain how simple algorithms work.</p>

## Computing Year 5 & Year 6

<b>Text &amp; Graphics</b>	<b>Multimedia</b>	<b>Databases</b>	<b>Websites</b>	<b>Messages &amp; Safety</b>	<b>History of Technology</b>	<b>Application of technology</b>
<p>Begin to use various text wrapping facilities and page layouts.</p>	<p>Create slides that contain images and sounds / music.</p> <p>Manipulate the background theme to ensure clear presentation.</p> <p>Edit simple movies, altering sound / adding music / deleting or combining scenes</p>	<p>Use simple formulae such as (sum) and (average).</p> <p>Use conditional formatting to highlight cells with specific data.</p> <p>Use the filter and sort tools to search the data.</p>	<p>Cross-check the accuracy of information found using other sources.</p>	<p>Send e-mails to groups of people within school and with other partner schools.</p> <p>Explore the safety issues relating to mobile phones.</p>	<p>Quill – Biro – Typewriter – Computer – Smart Technology: what advances / advantages did each bring?</p> <p>Bill Gates / Steve Jobs – who made the greatest difference to modern technology?</p>	<p>Explore fundamentals of robotics with popular hardware / devices / sensors (e.g. Lego ‘Mindstorms’)</p> <p>Solve problems by decomposing them into smaller parts and then analysing / recreating / reinventing these.</p>
<p>Select the most appropriate form of text / image combination for each task.</p>	<p>Incorporate video, sound, images and hyperlinks in effective presentations.</p> <p>Use timing function to automatically advance slides / animations.</p> <p>Use cameras to create stop-go movies; narrate, record and publish</p>	<p>Design own spreadsheets to analyse data and which enhance the presentation.</p> <p>Check data for accuracy and refine charts.</p>	<p>Use the Internet to locate information for a particular topic; copy, paste and save text, images, sounds and videos ready to use in other documents.</p>	<p>Contribute to blogs and video conferencing, using appropriate tone.</p> <p>Discuss rule of conduct relating to safety when using on-line communication.</p>	<p>Steam power / Industrial revolution –the impact on modern life.</p> <p>Alan Turing ‘test’ – can we tell if we are dealing with a machine or human? (link to e-safety)</p>	<p>Use more complex functions of robotics with popular hardware / devices / sensors (e.g. Lego ‘Mindstorms’)</p> <p>Produce own programs using sequence, selection, repetition and more complex variables.</p> <p>Work with a wider range of inputs and outputs.</p>

**Humanities**  
**Geography & History**  
**Year R, Year 1 & Year 2**

	<b>British History</b>	<b>Geography</b>
<b>R</b>	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Understanding ‘today’, ‘tomorrow’ and ‘yesterday’</li> </ul> <p><b>Key Individuals:</b></p> <ul style="list-style-type: none"> <li>• Family members who can tell of events within living memory</li> </ul> <p><b>Key events:</b></p> <ul style="list-style-type: none"> <li>• Birthdays and other events in their lifetime</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Forest schools – describe the environment and compare with school</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Use simple terms to describe the weather on a daily basis</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Make observations around the school and the forest</li> </ul>
<b>1</b>	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Investigate how toys have changed over time</li> </ul> <p><b>Key Individuals:</b></p> <ul style="list-style-type: none"> <li>• Neil Armstrong</li> </ul> <p><b>Key events:</b></p> <ul style="list-style-type: none"> <li>• 1969 Moon landing and how this is remembered by people we know</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Label a U.K. map with England, Ireland, Scotland &amp; Wales</li> <li>• Recognise capital cities of the U.K.</li> <li>• Identify differences between physical and man-made features</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Keep a diary of weather over a week</li> <li>• Begin to understand the seasons and associated weather patterns</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases and globes to identify known countries</li> <li>• Recognise Braintree from aerial photographs</li> </ul>
<b>2</b>	<p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Changes that occur during living memory</li> </ul> <p><b>Key Individuals:</b></p> <ul style="list-style-type: none"> <li>• Guy Fawkes; his role in the infamous gunpowder plot</li> </ul> <p><b>Key events:</b></p> <ul style="list-style-type: none"> <li>• Bonfire night; the significance of the Gunpowder plot in relation to the changing political allegiance at the time</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name continents and oceans of the world</li> <li>• Recognise capital cities of Europe</li> <li>• Compare and contrast Braintree with a tropical country such as Brazil</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Identify major hot and cold regions of the world</li> <li>• Refer to and locate the Equator and Poles</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases and globes to identify continents, a chosen contrasting country and capital cities of Europe</li> <li>• Use four compass points when describing position</li> </ul>

# Humanities

## Geography & History

### Year 3 & Year 4

<b>3</b>	<p><b>British History:</b></p> <ul style="list-style-type: none"> <li>• Stone Age to Iron Age <ul style="list-style-type: none"> <li>○ the transition from hunter / gatherer to early farming</li> <li>○ what do the religious artefacts from the Bronze Age tell us</li> <li>○ the development of Iron Age forts for protection</li> </ul> </li> </ul> <p><b>Broader history study:</b></p> <ul style="list-style-type: none"> <li>• Braintree through time <ul style="list-style-type: none"> <li>○ local silk mills and their changing importance over time</li> </ul> </li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Locate a wider range of countries</li> <li>• Recognise the main physical and human features of two European countries</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key features of rivers and mountains</li> <li>• Describe different aspects of settlement and land use</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases and globes to identify main physical features of Europe</li> <li>• Introduce 8 point compass</li> </ul>
<b>4</b>	<p><b>British History:</b></p> <ul style="list-style-type: none"> <li>• The impact of the Roman Empire <ul style="list-style-type: none"> <li>○ the failed invasion of Julius Caesar</li> <li>○ the successful invasion after the resistance of Boudicca</li> <li>○ the ‘Romanisation’ of Britain; roads, food &amp; drink, sewage</li> </ul> </li> </ul> <p><b>Broader history study:</b></p> <ul style="list-style-type: none"> <li>• Ancient Egyptians: The lasting legacy</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify North and South America on a world map and know some constituent countries</li> <li>• Compare and contrast major cities in these countries with London</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key features of climatic zones</li> <li>• Describe different aspects of trade links between countries</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases and globes to identify main physical features of North and South America</li> <li>• Use eight compass points when describing position</li> </ul>

# Humanities

## Geography & History

### Year 5 & Year 6

<b>5</b>	<p><b>British History:</b></p> <ul style="list-style-type: none"> <li>• Anglo-Saxons and Vikings <ul style="list-style-type: none"> <li>○ the withdrawal of the Romans leading to a power vacuum</li> <li>○ the Scottish rebellion</li> <li>○ settlers from the near continent and the changes this brought</li> </ul> </li> </ul> <p><b>Broader history study:</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece: Achievements and influence on the modern world</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know the names and locations of some counties within England and their county towns</li> <li>• Begin to understand some regional differences, including dialect, between parts of the U.K.</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key features of natural phenomena such as earthquakes, volcanoes and floods</li> <li>• Describe different aspects of the distribution and use of natural resources</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping to identify main physical and human features of the regions of the U.K.</li> <li>• Use 4-figure grid references to locate places on a map</li> </ul>
<b>6</b>	<p><b>British History:</b></p> <ul style="list-style-type: none"> <li>• Significant turning points <ul style="list-style-type: none"> <li>○ key points in our history, e.g. 1960s</li> <li>○ crime and punishment across the ages</li> </ul> </li> </ul> <p><b>Broader history study:</b></p> <ul style="list-style-type: none"> <li>• Islamic world: different calendar and timeline</li> </ul>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify more places within the U.K. and relationships between regions over time</li> </ul> <p><b>Physical / Human:</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key features of the water cycle and the impact this has on agriculture</li> <li>• Describe different aspects of the energy production and usage</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping to identify main physical and human features of the regions of the U.K.</li> <li>• Use 6-figure grid references to locate places on a map</li> </ul>

## Music

	<b>Perform</b>	<b>Sing</b>	<b>Understand &amp; Compose</b>	<b>Listen</b>
<b>1</b>	Perform a range of music to an audience	Sing songs and learn chants and rhymes – link to themes, events and festivals	Understand how music is created – experiment and create sounds, play un-tuned instruments	Listen and evaluate – live and recorded music of different types expressing individual preferences
<b>2</b>	Perform a range of music to an audience	Sing songs and learn chants and rhymes – link to themes, events and festivals	Understand how music is created – Experiment and create sounds with different pitch, loudness and tempo.  Play tuned and un-tuned instruments	Listen with increasing concentration and evaluate - live and recorded music of different types, develop the use of musical vocabulary
<b>3</b>	Play and perform in solo and ensembles	Sing with increasing confidence and control	Compose music for a range of purposes using tuned and non - tuned instruments	Listen to and evaluate music from different cultures and periods of time
<b>4</b>	Play and perform in solo and ensembles	Sing with increasing confidence and control	Compose music for a range of purposes using tuned and non - tuned instruments	Listen to and evaluate music from different great musicians and periods of time
<b>5</b>	Play and perform in solo and ensembles	Sing with increasing confidence and control	Compose music for a range of purposes using tuned and non - tuned instruments	<b>Listen</b> to and evaluate music from different <i>composers</i> and periods of time
<b>6</b>	Play and perform in solo and ensembles –in school and beyond	Sing with increasing confidence, more complex pieces, including part singing	Improvise and compose music for a range of purposes	Listen and appreciate a range of live and recorded music and identify key features of music
<b>History of Music (for Years 3 to 6)</b>				
<b>3</b>	Pre 20 <sup>th</sup> Century: Develop and read notation to interpret music for someone else to read			
<b>4</b>	Early 20 <sup>th</sup> Century: Develop use of musical notation			
<b>5</b>	Late 20 <sup>th</sup> Century: Develop use of staff notation			
<b>6</b>	21 <sup>st</sup> Century: Use musical staff notation and ICT to manipulate music			

**P.S.H.C.E.**  
**Personal, Social, Health and Citizenship Education**

<b>R</b>	<p><b>Myself and others</b></p> <ul style="list-style-type: none"> <li>• To recognise some feelings</li> <li>• To recognise that their behaviour affects other people, especially when they are angry</li> </ul> <p><b>Family Networks</b></p> <ul style="list-style-type: none"> <li>• That family and friends care for one another</li> </ul> <p><b>Body awareness</b></p> <ul style="list-style-type: none"> <li>• To appreciate and value their body, its capabilities and uniqueness</li> </ul> <p><b>Hygiene</b></p> <ul style="list-style-type: none"> <li>• To understand why hygiene is important</li> </ul>
<b>1</b>	<p><b>Myself and others</b></p> <ul style="list-style-type: none"> <li>• To know the importance of valuing oneself</li> <li>• To begin to realise that everyone is different</li> </ul> <p><b>Body parts</b></p> <ul style="list-style-type: none"> <li>• To recognise their bodies' capabilities and uniqueness</li> </ul> <p><b>Family</b></p> <ul style="list-style-type: none"> <li>• To know that there are different types of family and all families have special roles in children's lives</li> </ul> <p><b>Friendships</b></p> <ul style="list-style-type: none"> <li>• To understand what friendship is</li> </ul> <p><b>Choices</b></p> <ul style="list-style-type: none"> <li>• To recognise children can make choices</li> </ul>
<b>2</b>	<p><b>Body development</b></p> <ul style="list-style-type: none"> <li>• To learn that humans produce babies which grow into children and then into adults</li> <li>• How they have changed since they were babies</li> </ul> <p><b>Looking after the body</b></p> <ul style="list-style-type: none"> <li>• To learn why it is important to keep clean</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• To considered personal space, touch and my body</li> </ul> <p><b>Talking to others</b></p> <ul style="list-style-type: none"> <li>• To know the difference between a 'good' and a 'bad' secret</li> </ul>

**P.S.H.C.E.**  
**Personal, Social, Health and Citizenship Education**

<b>3</b>	<p><b>Self esteem</b></p> <ul style="list-style-type: none"><li>• To recognise their worth as individual by identifying positive things about themselves and their achievements and by beginning to identify an area that needs to be strengthened</li></ul> <p><b>Differences and similarities</b></p> <ul style="list-style-type: none"><li>• To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability</li></ul> <p><b>Decision making</b></p> <ul style="list-style-type: none"><li>• To be able to demonstrate simple decision making strategies</li></ul> <p><b>Safety</b></p> <ul style="list-style-type: none"><li>• To be able to use basic techniques to resist pressure</li></ul>
<b>4</b>	<p><b>Emotions</b></p> <ul style="list-style-type: none"><li>• To be able to communicate both positive and negative emotions in different situations</li></ul> <p><b>Change</b></p> <ul style="list-style-type: none"><li>• To appreciate that over time we change, physically and emotionally</li></ul> <p><b>Assertiveness</b></p> <ul style="list-style-type: none"><li>• To understand and to be able to use assertiveness</li></ul>

**P.S.H.C.E.**  
**Personal, Social, Health and Citizenship Education**

<b>5</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"><li>• To be aware that there are different types of relationships, including marriage and those between family and friends</li><li>• To identify their support network and how, when and where to find support when the people in their network cannot help</li></ul> <p><b>Support networks</b></p> <ul style="list-style-type: none"><li>• The physical and emotional changes that take place at puberty</li></ul> <p><b>Puberty and hygiene</b></p> <ul style="list-style-type: none"><li>• To be aware of the facts of the human life cycle including sexual intercourse</li></ul> <p><b>Reproduction and pregnancy</b></p> <ul style="list-style-type: none"><li>• To understand the responsibilities involved in adult relationships</li></ul>
<b>6</b>	<p><b>Resolving conflict in relationships</b></p> <ul style="list-style-type: none"><li>• To resolve differences through negotiation skills by looking at alternatives, making decisions and explaining choices</li></ul> <p><b>Taking risks</b></p> <ul style="list-style-type: none"><li>• To be able to explain their choices and stand by their choices in the face of pressure</li></ul> <p><b>Stereotyping</b></p> <ul style="list-style-type: none"><li>• To recognise and challenge stereotyping</li></ul>