Dulverton Primary School

"We love to learn, we like to play, we do our best in every way."

SMSC Progression of Skills

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	English 'Superheroes.' Reading a range of different stories and discussing likes/dislikes and the different characters in these stories. Maths 'Place Value and Calculations. Speaking and listening tasks of reading and writing numbers up to 100.	English 'Ready, Steady, Cook.' Looking at food and cooking books from a range of cultures. Discussions about these books in pairs and small groups. Maths 'Geometry and Place Value.' Identifying and representing numbers using objects. Which	English 'Traditional Tales.' Looking at a range of stories and the characters in them. Using creativity to rewrite tales using their own ideas. Maths 'Calculations and Place Value.' Solving one step word problems using a range of strategies. Use concrete objects to support this.	English 'Super Safari.' Looking at animals in different countries. Reading poems with rhyming words and having a go at performing these poems. Maths 'Measurement.' Practical measurement problems applying it to everyday life. Work in small groups	English 'Royals' Reading a range of books on the royal family and learning about the Coronation. Discussions about these books. Maths 'Calculations and Fractions. Solving one step problems using concrete objects. Teacher to support this and discuss	English 'Holidays. Holiday comparisons of characters within a book. What do they think about this? Writing own questions using a book as a stimulus. Maths 'Geometry, Place Value and Measurement.' Counting in multiples of 2s and 5s and noticing patterns

		object have they chosen and why?		to solve these problems.	methods they have chosen.	between the numbers. Discuss these patterns with teachers and partners.
	<u>Science</u> 'Materials' Introduction to making predictions and looking at different ways that these predictions can be tested. <u>History</u> 'Our School' Children learn about the history of the local area and the history of our school. They look at how it has changed over time and the reasons for these changes. <u>Computing</u> 'Online Safety'	<u>Science</u> 'Humans' Children are able to think about where different bones are in the body. Correctly name different bones in the body. <u>Geography</u> 'Local Area' Work in groups to look at maps of the school and of the local area and identify key landmarks. <u>Computing</u> 'Lego Builders'	<u>Science</u> 'Animals' Complete a bird watch around the school. Which birds do they expect to see? Would we see the same birds all around the country? <u>Geography</u> 'Place Knowledge' Make comparisons between the UK and a non-European country. Consider what it might be like to live there. <u>Computing</u> 'Maze Explorers'	<u>Science</u> 'Animals' Learn about carnivores, omnivores and herbivores. Why is it important to have animals with different diets? <u>History</u> 'Key Concepts' Make comparisons between different Kings and Queens and what it was like to live under their rule. Consider how they would have felt during these times. <u>Computing</u> 'Animated Story Books'	<u>Science</u> 'Plants' Outdoor learning – gathering data about local plants. Children work in small groups to carry out data gathering and look at their findings as a whole class. <u>History</u> 'Significant People' Learn about a range of significant individuals and how they changed the world we live in today. Make comparisons from before and after. <u>Computing</u> 'Coding'	<u>Science</u> 'Weather' Look at what you would need to pack if you were going on holiday to a range of countries. Why might they be different items? <u>Geography</u> 'Weather' Learn about the effects of adverse weather and the impact this can have on the environment. <u>Computing</u> 'Technology Outside School'

	Each member of the class is given their own secure login details for Purple Mash. Discuss the importance of having your own login details and how this helps to keep you safe. <u>RE</u> 'Who is a Muslim and what do they believe?' Learn about Muslim people's beliefs on God. They understand why different places are special and think about their own special places. <u>PHSE</u> 'Who Helps Keep Us Safe?' Children learn important life skills on who to ask if they	Work in small groups to follow instructions on how to build the Lego models. Also, give partners instructions and access the effectiveness of these instructions. <u>RE</u> 'Who is a Christian and what do they believe?' Learn about why Jesus is important to Christian people. Think about who is important to them and why. <u>PHSE</u> 'What Helps Us Stay Healthy?' Children learn about what and who keeps them healthy. They	Children develop a love for learning by following instructions and then using this to create their own scenarios and apply their own ideas. <u>RE</u> 'What makes places sacred?' Learn about belongings that are special and sacred to others. Discuss why we must respect these belongings and treat them with care. <u>PHSE</u> 'What is the Same and Different About Us?' Children understand what makes them	Children take pride in their work and are able to share their own animated stories with the rest of the class. They receive positive comments about their work. <u>RE</u> 'How do we celebrate special times?' Learn about why Easter is special to Chrsitians and the importance of this. How do the children celebrate special times? Do they notice any similarities or differences? <u>PHSE</u> 'Who is Special To Us?' Children learn that all families are different but share	Children learn the basic skills of coding and have an understanding how this is used in all types of computer programmes. They are able to follow instructions and create their own codes. <u>RE</u> 'What does it mean to belong to a faith community?' Learn about the different groups that people belong to and link this back to groups the children belong to. Discuss the importance of these and look at similarities and differences. <u>PHSE</u> 'What Can We Do With Money?' Children learn the difference between needs and wants and	Children develop an understanding of how important technology is and how it is used in our everyday life. They consider the impact of this. <u>RE</u> 'What does it mean to belong to a faith community?' Learn about the different groups that people belong to and link this back to groups the children belong to. Discuss the importance of these and look at similarities and differences. <u>PHSE</u> 'How Can We Look After Each Other?' Discuss how unkind behaviour can impact others

	do not feel safe and how to call the emergency services in the event of an emergency. <u>Art</u> 'Andy Warhol' Children learn about Andy Warhol and the inspiration behind his pieces of artwork. They then develop their creativity by creating their own pieces of work using the given artist as inspiration.	consider the different choices they can make to keep healthy. <u>DT</u> 'Cooking' Children have a good understanding of where food comes from and that some food is imported from different countries. They group different types of foods and think about making healthy choices with their food.	special and that everyone has different strengths. They celebrate this and understand that it is okay to be different. <u>Art</u> 'Paper weaving' Children have a love of learning by being able to experiment with a range of different textures and colours. They are able to try new techniques and understand that it is okay to make mistakes.	common features. They can discuss who is special to them and why this is. <u>DT</u> 'Building Castles' Children use a variety of techniques to join together their materials. They celebrate their creations by sharing them with the rest of the class and comment positively on each other's creations.	that they may not always get what they want but that this is okay. <u>DT</u> 'Puppets' Children begin to evaluate their own designs and peers' designs to say what would work well and how it can be improved. They then use this to improve their original idea.	negatively. Look at how unkind behaviour can be changed to kind behaviour and apply this to school life. <u>Art</u> 'Painting' Children learn about repeating patterns. They are able to use their imagination to create their own patterns and be proud of their work by displaying it for others to see.
Year 2	<u>English</u> 'All about me.' Re-telling a story. Different questions you could ask a character and how they might answer it.	<u>English</u> 'The Dog Who Could Dig.' Thinking about determination and how they can apply this to their work.	<u>English</u> 'Great Fire of London.' Looking at the differences between then and now.	<u>English</u> 'Twisted Tales.' Discuss a range of fairy tales and the characters in them. Re-telling the story thinking about what	<u>English</u> 'At the Movies.' Working as a group to produce a short video and allowing every member to have their say.	<u>English</u> 'The Seaside.' Performing poetry to an audience. Visit to the seaside and then completing written tasks based on this.

	<u>Maths</u> 'Place Value and Calculations.' Recognising place value and using this to solve problems independently and with support. Understand that addition can be completed in any order and investigate this. <u>Science</u> 'Humans' Experiment how germs spread and the importance of hand washing regularly. Discuss all the different ways we can stop germs spreading. <u>Geography</u> 'What are seasons?'	Discuss different themes in the book. <u>Maths</u> 'Calculations and Money.' Understand that multiplication can be completed in any order and discuss this. Solve word problems with partners and in small groups. <u>Science</u> 'Animals' Discuss different food chains and the impact that would be had if one or more of the food chain went extinct. <u>History</u> 'Famous Explorers'	Creative writing using a range of senses. <u>Maths</u> 'Calculations, Statistics and Geometry.' Compare and sort 2-D shapes and everyday objects. Discuss how they would be sorted and why. <u>Science</u> 'Materials' Look at recyclable and non-recyclable objects. What impact do these objects have on the environment and what can be done to help the environment. <u>History</u> 'The Great Fire of London'	the characters would do. <u>Maths</u> 'Fractions and Measurement.' Using patterns in numbers to find equivalent fractions. Choosing an appropriate unit of measure and explaining why they have chosen it. <u>Science</u> 'Plants' Children plant seeds in the school grounds using what they have learnt. Look at the positive impact this has on the environment. <u>Geography</u> 'Journeys'	Performing their movies to the rest of the class. <u>Maths</u> 'Geometry, Investigations and Time.' Complete a range of investigations with peers discussing the different methods used. Discuss with the teacher how they got the answer. <u>Science</u> 'Working Scientifically' Children complete a range of scientific experiments in order to prove or disprove their predictions using given equipment. <u>Geography</u> 'Our Wonderful World'	<u>Maths</u> 'Measurement and Investigations.' Complete a range of investigations with peers discussing the different methods used. Discuss with the teacher how they got the answer. <u>Science</u> 'Habitats' Discuss how different animals and plants adapt to survive in different environments and the importance of these adaptations. <u>History</u> 'The Seaside'

	Learn about the different seasons and the weather in these. Children understand that different parts of the UK have different weather and the impact of this. <u>Computing</u> 'Coding' Children build on their knowledge of coding and learn how to debug codes. They understand the importance of this and how it is used in everyday life. <u>RE</u> 'Who is Jewish and what do they believe?' Children learn about why kosher food is important to the Jewish faith. They then discuss times they might eat	Learn about a range of significant individuals who have contributed towards national and international achievements. <u>Computing</u> 'Online Safety' Children identify the steps to keep their online data safe and secure and the reasons why this is very important. <u>RE</u> 'Who is a Muslim and what do they believe?' Learn about the importance of Mosques to Muslim people and reflect on holy words and which words they	Empathise with the people who lived through the great fire of London and the plague and understand the impact this had on their life. <u>Computing</u> 'Questioning' Children develop an understanding of open ended and closed questions and give their own examples of these questions. <u>RE</u> 'Caring for others' Retell Bible stories from other faiths about caring for others. What can we learn from this and how can we	Learn about where our food comes from and why food is grown in different parts of the world. Discuss the importance of this. <u>Computing</u> 'Effective Searching' Children gain an understanding of how to effectively search for information on the internet. They discuss the pros and cons of having so much information to look at. <u>RE</u> 'Sacred books' Look at similarities and differences between sacred texts in different religions. What can we learn from these? What are our own beliefs?	Learn the difference between physical and human features. Make comparisons of these with a non-European country. <u>Computing</u> 'Creating Pictures' Explore the works of different artists and discuss what they like/dislike about their work. Use this as inspiration to create their own piece of artwork. <u>RE</u> 'Who is a Christian and what do they believe?' Learn about the importance of prayer. Think about ways you may say	Learn how the seaside has changed since the Victorian times. Children think about why these changes have been made and if they think they are positive changes. <u>Computing</u> 'Presenting Ideas' Children work in small groups to offer positive feedback and ways to improve their ideas. They then implement this advice into their work. <u>RE</u> 'How do we celebrate special times?' Look at how Christians, Muslims and Jewish people celebrate special times. Discuss

	special food and why this is special to them. <u>PHSE</u> 'How Do We Recognise Our Feelings?' Children learn how to manage their feelings and that it is important to tell someone they trust about their feelings and the positive impact this can have. <u>Art</u> 'Picasso' Children create their own self-portraits. They look at their features and think about what might be different from their partner's drawing. They celebrate all the differences and understand that we are all different.	find important and why. <u>PHSE</u> 'What Helps Us To Stay Safe?' Discuss a range of rules they have e.g. in school at home. Why do we have rules? Discuss that these rules are in place to keep them safe and they should always be followed. <u>DT</u> 'Healthy snack' Children think about using locally grown ingredients to create their own healthy snack. They think about why they would use locally grown ingredients and the impact this has.	ensure we are caring for others? <u>PHSE</u> 'What Helps Us Grow and Stay Healthy?' Children learn about different ways to keep healthy, for example getting enough exercise and sleep. They consider the positive choices they can make to keep healthy. <u>Art</u> 'Painting' Children use their learning of the Great Fire of London as inspiration for their work. They discuss their ideas in groups and support each other when needed.	<u>PHSE</u> 'What Makes a Good Friend?' Children learn about what makes a good friend and what they and others can do to be a good friend. They consider what can be done to resolve an argument and learn different techniques. <u>DT</u> 'Vehicles' Children create their own vehicles and decorate them. They share their work with the whole school and take pride in what they did well.	thank you. Why is this important? <u>PHSE</u> 'What is Bullying?' Children learn that bullying is never acceptable and what to look out for if they suspect they are being bullied or someone else is. They learn how they can report bullying and the importance of doing so. <u>DT</u> 'Buntings' Children begin to think about the use of colour and how different colours portray different emotions. They think about which colours and designs would best reflect our school and explain why.	similarities and differences and think about how they celebrate special times. <u>PHSE</u> 'What Jobs Do People Do?' Children learn about the different jobs people can do and how their different strengths and interests help to do different jobs. They consider what jobs they would like to do when they are older. <u>Art</u> 'Printing' Children develop their understanding of colour. They share their work with the rest of the class and celebrate their success by putting work on display.

Year 3	<u>English</u> 'Stone Age boy and Ug' Think about characters' thoughts and feelings in the story. Creativity in writing own story. <u>Maths</u> 'Place Value and Calculations' Understanding place value and how we can apply this to other calculations. Using practical methods to solve word problems. <u>Science</u> 'Humans' Make comparisons between different animal skeletons. Ask open ended	<u>English</u> 'A Visitors Guide to Stonehenge' Learning about different cultures and the history of Stonehenge. Speaking and listening when planning ideas. <u>Maths</u> 'Calculations' Writing mathematical statements for multiplication and division questions. Comparing these with partners and small groups. <u>Science</u> 'Nutrition' Look at the different food groups and learn about the importance of having	<u>English</u> 'Egyptians' Learning about different cultures and beliefs. Assess effectiveness of own writing and peers' writing. <u>Maths</u> 'Calculations, Money and Statistics' Interpret data and discuss what they notice about this data. Creative learning by presenting their own data. <u>Science</u> 'Rocks' Learn about the discoveries of Mary Anning and how this changed our	<u>English</u> 'Newspaper report' Make comparisons between different sources of information. Present work for display and share work with others. <u>Maths</u> 'Measurement and Fractions' Adding and subtracting money using practical learning. <u>Science</u> 'Forces and Magnets' Children are able to make predictions on given experiments and test their	<u>English</u> 'Moana' Give viewpoints on the film – likes/dislikes. What lessons can be learnt from the characters and how can they implement these lessons? <u>Maths</u> 'Fractions and Time' Using patterns to recognise and write equivalent fractions. Telling the time using Roman Numerals and understanding how Roman Numerals helped with our understanding of number. <u>Science</u> 'Plants' Children are able to create their own scientific questions and test their own	<u>English</u> 'Play Scripts' Drama activities in small groups. Work in a group and allow everyone to have a say in the final piece. Resolve differences in opinions. <u>Maths</u> 'Geometry and Measurement' Creative learning by making 3-D shapes and noticing similarities between them. Noticing patterns in numbers when comparing measures. <u>Science</u> 'Light' Look at a range of scientific discoveries and how these have shaped our

	questions and allow children to independently find the answer to these. <u>History</u> 'Stone Age' To explain the choices people had to make from the Stone Age to the Iron Age and the consequence of these choices. <u>Computing</u> 'Coding' Children develop an understanding of variables and use them in their coding. They look at how variables are used in other computer programmes and the importance of them.	all of these food groups in our diet. Allow children to ask open ended questions. <u>Geography</u> 'Climate and weather' Identify different climates in the world and think about what it would be like to live in different places. What would be the advantages and disadvantages of living there? <u>Computing</u> 'Online Safety' Children have an understanding of why age restrictions are used on the internet and the importance of this to keep themselves safe while online.	understanding of fossils. Children given the opportunity to make their own fossils. <u>History</u> 'Ancient Egypt' Make comparisons between the four civilisations and discuss the reasons behind the similarities and differences. <u>Computing</u> 'Touch Typing' Learn how to touch type and the importance of this. Discuss the benefits of using touch type and how we use typing in all different subjects.	predictions. Discuss that not everyone will have the same prediction. <u>Geography</u> 'Place Knowledge' Learn about the weather and climate around the world and consider the effects on the environment. <u>Computing</u> 'Email' Children learn how to send emails to others in their class. Discuss the importance of being kind and polite and all children given the opportunity to contribute to the rules of how to stay safe on their emails.	predictions in small groups. <u>History</u> 'Mayan Civilisation' Learn about Mayan culture and beliefs and how these differed from other beliefs. They have an appreciation for this. <u>Computing</u> 'Branching Database' Develop a love for learning by being able to choose a topic that interests them, research the topic, find images and create their own branching database on this topic.	understanding of the world. <u>Geography</u> 'Coasts' Children research a given area and present their findings to the class. Make comparisons between the different areas. <u>Computing</u> 'Graphing' Children apply their understanding of graphs from Maths lessons. Look at where graphs are used outside of the classroom and the importance of presenting data in this way.

	RE 'What does it mean to be a Christian?' Learn about the impact that music has on worship. What impact does music have on them? How can it help us to feel positive? PHSE 'Why Should We Keep Active and Sleep Well?' Children learn how to balance their screen time and time being active. They understand why it is so important to have a healthy balance and the negative impact if they do not.	RE 'Why is the Bible so important to Chrsitians?' Learn about how the Bible can help Chrsitians if they are tempted to do the wrong thing. Discuss moral dilemmas and what would help them to not do the wrong thing. PHSE 'How Can We Be Good Friends?' Children learn that friendships sometimes have difficulties and there are ways they can overcome these difficulties. They also learn what to do if they feel someone is not being a good friend.	RE 'What does it mean to be a Hindu?' Children learn about the Hindu faith and what Hindus learn from stories about the deities about what to believe and how to live. They then apply this to their own beliefs and celebrate the similarities and differences. PHSE 'What Keeps Us Safe?' Children learn the important skills of basic first aid and what to do if they have a minor injury. They also re-visit what to do in an emergency and what they should say if they ever had to call 999.	RE 'Religious festivals' Look at Lent and why this is important to the Christian faith. This is linked to forgiveness. Discuss the importance of forgiveness and how this can be applied to their everyday life. PHSE 'Why Should We Eat Well and Look After Our Teeth?' Children learn how people make choices about what to eat and drink, including who or what influences them. They think about the healthy choices they can make and why this is important.	RE 'Why do people pray?' Learn about the similarities and differences of prayer in different religions. Understand differences and show respect and tolerance of these. PHSE 'What Are Families Like?' Children learn that not all families are the same and not all families have the same family structure. They learn to have an understanding and respect for this.	RE 'What do different people believe about God?' Learn about the similarities and differences of beliefs about God in different religions. Understand differences and show respect and tolerance of these. PHSE 'What Makes a Community?' Children learn what is meant by a diverse community; how different groups make up the wider/local community around the school. They discuss how to be respectful towards others that may live differently to them.

	<u>Art</u> 'Bronze Age' Children use their History topic as inspiration for creating their own stone age necklace. They share their work with the whole school and celebrate their success.	<u>DT</u> 'Cooking' Children build upon their prior knowledge of healthy eating. They make choices on which foods would make a healthy snack and use this to create their own healthy snack.	<u>DT</u> 'Egyptian Sarcophagus' Children design and make their own sarcophagus. They work as a team to evaluate what went well and give constructive criticism.	<u>Art</u> 'Hieroglyphics' Children learn about hieroglyphics and how these have helped us to learn about the Ancient Egyptians. They use this to write their names in hieroglyphics.	<u>Art</u> 'Polynesian Art' Children learn the history of Polynesian art and give their own opinions on the different pieces of art. They then use this as inspiration to create their own work.	<u>Art</u> 'Purses' Children think about who their purse will be for and design it based on the brief. They use their imagination and creativity to decorate their purses.
Year 4	<u>English</u> 'Myths and Legends' Look at a range of myths and legends and create their own myths based on these. Children use their imagination and prior learning to create their own monsters and heroes for their myths. <u>Maths</u> 'Place Value and Calculations.' Reading and writing Roman Numerals	<u>English</u> 'Fox.' Give own opinions about the book. Creative activities linked to art for display. <u>Maths</u> 'Measurement and Calculations.' Using the inverse to check calculations to	<u>English</u> 'The Iron Man.' Discuss how Iron Man was treated and the rights and wrongs of this. Apply this to everyday life. <u>Maths</u> 'Calculations and Measurement.' Solve two step problems using a	<u>English</u> 'Non-Chronological Reports' History focus. Make comparisons between Roman life and now. Think about how historic events changed our lives today. <u>Maths</u> 'Fractions and Decimals.' Notice patterns in numbers when	<u>English</u> 'Brochures' Focus on London. Fascination for learning from looking at London's landmarks. Use persuasive language when discussing a favourite landmark. <u>Maths</u> 'Decimals, Money and Time.' Reading and telling the time and	<u>English</u> 'Fly Eagle Fly.' Looking at stories from other cultures. Using evidence from the text to predict the ending of the story. <u>Maths</u> 'Statistics and Geometry.' Make comparisons between different

	and understanding how this influenced our understanding of numbers. Understanding place value and how we can apply this to other calculations. <u>Science</u> 'Sound' A range of different experiments are completed in this topic allowing children to become more curious learners and ask more questions about scientific discoveries. <u>History</u> 'Ancient Greece' Learn about significant battles during this time and the impact these	encourage independent learning. Explaining which is the best method to solve a calculation and why. <u>Science</u> 'Electricity' Work in small groups to build a range of circuits looking at what happens when you change the number of components. Discuss predictions and that not everyone will have the same prediction. <u>Geography</u> 'The Americas' Use a range of maps to discuss differences between North and South	range of methods and writing own word problems using real life scenarios. <u>Science</u> 'States of Matter' Look at a range of scientific theories and experiment how to prove or disprove these theories. Discuss the importance of being safe while carrying out the experiments. <u>History</u> 'British History' Learn about all the changes that were made during the Roman times and	counting up and down in hundredths. Solving word problems using RUCSAC to encourage independence and peer learning. <u>Science</u> 'Teeth and Eating' Look at the importance of looking after your teeth. Allow children to ask open ended questions and use these questions to help with planning to encourage curiosity when learning. <u>Geography</u> 'Rivers' Name and describe different rivers around the world. How do these rivers	answering word problems using real life scenarios. <u>Science</u> 'Animals Including Humans' Learn about different food chains and why they are important for the ecosystem. Discuss what would happen if one of the organisms was missing from the food chain and the impact this could have. <u>History</u> 'London' Learn about how London has changed over time and the	quadrilaterals and discuss what they notice. Using creativity to create own symmetrical patterns. <u>Science</u> 'Living Things' Outdoor learning looking for minibeasts and plants. Discuss that different organisms will be found in different local areas and discuss why this may be <u>Geography</u> 'Earthquakes and Volcanoes' Describe some of the features of an earthquake. Look at

	battles had and the results of the changes. <u>Computing</u> 'Coding' Create a love for learning by developing their creativity. Children are able to design their own scenario to code and test out if their coding works. <u>RE</u> 'What does it mean to be a Christian?' Learn about how key people in history have stood up for injustice and think about how they can stand up to injustice.	America. Children discuss why they think there may be differences. <u>Computing</u> 'Online Safety' Children discuss the positives and negatives of having so much technology in their life and the importance of having time away from their screens. <u>RE</u> 'What does it mean to be a Hindu?' Children learn about different stories from the Hindu faith. They are able to ask big questions and understand what the meanings behind the different stories are and what Hindus learn from this.	how we still use lots of these changes today. <u>Computing</u> 'Spreadsheets' Children learn about the importance of budgeting money. They create their own budgets and apply this to real life scenarios. <u>RE</u> 'Life is a journey' Learn about how different religions celebrate different milestones in their life. What milestones do the children think are important? Does everyone agree with this? Why is it okay to disagree?	help us and what has been the positive impact of these rivers? <u>Computing</u> 'Logo' Follow a range of different instructions and assess how easy they were to follow. Give feedback on how instructions could be improved. <u>RE</u> 'Why are religious festivals important?' Children look at the similarities and differences between different religious festivals. They discuss why we should show respect to all festivals and ways we can do this.	reasons behind these changes. <u>Computing</u> 'Effective Search' Children look at how reliable different websites and information are. They discuss how to spot unreliable information and why it is important to do so. <u>RE</u> 'Why is Jesus inspiring?' Think about the meaning of happiness and what makes them happy. Do these always have to be materialistic? Discuss how happiness can be found through actions and how this can be applied to their school life.	how the world is adapting to cope with earthquakes. <u>Computing</u> 'Hardware Investigators' Children work in small groups to name the different parts of a computer and create a leaflet about it. Each child has their own role and responsibility. <u>RE</u> 'Right and Wrong' Look at what we can learn from religions about deciding right from wrong. How can this be applied to school and out of school? What rules should we be following?

	PHSE 'How Can We Manage Our Feelings?' Children learn the importance of expressing their feelings and who they can speak to if they are finding it difficult to manage their feelings. Art 'Silhouettes' Children look at a range of vases from the Ancient Greeks. They look at the colours used and what had been painted onto the vases. They then use this as inspiration to create their own Ancient Greek vases using silhouettes.	PHSE 'What Strengths, Skills and Interests Do We Have?' Children learn how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking. They then apply this to their everyday lives. DT 'Torches' Children work with partners to create their own torch for James in the snowman. They focus on resilience and what to do if their torch is not working.	PHSE 'How Can We Manage Risk in Different Places?' Children learn how they can be influenced by their peer's behaviour and the importance of doing what they think is right, not what their peers think is right. Art 'Mosaics' Children look at a range of Roman mosaics and say their likes and dislikes. They then use this as inspiration to create their own mosaic and evaluate the success of this.	PHSE 'How Will We Grow and Change?' Children learn how puberty can affect emotions and feelings. They discuss who they can talk to about these feelings and emotions and the importance for asking for help if it is needed. DT 'Bread' Children taste a range of breads from different cultures. They discuss their likes and dislikes. They then use this to create their own bread as a group.	PHSE 'How Do We Treat Each Other With Respect?' Children learn about what a secret is and the difference between a secret that should be kept and a secret that is not safe to keep e.g. someone is in danger. Art 'Pointillism' Children learn about different artists that use pointillism in their work. They use London as their inspiration, thinking about different landmarks, to create their own piece of art.	PHSE 'How Can Our Choices Make a Difference To Others?' Children learn how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). They look at the importance of these on the environment. DT 'Leavers' Children investigate a range of mechanical systems and decide which ones they like the most. Group work is encouraged to help overcome any difficulties. They give constructive criticism at the end of the lesson to help others to improve.

Year 5	<u>English</u> 'Charlie and the Chocolate Factory' Creativity in learning through designing your own chocolate. Discussions about different character's actions in the book. <u>Maths</u> 'Place Value, Calculations and Statistics' Explore patterns in numbers and discuss what they notice about these patterns with support. Work with partners to compare answers and discuss why they may have got different answers.	<u>English</u> 'War Game' Make comparisons between WW1 and now. Discussions on how the war affected people and re-telling this through writing a newspaper. <u>Maths</u> 'Calculations and Measurement' Using rounding to check answers. Discuss which amount it would be best to round the number to and why. Look at patterns in numbers for square and cubed numbers.	<u>English</u> 'Harry Potter' Invent their own spell to inspire younger readers to read for pleasure. Discuss how their spell would help others in the world. <u>Maths</u> 'Calculations and Fractions' Problem solving for multi-step problems and writing own word problems. Discussions that there may be more than one way to complete the calculation and thinking about the best method to use.	<u>English</u> 'Beowulf' Re-telling a legend and thinking about the themes that are discussed. Writing own legends and resolving conflicts within them. <u>Maths</u> 'Fractions, Decimals and Percentages' Finding patterns between decimals, fractions and percentages. Apply this to word problems.	<u>English</u> 'Wonder.' Participate in discussions about the book and think about the moral dilemmas in the book and how this can be applied to school life. <u>Maths</u> 'Decimals and Geometry' Converting between different units of measurements. Understand both metric and imperial measurements and apply these to real life problems.	<u>English</u> 'The Lion, the Witch and the Wardrobe' Act out part of the story as a group. Ensure that everyone in the group has a role to play. Give positive feedback and constructive criticism at the end of the performance. <u>Maths</u> 'Geometry and Measurement' Creative learning by building different shapes to find their volume. Converting between different units of measurements. Understand both metric and imperial measurements and apply these to real life problems.

	<u>Science</u> 'Living Things and Their Habitats' Beginning of the topic complete a KWL grid to show curiosity of the topic and allow children's questions to be answered. <u>History</u> 'World War 1' Understand the consequences of WW1 and how this has shaped our lives today. They can ask questions such as 'What if?' <u>Computing</u> 'Coding' Develop a love for learning by applying their coding skills	<u>Science</u> 'Forces' Learn about scientific discoveries that led to our understanding of forces and how these shaped our understanding of the world. <u>Geography</u> 'Trade' Research the pros and cons of buying local food and imported food. Why do we need both? What is the impact of these? <u>Computing</u> 'Online Safety' Have an understanding of the responsibility of their	<u>Science</u> 'Materials' Able to discuss their own opinions about what happens when different materials are mixed together. Understand that not everyone has the same prediction. Able to carry out experiments to test their predictions. <u>History</u> 'Anglo Saxons' Learn about Anglo Saxons' culture and beliefs and how these differed from other beliefs. They have an appreciation for this. <u>Computing</u> 'Spreadsheets' Children can use a spreadsheet to model a real-life	<u>Science</u> 'Forces' Experiment with different mechanisms to answer scientific questions in small groups. Each member of the group has a different role. <u>Geography</u> 'Local Environment' Look at how our local environment has changed over the years. Discuss the impact of this. Debate if they think these are positive or negative changes. <u>Computing</u> 'Databases' Children learn about different types of questions and how	<u>Science</u> 'Space' Learn about different discoveries and how this shaped our understanding of the world. Able to ask open ended questions and research own questions showing a love for learning. <u>History</u> 'Anglo Saxons' Learn about Anglo Saxons' culture and beliefs and how these differed from other beliefs. They have an appreciation for this. <u>Computing</u> 'Game Creator' Evaluate the success of their own and their peer's games.	<u>Science</u> 'Growing Up and Growing Old' Learn about growing up and changes. Children have a chance to ask questions. <u>Geography</u> 'Alpine Regions' Work as a group to create literature to explain how homes have adapted to the climate in alpine regions. Ensure each member of the group has their own role and share learning with the class. <u>Computing</u> 'Concept Maps' Children present their concept maps to the rest of the

	and creating their own game that they can then play with a partner. <u>RE</u> 'What does it mean to be a Muslim in Britain today?' Children learn about the Five Pillars and the importance of these to Islam. They understand why Muslims fast and what this symbolises. Children then link this to their own beliefs and values. <u>PHSE</u> 'What Makes Up a Person's Identity?' Children learn that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies,	behaviour online and the rules for online safety. Children also think about the impact of their digital footprint. <u>RE</u> 'Why do some people think God exists?' Children create their own enquiry questions and work as a group to answer these. Does the whole class agree with their answer? Why is it okay to have different opinions? <u>PHSE</u> 'How Can We Help In an Accident or Emergency?' Children learn how to carry out basic first aid and the importance of staying calm in an emergency situation.	situation and come up with solutions that can be practically applied. <u>RE</u> 'Why go to a place of worship?' Learn about the impact of places of worship being taken away. How did this affect people? Why is this wrong? <u>PHSE</u> 'How Can Drugs Common to Everyday Life Affect Health?' Children learn how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect	the wording of a question can change it. They carefully think of their own questions for the class database. <u>RE</u> 'Why go to a place of worship?' Learn about the impact of places of worship being taken away. How did this affect people? Why is this wrong? <u>PHSE</u> 'How Can Friends Communicate Safely?' Children learn about how knowing someone online is very different to knowing them in person and the risks that come from talking to people	Offer constructive advice and use this advice to edit and improve their game. <u>RE</u> 'What would Jesus do?' Express ideas on what they believe Jesus would do in relation to moral dilemmas in the world today. <u>PHSE</u> 'What Decisions Can People Make With Money?' Children learn about how they can keep track of their money so they know how much they can spend and save. They understand the importance of	class. Children are able to plan their presentation and think about how to make it appeal to their audience. <u>RE</u> 'What would Jesus do?' Express ideas on what they believe Jesus would do in relation to moral dilemmas in the world today. <u>PHSE</u> 'What Jobs Would We Like?' People learn how to question stereotypes that are associated with different jobs and the negative affect these stereotypes can have. They celebrate

	likes/dislikes) and that these factors should all be celebrated. <u>Art</u> 'World War 1' Children use their own research to find out about different artists during World War 1. They think about what their artwork tells us about the war and create their own pieces of work.	<u>DT</u> 'Tents' Children experiment with a range of materials and decide which material would make a good tent. They are able to identify what went well and how they could make improvements next time.	health and wellbeing. <u>Art</u> 'Typography' Children learn about and study the work of a range of different artists. They use this as inspiration to create their own pieces. These will them be displayed.	they do not know online. <u>DT</u> 'Textiles' Children are given the opportunity to decide what they want to make based on the given brief. They choose their own materials and explain why these have been chosen.	keeping track of their money and the difference between needs and wants. <u>Art</u> 'Models' Use a range of materials to create their own theatre set. Use inspiration from different artists and try to incorporate this into their work.	the differences within different jobs <u>DT</u> 'Snacks' Children look at a range of different snacks that can be purchased. They discuss likes and dislikes. They learn about fair trade and the importance of fair trade products.
Year 6	<u>English</u> 'The Lion, the Witch and the Wardrobe' Discuss moral dilemmas in the book and children to link these to	<u>English</u> 'The Piano' Make comparisons with WW2 and now. Discuss how the war affected different countries with	<u>English</u> 'The Savage.' Discuss the differences between right and wrong and how different people deal with grief.	<u>English</u> 'Deforestation' Work in groups to discuss ideas. Re-search information and think about how	<u>English</u> 'Banksy.' Discuss the messages Banksy tells with his art and think about their own message.	<u>English</u> 'Kensuke's Kingdom.' Infer a character's thoughts and feelings and discuss what they would do in that situation.

	dilemmas they may have faced. <u>Maths</u> 'Place value and addition and subtraction.' Explore patterns in numbers and discuss what they notice about these patterns. Work with partners to compare answers and discuss why they may have got different answers. <u>Science</u> 'Humans' Learn about how diet and exercise impacts their bodies and carry out experiments. Discuss the degree of reliability and what this can teach us.	partners and in groups. <u>Maths</u> 'Fractions and Geometry.' Solve multi-step word problems and encourage perseverance when solving these problems. Focus on RUCSAC when solving word problems. <u>Science</u> 'Electricity' Plan and carry out a range of experiments in small groups allowing everyone to have a say. Learning from the outcomes of experiments and talking about	Create own Savage book and share these. <u>Maths</u> 'Decimals, Percentages and Algebra.' Finding patterns between decimals, fractions and percentages independently. Apply this to word problems. <u>Science</u> 'Evolution' Discussions that there are different beliefs about evolution and it is okay to have different opinions. Learn about both male and female scientists and how	reliable it is. Debate the impact of deforestation of different countries. <u>Maths</u> 'Measurement and Ratio.' Finding more than one possibility for answers and reasoning why there is more than one possibility. When solving equations, look at if they do one thing to a number, what would be the consequence of this. <u>Science</u> 'Light' Learn about what people used to think about light and how scientific discoveries have changed this. Plan and carry out investigations and discuss why different	Debate 'Is Banksy an artist or a vandal?' <u>Maths</u> 'Geometry, Problem Solving and Statistics.' Creative learning by building different shapes to find their volume. Interpreting a range of graphs and apply these to real life scenarios. <u>Science</u> 'Animals' Allow children to sort living organisms into their own groups and discuss why they have chosen these groups. Learn about a range of scientists and how	Learn about the history of the characters. <u>Maths</u> 'Investigations.' Creativity through solving a range of different investigations and writing own investigations. Discussions had that there may be more than one way to get to an answer or there may be more than one answer. <u>Science</u> 'SRE' Learn about growing up and changes. Children have a chance to ask questions.

		reliability of experiments.	they have changed our understanding.	groups may have different answers	they have changed our understanding.	
	<u>History</u> 'World War 2' Understand the consequences of WW2 and how this has shaped our lives today. They can ask questions such as 'What if?'	<u>History</u> 'Own Study' Children have a fascination for learning by being able to choose a topic that interests them and find out the history of this topic.	<u>Geography</u> 'Protecting the environment' Create a campaign to protect the environment. Children come up with their own ideas on what can be done to protect the environment. .	<u>Geography</u> 'The Amazon' Choose a region of the UK and make comparisons with the Amazon. Why do they think there are differences? What can we learn from these differences?	<u>History</u> 'Early Islamic Civilisation' Learn about the discoveries made during this time and how these discoveries are used today. Compare and contrast beliefs and appreciate these differences.	<u>Geography</u> 'Our world in the future' Children predict how our world will look in the future. Do they like these predictions? What can be done if not?
	<u>Computing</u> 'Coding' Children create a love for learning by creating their own code activities using ideas from given coded activities. They make it unique and add their own effects to their activity.	<u>Computing</u> 'Online Safety' Children have a good understanding of what a digital footprint is and how this can affect us. They consider the impact technology has on our health and the environment.	<u>Computing</u> 'Spreadsheets' Children can use a spreadsheet to model a real-life situation and come up with solutions using formulas.	<u>Computing</u> 'Blogging' Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying.	<u>Computing</u> 'Networks' Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.	<u>Computing</u> 'Quizzing' Children have used their knowledge of quiz types to create a quiz show quiz based on a curriculum area. They work in small groups and every member has their own role and responsibility.

	RE 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' Children can look at a range of viewpoints and discuss their own viewpoint based on this. Look at the similarities and differences the class has and why this may be. PHSE 'How Can We Keep Healthy As We Grow?' Children learn how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. They understand the importance of telling	RE 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' Children can look at a range of viewpoints and discuss their own viewpoint based on this. Look at the similarities and differences the class has and why this may be. . PHSE 'How Can We Keep Healthy As We Grow?' Children learn how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. They understand the importance of telling	RE 'What difference does it make to believe in ahimsa, grace and/or Ummah?' Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Discuss why there are challenges and how we can overcome these. PHSE 'What Will Change As We Become More Independent?' Children learn how puberty relates to growing from childhood to adulthood. They learn about the different emotions that come with puberty and that they should speak to	RE 'What difference does it make to believe in ahimsa, grace and/or Ummah?' Outline the challenges of being a Hindu, Christian or Muslim in Britain today. Discuss why there are challenges and how we can overcome these. PHSE 'How Do Friendships Change As We Grow?' Children understand that as they grow older friendships may change. They learn different techniques to help with these changes and who they can speak to if they need help or advice with these changes.	RE 'What matters most to Christians and Humanists?' Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others. PHSE 'How Can the Media Influence People?' Children learn how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. They understand that many images they see online have been photoshopped and they should not	RE 'What do religions say to us when life gets hard?' Explain some reasons why Christians and Humanists have different ideas about an afterlife. Share own ideas on this and discuss similarities and differences. PHSE 'How Can the Media Influence People?' Children learn how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. They understand that many images they see online have been photoshopped and they should not

	a trusted adult about this. <u>Art</u> 'Henry Moore' Children learn about Henry Moore and interpret his work. They learn about what his paintings tell us about the war and they evaluate this. They then create their own pieces of work in the style of Henry Moore to represent the war.	a trusted adult about this. <u>DT</u> 'Vehicles' Children work in small groups to design, create and evaluate their own vehicles. They then share their creations with the rest of the class and give positive comments and constructive criticism on how they could improve.	a trusted adult if needed. <u>Art</u> 'People in action' Children learn about Picasso and interpret his work. They use this to inspire their own work. Children give positive feedback to other's work.	<u>DT</u> 'Sunhats' Children research a range of sun hats that are worn in different parts of the world. They discuss the effectiveness of these and use this to design and create their own sun hats.	believe everything they see online. <u>Art</u> 'Printing' Children learn about the work of William Morris. They comment on the colours used and how this makes them feel. They then use this as a basis to create their own printing using local history as their inspiration.	believe everything they see online. <u>DT</u> 'Cooking' Children create their own celebration meals building upon prior knowledge. They understand the importance of food hygiene and being safe when cutting the food and cooking and why the rules must be followed.