Boughton Heath Academy Curriculum

Whole School Curriculum Overview

Here, children thrive...

Our curriculum design

Using the National Curriculum as the foundation for learning, we have developed our school curriculum to provide children with the essential knowledge and skills they will need in order to thrive and become successful citizens. Our curriculum is systematically planned and structured with progression in mind, being organised in such a way that prior learning is used as a baseline upon which to develop new learning, with plenty of opportunities to revisit and reapply content through the teaching and learning cycle in order that children are able to move knowledge form their working memory to their long term memory. Throughout each year of school, starting in Reception, clear end points are mapped for children to work towards to enable accurate assessment of their progression within learning, and to provide opportunities for early intervention where this is required. We use History and Geography as driver subjects, as we feel these contain the most substantitve and disiplinary content of the wider subjects.

We focus our curriculum around the rights of all, adopting a personalised approach to meet the needs of all pupils. Our curriculum intent and vision remains the same for all pupils, however its implemented is adapted for children who require this. Inclusivity, equity of education and equality underpin our vision, and high expectations are held for every child, regardless of need.

We place great emphasis upon a love of reading, understanding that enjoying this key skill is paramount to unlocking a child's full potential and imagination whilst accessing our curriculum. This begins in the first days of Reception, and continues throughout all year groups. We draw upon research and evidence based pedagogy through our Power Maths scheme to deliver mathematics, and Pathways to Literacy in delivering literacy. Throughout our wider curriculum, our teachers plan and deliver bespoke units of work as well as purchased schemes. for all curriculum subjects. These lessons follow a consistent structure throughout school, where prior knowledge is revisited before new concepts are introduced through active learning techniques which are grappled with individually and in groups. This new content is reinforced through high quality teaching before being recorded and assessed independently. Where meaningful links can be made between subjects, this is actioned; however where links between subjects would be weak or diluted, these subjects are taught discretely.

We aspire for children to discover and nurture academic passions which will last a life time; applying the knowledge, skills and understanding taught within their education at Boughton Heath to succeed in doing this.

Long Term Basic Overview:

Curriculum subjects	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literacy	Pathways to Literacy					
Mathematics	Power Maths					
Science	The Human Body Materials Animals Caring for our Planet Plants Growing and Cooking Seasonal Change	Animal needs for survival Humans Materials Plastics Plants Living things and their habitats Light and Dark Wildlife	Skeletons Movement Nutrition and Diet Food Waste Rocks Fossils Soils Light Plants Forces and Magnets	Group and classify Living Things States of Matter Sound Energy Electricity Habitats Deforestation The Digestive System Food Chains	Forces Space Global Warming Properties and materials Animals including humans Life Cycles Reproduction Plastic Pollution Reversible and Irreversible Changes	Living things and their habitats Electricity Renewable Energy Light The Circulatory System Diet, drugs and lifestyle Variation Adaptations Fossils
Geography	Continents & Oceans Weather & Climate Local Study: Boughton	The United Kingdom Islands: Home and away Local Study: Chester	United Kingdom – Depth Study including Rivers and Coasts Liverpool – including The Water Cycle Local Study: The Wirral Peninsula	Europe – including migration Volcanoes & Earthquakes Local Study: Chester over time	North America – including climate Lakewood, Colorado – Economic activity Local study: Climate change and sustainability	World Geography – including the Arctic and Antarctic Circles South America – Biomes and vegetation belts in Brazil London – comparison with Brasilia
History	Local Study: History of Chester Zoo Within living memory – life when my grandparents were six Queen Elizabeth II's Coronation	Great Fire of London and Gunpowder Plot Famous explorers: Christopher Columbus & Neil Armstrong Local Study: Castles	Stone Age to Iron Age The Ancient Egyptians Local Study: Chester Waterways	Ancient Greece The Roman Empire Local Study: Deva	The Anglo-Saxons and Scots The Vikings Local Study: Crime & Punishment	World War Two The Mayans Local Study: Tudor Chester
Art & Design	Collage: Matisse Colour & Painting – Peter Blake Paint: Van Gogh	Draw & Paint: Lowry Paint: Klee Sculpture – Steven Broadbent	Drawing – Freida McKitrick Colour & Textiles – Sandra Hepworth Sculpture: Barbara Hepworth	Drawing – Amedeo Modigliani Colour & Textiles – Andy Warhol Paint: Monet	Drawing – Grant Wood Colour & Textiles: Rousseau Sculpture: Rachel Whiteread	Paint: Dali Colour & Draw: Frida Kahlo Sculpture: Louise Bourgeois
Design & Technology	Sliders & Levers – Moving Picture Cards Templates & Joining (textiles) – Glove puppets Preparing fruit and vegetables – salads	Wheels and Axles – transporting vehicle Freestanding structures – building bridges Cookery – Gingerbread biscuits.	2D to 3D shape product (textiles) – waterproof bags Levers and Linkages – Pop-up tourist poster Healthy and varied diet – sandwiches and wraps	Shell Structures with CAD (Structures) Gift boxes Simple switches and circuits – make a torch Cookery – Toasties	Frame structures – Wildlife houses Monitoring and Control (electrical) – Automatic nightlight Celebrating culture and seasonality – Colorado style pizza	Combining different fabrics using CAD shapes (textiles) – fabric Christmas stocking Pulleys and Gears – Moving Toy Cookery – savoury biscuits
PE	Net and Wall Games Gymnastics Fundamental Movement Skills Invasion Games Yoga Dance Forest School Target Games Object Manipulation Striking & Fielding OAA	Net and Wall Games Yoga Target Games Gymnastics Personal Challenges Dance OAA Athletics Invasion Games Striking & Fielding Forest School	Gymnastics Forest School Hockey Yoga Basketball Tag Rugby Dance Athletics Swimming Cricket OAA	Tag Rugby Personal Challenges Gymnastics Forest School Football Yoga Dance OAA Athletics Swimming Rounders Gymnastics	Gymnastics Forest School Dodgeball Leadership Basketball OAA Dance Yoga Athletics Swimming Tennis Gymnastics	Badminton Dodgeball Gymnastics OAA Netball Gymnastics Dance Team Building Athletics Swimming Cricket Forest School

Music	• Pulse and rhythm (Theme: All about me) • Tempo (Theme: Snail and mouse) • Musical vocabulary (Theme: Under the sea) • Vocal and body sounds (Theme: By the sea) • Timbre and rhythmic patterns (Theme: Fairy tales) • Pitch and tempo (Theme: Superheroes)	• West African call and response song (Theme: Animals) • Orchestral instruments (Theme: Traditional Western stories) Musical me: Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. • Dynamics, timbre, tempo and motifs (Theme: Space) • On this island: British songs and sounds • Myths and legends	• Creating compositions in response to an animation (Theme: Mountains) • Developing singing technique (Theme: the Vikings) • Ballads • Pentatonic melodies and composition (Theme: Chinese New Year) • Jazz • Traditional instruments and improvisation (Theme: India)	• Body and tuned percussion (Theme: Rainforests) • Rock and Roll • Changes in pitch, tempo and dynamics (Theme: Rivers) • Haiku, music and performance (Theme: Hanami festival) • Samba and carnival sounds and instruments (Theme: South America) • Adapting and transposing motifs (Theme: Romans)	• Composition notation (Theme: Ancient Egypt) • Blues • South and West Africa • Composition to represent the festival of colour (Theme: Holi festival) • Looping and remixing • Musical theatre	• Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) • Songs of World War 2 • Film music • Theme and variations (Theme: Pop Art) • Composing and performing a Leavers' song • Baroque
RE	Christianity Free Choice – respect Islam	Christianity Judaism Humanism	Hinduism Baha'i faith Christianity Islam	Hinduism Christianity Free choice - Humanism Judaism	Islam Sikhism Christianity Baha'i faith	Christianity Sikhism Free choice - diversity
MFL	Simple language Number 1-10 Days of the Week Stories	Asking and replying Months Birthdays Stories	See detailed plan below	See detailed plan below	See detailed plan below	See detailed plan below
Computing	Getting started with Computing. Algorithms unplugged Programming BeeBots Maze Explorers Animation Story Book Spreadsheets Technology outside of School	What is a computer? Word Processing Programming: Scratch Jr Coding Creating Pictures Making Music Present ideas	Emailing Journey Inside a Computer Branching databases Simulations/graphing Presenting Spreadsheets	Communication & Collaboration Further coding with Scratch Website Design Music making Spreadsheets Artificial Intelligence	Search engines Programming Music Micro:bit Game creator 3D modelling Concept Maps	Bletchley Park Introduction to Python Data: collection and storage Text Adventures Blogging Quizzing
	Each year group covers E-Safety sessions each half term.					
PSHE	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me	Being me in my world Celebrating difference Dreams and goals Healthy Me Relationships Changing me

Long Term Curriculum Overview – Driver subjects:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Knowledge Bases Year 1	**History** Local study: Chester Zoo	**Geography** Continents and oceans	**Geography** Local study: Boughton	**History** Within Living Memory	**History** Queen Elizabeth II's Coronation	**Geography** Weather & climate
Curriculum Knowledge Bases Year 2	**Geography** The United Kingdom	**History: Famous events** The Gunpowder plot and Great Fire of London	**Geography** Islands: Home and away	**History** Local study: Castles	**Geography** Local study: Chester	**History** Famous explorers: Christopher Columbus & Neil Armstrong
Curriculum Knowledge Bases Year 3	**Geography** UK Depth study	**History** Chester waterways	**History** The Stone Age to Iron Age	**Geography** Liverpool	**Geography** Local study: The Wirral Peninsula	**History:** The Ancient Egyptians
Curriculum Knowledge Bases Year 4	**Geography** Europe – including migration	**History** Ancient Greece	**History** The Roman Empire	**Geography** Volcanoes & Earthquakes	**Geography** Local study: Chester over time	**History** Local study: Deva
Curriculum Knowledge Bases Year 5	**History** The Anglo Saxons	**Geography** North America	**History** The Vikings	**Geography** Local study: Climate change & sustainability	**History** Local study: Crime & Punishment	**Geography** Lakewood, Colorado
Curriculum Knowledge Bases Year 6	**History** World War II	**Geography** World geography	**History** Local study: Tudor Chester	**Geography** South America: Brazil	**History** The Mayans	**Geography** London

History focused topics | **Geography focused topics**

Long Term English links Overview:

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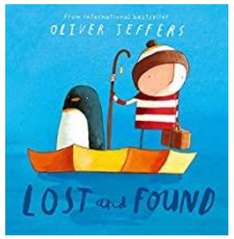
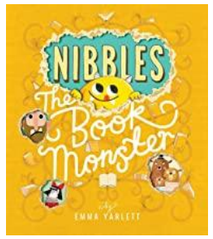
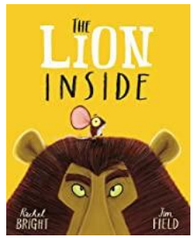
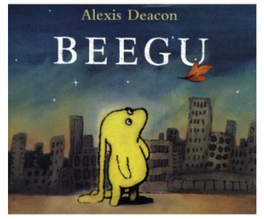
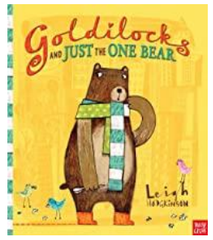
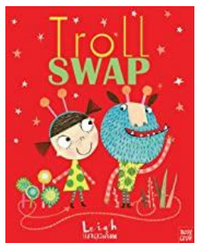
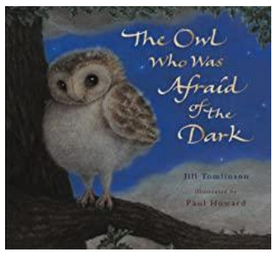
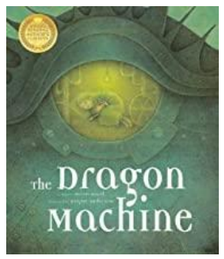
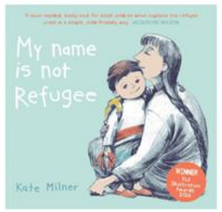
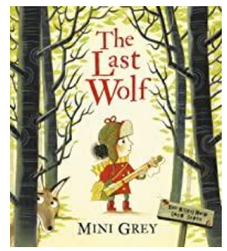
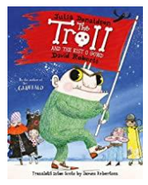
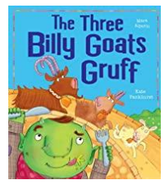
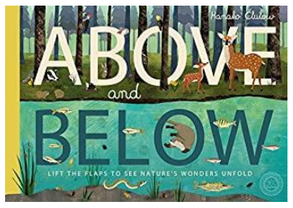
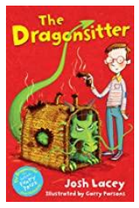
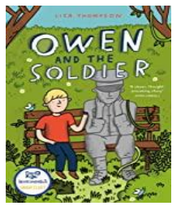
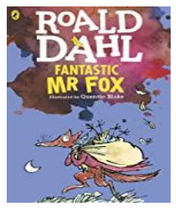
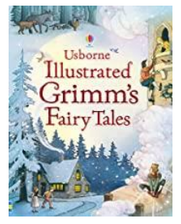
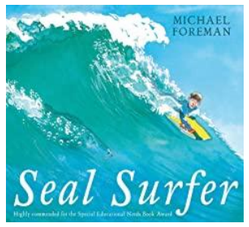
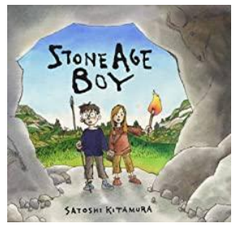
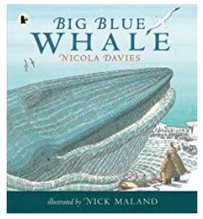
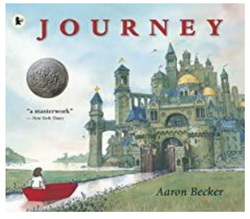
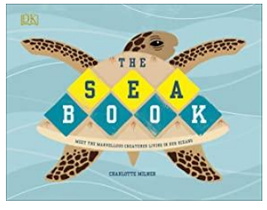
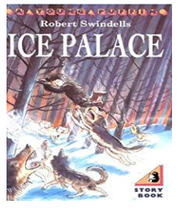
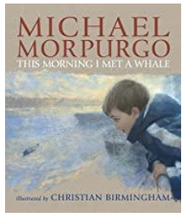
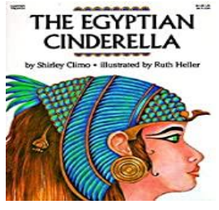
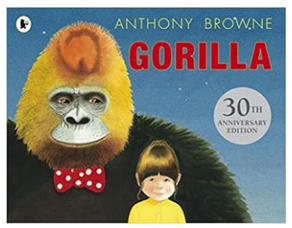
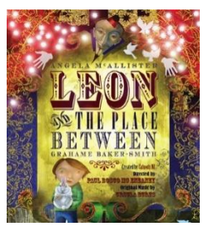
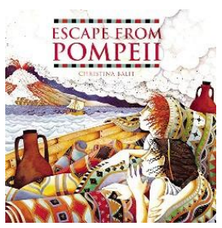
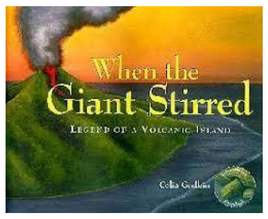
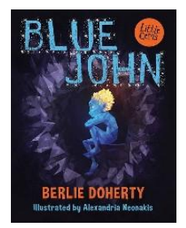
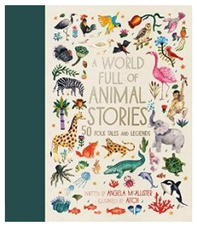
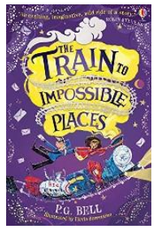
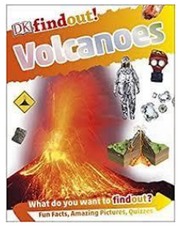
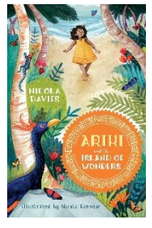
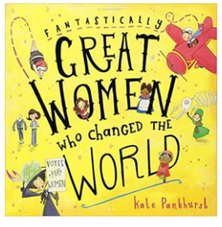
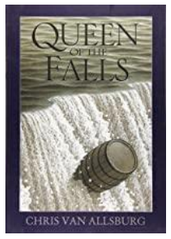
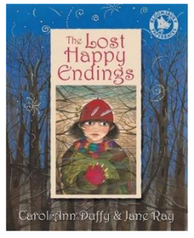
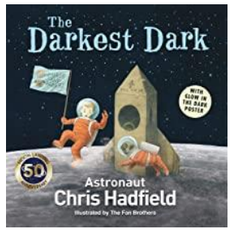
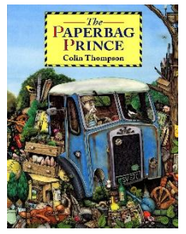
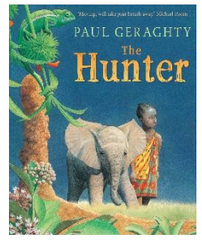
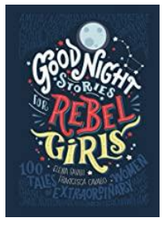
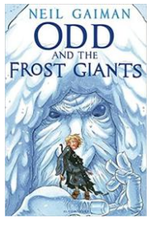
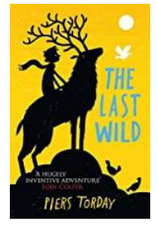
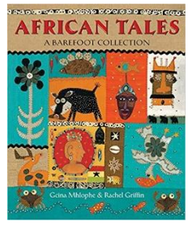
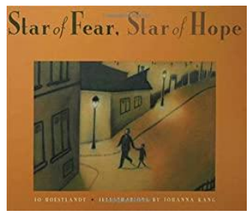
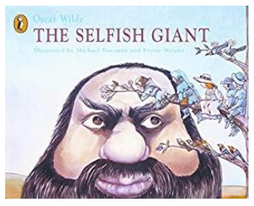
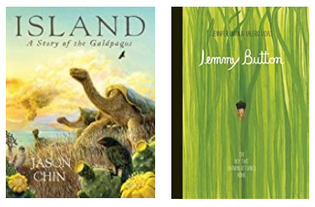
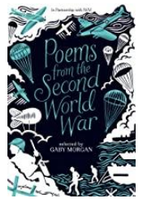
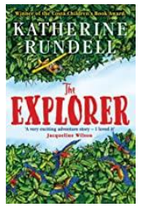
Pathways to Write						
Floppy's Phonics	Floppy's Phonics	Floppy's Phonics	Floppy's Phonics	Floppy's Phonics	Floppy's Phonics	Floppy's Phonics
Year 1 Knowledge Base	**History focus** Local Study: Chester Zoo	**Geography focus** Continents and Oceans	**Geography focus** Local Study: Boughton	**History focus** Within Living memory	**History** Queen Elizabeth II's coronation	**Geography** Weather & Climate

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
Pathways to Read	 		 			
Year 2 Knowledge Base	**Geography focus** The United Kingdom	**History focus** Famous events: The Gunpowder plot and Great Fire of London	**Geography focus** Islands: Home and away	**History focus** Local Study: Castles	**Geography focus** Local Study: Chester	**History focus** Famous explorers: Christopher Columbus & Neil Armstrong

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
Pathways to Read						
Year 3 Knowledge Base	**Geography focus** The United Kingdom – Depth Study	**History focus** Chester Waterways	**History focus** The Stone Age to Iron Age	**Geography focus** Liverpool	**Geography focus** Local Study: The Wirral Peninsula	**History focus** The Ancient Egyptians

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
Pathways to Read						
Year 4 Knowledge Base	**Geography focus** Europe – including migration	**History focus** Ancient Greece	**History focus** The Roman Empire	**Geography focus** Volcanoes and Earthquakes	**Geography focus** Local Study: Chester over time	**History focus** Local Study: Deva

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
Pathways to Read						
Year 5 Knowledge Base	**History focus** The Anglo Saxons	**Geography focus** North America	**History focus** The Vikings	**Geography focus** Local Study: Climate Change and Sustainability	**History focus** Local Study: Crime & Punishment	**Geography focus** Lakewood, Colorado

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
Pathways to Read	 			 		
Year 6 Knowledge Base	**History focus** World War II	**Geography focus** World Geography	**History focus** Local Study: Tudor Chester	**Geography focus** South America: Brazil	**History focus** The Mayans	**Geography focus** London

Long Term Mathematics Overview:

Year 1

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Numbers to 10	14
	Number – addition and subtraction	2	Part-whole within 10	7
	Number – addition and subtraction	3	Addition awithin 10	4
	Number – addition and subtraction	4	Subtraction within 10	8
	Geometry – properties of shape	5	2D and 3D shapes	5
Textbook B / Practice Book B (Term 2)	Number – number and place value	6	Numbers to 20	12
	Number – addition and subtraction	7	Addition and subtraction within 20	11
	Number – number and place value	8	Numbers to 50	7
	Measurement	9	Introducing length and height	4
	Measurement	10	Introducing weight and volume	7
Textbook C / Practice Book C (Term 3)	Number – multiplication and division	11	Multiplication and division	9
	Number – fractions	12	Halves and quarters	4
	Geometry – position and direction	13	Position and direction	5
	Number – number and place value	14	Numbers to 100	6
	Measurement	15	Money	3
	Measurement	16	Time	5

Year 2

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Numbers to 100	17
	Number – addition and subtraction	2	Addition and subtraction (1)	13
	Number – addition and subtraction	3	Addition and subtraction (2)	12
	Geometry – properties of shape	4	Properties of shapes	12
Textbook B / Practice Book B (Term 2)	Measurement	5	Money	10
	Number – multiplication and division	6	Multiplication and division (1)	8
	Number – multiplication and division	7	Multiplication and division (2)	10
	Measurement	8	Length and height	5
	Measurement	9	Mass, capacity and temperature	8
	Statistics	10	Statistics	7
Textbook C / Practice Book C (Term 3)	Number – fractions	11	Fractions	15
	Geometry – position and direction	12	Position and direction	5
	Measurement	13	Time	8
	Number – addition and subtraction	14	Problem solving and efficient methods	12

Year 3

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 1,000	13
	Number – addition and subtraction	2	Addition and subtraction (1)	10
	Number – addition and subtraction	3	Addition and subtraction (2)	13
	Number – multiplication and division	4	Multiplication and division (1)	5
	Number – multiplication and division	5	Multiplication and division (2)	13
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	6	Multiplication and division (3)	13
	Measurement	7	Length and perimeter	11
	Number – fractions	8	Fractions (1)	10
	Measurement	9	Mass	7
	Measurement	10	Capacity	6
Textbook C / Practice Workbook C (Term 3)	Number – fractions	11	Fractions (2)	8
	Measurement	12	Moneys	5
	Measurement	13	Time	12
	Geometry – properties of shapes	14	Angles and properties of shapes	9
	Statistics	15	Statistics	7

Year 4

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value – 4-digit numbers (1)	8
	Number – number and place value	2	Place value – 4-digit numbers (2)	8
	Number – addition and subtraction	3	Addition and subtraction	16
	Measurement	4	Measure – area	5
	Number – multiplication and division	5	Multiplication and division (1)	12
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)	16
	Measurement	7	Length and perimeter	6
	Number – fractions	8	Fractions (1)	9
	Number – fractions	9	Fractions (2)	8
	Number – fractions (including decimals and percentages	10	Decimals (1)	12
Textbook C / Practice Workbook C (Term 3)	Number – fractions (including decimals and percentages	11	Decimals (2)	7
	Measurement	12	Money	6
	Measurement	13	Time	5
	Geometry – properties of shapes	14	Geometry – angles and 2D shapes	8
	Statistics	15	Statistics	6
	Geometry – position and direction	16	Geometry – position and direction	6

Year 5

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 1,000,000 (1)	8
	Number – number and place value	2	Place value within 1,000,000 (2)	6
	Number – addition and subtraction	3	Addition and subtraction	12
	Number – multiplication and division	4	Multiplication and division (1)	10
	Number – fractions (including decimals and percentages)	5	Fractions (1)	8
	Number – fractions (including decimals and percentages)	6	Fractions (2)	11
Textbook B / Practice Workbook B (Term 2)	Number – multiplication and division	7	Multiplication and division (2)	10
	Number – fractions (including decimals and percentages)	8	Fractions (3)	7
	Number – fractions (including decimals and percentages)	9	Decimals and percentages	15
	Measurement	10	Measure – perimeter and area	8
	Statistics	11	Graphs and tables	6
Textbook C / Practice Workbook C (Term 3)	Geometry – properties of shapes	12	Geometry – properties of shapes	12
	Geometry – position and direction	13	Geometry – position and direction	6
	Number – fractions (including decimals and percentages)	14	Decimals	15
	Number – number and place value	15	Negative numbers	4
	Measurement	16	Measure – converting units	10
	Measurement	17	Measure – volume and capacity	3

Year 6

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Workbook A (Term 1)	Number – number and place value	1	Place value within 10,000,000	8
	Number – addition, subtraction, multiplication and division	2	Four operations (1)	8
	Number – addition, subtraction, multiplication and division	3	Four operations (2)	12
	Number - fractions	4	Fractions (1)	9
	Number - fractions	5	Fractions (2)	9
	Measurement	6	Measure – imperial and metric measures	5
Textbook B / Practice Workbook B (Term 2)	Ratio and proportion	7	Ratio and proportion	9
	Algebra	8	Algebra	11
	Number - fractions (including decimals and percentages)	9	Decimals	9
	Number - fractions (including decimals and percentages)	10	Percentages	8
	Measurement	11	Measure – perimeter, area and volume	11
Textbook C / Practice Workbook C (Term 3)	Statistics	12	Statistics	11
	Geometry – properties of shapes	13	Geometry – properties of shapes	12
	Geometry – position and direction	14	Geometry – position and direction	5
	Number – addition, subtraction, multiplication and division	15	Problem solving	14

Science:

Overall Aims of National Curriculum

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics,
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them,
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Scientific Knowledge and Conceptual Understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Working scientifically:
Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content and by applying the following approaches:

These are supported and embedded through applying one or more of the following skills:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
▪ asking simple questions and recognising that they can be answered in different ways, ▪ observing closely, using simple equipment, ▪ performing simple tests, ▪ identifying and classifying, ▪ using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions		▪ asking relevant questions and using different types of scientific enquiries to answer them, ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, ▪ identifying differences, similarities or changes related to simple scientific ideas and processes, ▪ using straightforward scientific evidence to answer questions or to support their findings.		▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments.

Science	**Curriculum Objectives**	**Plants** ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals including humans** ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivore and omnivores, ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Everyday materials** ▪ distinguish between an object and the material from which it is made, ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal changes** ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. **Caring for the Planet** Develop an understanding of respecting and handling living things by establishing ground rules for outdoor work, describe living things using everyday language, present evidence using simple templates, compare deciduous and evergreen trees through observation, identify common flowering plants in cultivated and wild areas, observe flower characteristics including scent, and discuss the differences between gardens and wild areas through residential garden observations.	**Living things and their habitats** ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ▪ identify and name a variety of plants and animals in their habitats, including microhabitats ▪ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Plants** ▪ observe and describe how seeds and bulbs grow into mature plants ▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy **Animals including humans** ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **Uses of everyday materials** ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **Local Habitats** Acquire the knowledge and skills necessary to respect and handle living things in their environment, including establishing ground rules for outdoor work, conducting a search or treasure hunt to identify living, once-living, and non-living items, participating in a plant hunt to increase plant identification skills, researching plants that attract wildlife, and selecting a wild plant to study by examining its preferred growing conditions and mapping its occurrence in the study area.	**Plants** ▪ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ▪ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ▪ investigate the way in which water is transported within plants ▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals including humans** ▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Rocks** ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter. **Light** ▪ recognise that they need light in order to see things and that dark is the absence of light ▪ notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes ▪ recognise that shadows are formed when the light from a light source is blocked by an opaque object ▪ find patterns in the way that the size of shadows change. **Forces and Magnets** ▪ compare how things move on different surfaces ▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Living things and their habitats** ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. **Animals including humans** ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. **States of Matter** ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Sound** ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases. **Electricity** ▪ identify common appliances that run on electricity ▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery ▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ▪ recognise some common conductors and insulators, and associate metals with being good conductors.	**Living things and habitats** ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. **Animals including humans** ▪ describe the changes as humans develop to old age. **Properties and changes of materials** ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ▪ demonstrate that dissolving, mixing and changes of state are reversible changes ▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Earth and Space** ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces** ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Living things and their habitats** ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics. **Animals including humans** ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. **Evolution and inheritance** ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light** ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram.

Geography:

Overall Aims of National Curriculum	
Geography	1. develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes 2. understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, 3. are competent in the geographical skills needed to: a) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes, b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS), c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geography	Focus of Study	Continents and Oceans Weather and Climate Local Study: Boughton	The United Kingdom Islands home and away. Local Study: Chester	United Kingdom – Depth Study including rivers and coasts Liverpool including The Water Cycle Local Study - The Wirral Peninsula	Europe including migration Volcanoes and Earthquakes Local Study: Chester over time	North America – including natural resources Lakewood, Colorado – economic activity Local Study: Climate change and sustainability	World Geography South America: Brazil – biomes and vegetation belts London – comparison with Brasilia
	Locational Knowledge	▪ name and locate the world's seven continents and five oceans	▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	1. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 3. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	1. Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 3. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
	Place Knowledge	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.	4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.
	Human and Physical Geography	▪ use basic geographical vocabulary to refer to: 1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ identify seasonal and daily weather patterns in the United Kingdom	▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. 6. Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including food, minerals and water.	5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. 6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.	5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains. 6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains. 6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	Geographical skills and fieldwork	▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			

Golden Threads				
	My place in the world	Diversity	Interconnectivity	Sustainability

History:

Overall Aims of National Curriculum History	• know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2 • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	**Focus of Study**	Local Study: History of Chester Zoo Life when my Grandparents were six Queen Elizabeth II's Coronation	Great Fire of London and Gunpowder Plot Famous explorers: Christopher Columbus and Neil Armstrong Local Study: Castles	Stone Age to Iron Age Ancient Egypt Local Study: Chester Waterways	Ancient Greece The Roman Empire Local Study: Deva	Anglo-Saxons The Vikings Local Study: Crime and Punishment	The Mayans World War 2 Local Study: Tudor Chester
	National Curriculum [non-statutory]	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality.	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Changes in Britain from the Stone Age to the Iron Age. A local history study – Chester's Waterways. The achievements of the earliest civilizations; a depth study of Ancient Egypt.	The Roman Empire and its impact on Britain. A local history study; Deva. Ancient Greece – life, achievements, influence.	Britain's settlement by Anglo-Saxons and Scots. Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. A local history study – Crime and Punishment in Chester.	An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066; World War Two. A local history study; Tudor Chester. A Non-European society that contrasts with British history; Mayan civilization.
	Chronological knowledge / understanding	Develop an awareness of the past Use common words and phrases relating to the passing of time	Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time.			
	Historical enquiry	Ask and answer questions Understand some ways we find out about the past	As in Year 1 plus, Choose and use parts of stories and other sources to show understanding	4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information.			
	Interpretations of history	Identify different ways in which the past is represented	Identify different ways in which the past is represented	8. Understand that different versions of the past may exist, giving some reasons for this.			

Golden Threads					
Invasion	**Legacy**	**Social Diversity**	**Monarchy**	**Exploration**
				

Art and Design:

Overall Aims of National Curriculum 	The national curriculum for art and design aims to ensure that all pupils: ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and analyse creative works using the language of art, craft and design ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.					
Curriculum objectives	**Key Stage 1** Pupils should be taught: ▪ to use a range of materials creatively to design and make products, ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination, ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		**Key Stage 2** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ▪ to create sketch books to record their observations and use them to review and revisit ideas, ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history.			
Focus of study & Artist	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Collage: Matisse	**Draw & Paint: Lowry**	**Draw: Freida McKitrick**	**Draw: Modigliani**	**Draw: Grant Wood**	**Paint: Dali**
	Draw & Paint: Peter Blake	**Paint: Klee**	**Colour & Textiles: Sandra Hepworth**	**Paint: Warhol**	**Colour & Textiles: Rousseau**	**Colour & Draw: Frida Kahlo**
	Paint: Van Gogh	**Sculpture: Broadbent**	**Sculpture: Barbara Hepworth**	**Paint: Monet**	**Sculpture: Rachel Whiteread**	**Sculpture: Louise Bourgeois**

Design Technology

<table>
<tr><td>Overall Aims of National Curriculum</td><td colspan="6">The national curriculum for art and design aims to ensure that all pupils:
▪ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
▪ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
▪ critique, evaluate and test their ideas and products and the work of others
▪ understand and apply the principles of nutrition and learn how to cook.</td></tr>
<tr><td rowspan="3">Focus of study</td><td colspan="2">Key Stage 1</td><td colspan="4">Key Stage 2</td></tr>
<tr><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td>Sliders & Levers – Moving Picture Cards
Templates & Joining (textiles) – Glove puppets
Preparing fruit and vegetables – a healthy meal</td><td>Wheels and Axles – transporting vehicle
Freestanding structures – building bridges
Cookery – Gingerbread biscuits.</td><td>2D to 3D shape product (textiles) – waterproof bags
Levers and Linkages – Pop-up tourist poster
Healthy and varied diet – a balanced meal</td><td>Shell Structures with CAD (Structures) Gift boxes
Simple switches and circuits – make a torch
Pneumatics (mechanisms) – Dumper truck</td><td>Electrical – Automatic Nightlight
Structures and joining – Wildlife houses
Cookery – Colorado style pizza</td><td>Textiles – Christmas Stocking
Structures and joining – moving toy
Cookery – Savoury biscuits</td></tr>
<tr><td>Curriculum objectives</td><td colspan="2">When designing and making, pupils should be taught to:
Design:
▪ design purposeful, functional, appealing products for themselves and other users based on design criteria
▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make:
▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate:
▪ explore and evaluate a range of existing products
▪ evaluate their ideas and products against design criteria
Technical knowledge:
▪ build structures, exploring how they can be made stronger, stiffer and more stable,
▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Cooking and nutrition:
▪ use the basic principles of a healthy and varied diet to prepare dishes
▪ understand where food comes from.</td><td colspan="4">When designing and making, pupils should be taught to:
Design:
▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
Make:
▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Evaluate:
▪ investigate and analyse a range of existing products
▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
▪ understand how key events and individuals in design and technology have helped shape the world
Technical knowledge:
▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
▪ apply their understanding of computing to program, monitor and control their products.
Cooking and nutrition:
▪ understand and apply the principles of a healthy and varied diet
▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
<tr><td rowspan="2">Bake off challenge</td><td>Year 1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td colspan="2">Cooking and nutrition:
▪ use the basic principles of a healthy and varied diet to prepare dishes
▪ understand where food comes from.</td><td colspan="4">Cooking and nutrition:
▪ understand and apply the principles of a healthy and varied diet
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</table>

Physical Education:

<table>
<tr><td>Overall Aims of National Curriculum
 
</td><td colspan="6">The national curriculum for computing aims to ensure that all pupils:
▪ develop competence to excel in a broad range of physical activities
▪ are physically active for sustained periods of time
▪ engage in competitive sports and activities
▪ lead healthy, active lives.</td></tr>
<tr><td></td><td colspan="2">Key Stage 1</td><td colspan="4">Key Stage 2</td></tr>
<tr><td rowspan="2">National Curriculum objectives</td><td colspan="2">Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
Pupils should be taught to:
▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
▪ participate in team games, developing simple tactics for attacking and defending
▪ perform dances using simple movement patterns.</td><td colspan="4">Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
Pupils should be taught to:
▪ use running, jumping, throwing and catching in isolation and in combination
▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
▪ perform dances using a range of movement patterns
▪ take part in outdoor and adventurous activity challenges both individually and within a team
▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety
Pupils should be taught to:
▪ swim competently, confidently and proficiently over a distance of at least 25 metres,
▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
▪ perform safe self-rescue in different water-based situations.</td></tr>
<tr><td>Year1</td><td>Year 2</td><td>Year 3</td><td>Year 4</td><td>Year 5</td><td>Year 6</td></tr>
<tr><td>Autumn term</td><td>Net and Wall Games
Gymnastics
Fundamental Movement Skills</td><td>Net and Wall Games
Yoga
Target Games
Gymnastics</td><td>Gymnastics
Forest School
Hockey
Yoga</td><td>Tag Rugby
Personal Challenges
Gymnastics
Forest School</td><td>Gymnastics
Forest School
Dodgeball
Leadership</td><td>Badminton
Dodgeball
Gymnastics
OAA</td></tr>
<tr><td>Spring term</td><td>Invasion Games
Yoga
Dance
Forest School</td><td>Gymnastics
Personal Challenges
Dance
OAA</td><td>Basketball
Tag Rugby
Dance
Gymnastics</td><td>Football
Yoga
Dance
OAA</td><td>Basketball
OAA
Dance
Yoga</td><td>Netball
Gymnastics
Dance
Team Building</td></tr>
<tr><td>Summer term</td><td>Target Games
Object Manipulation
Striking & Fielding
OAA</td><td>Athletics
Invasion Games
Striking & Fielding
Forest School</td><td>Athletics
Swimming
Cricket
OAA</td><td>Athletics
Swimming
Rounders
Gymnastics</td><td>Athletics
Swimming
Tennis
Gymnastics</td><td>Athletics
Swimming
Cricket
Forest School</td></tr>
</table>

Music:

Overall Aims of National Curriculum	**The national curriculum for computing aims to ensure that all pupils:** ▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.					
	Key Stage 1		**Key Stage 2**			
National Curriculum objectives	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music, ▪ listen with attention to detail and recall sounds with increasing aural memory, ▪ use and understand staff and other musical notations, ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Genre study and focus	Pulse and rhythm (Theme: All about me)	West African call and response song (Theme: Animals)	Creating compositions in response to an animation (Theme: Mountains)	Body and tuned percussion (Theme: Rainforests)	Composition notation (Theme: Ancient Egypt)	Songs of World War 2
	Tempo (Theme: Snail and mouse)	Orchestral instruments (Theme: Traditional Western stories)	Developing singing technique (Theme: the Vikings)	Rock and Roll	Blues	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
	Musical vocabulary (Theme: Under the sea)	Musical me: Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion.	Ballads	Changes in pitch, tempo and dynamics (Theme: Rivers)	South and West Africa	Film music
	Vocal and body sounds (Theme: By the sea)	Dynamics, timbre, tempo and motifs (Theme: Space)	Pentatonic melodies and composition (Theme: Chinese New Year)	Haiku, music and performance (Theme: Hanami festival)	Composition to represent the festival of colour (Theme: Holi festival)	Theme and variations (Theme: Pop Art)
	Timbre and rhythmic patterns (Theme: Fairy tales)	On this island: British songs and sounds	Jazz	Samba and carnival sounds and instruments (Theme: South America)	Looping and remixing	Composing and performing a Leavers' song
	Pitch and tempo (Theme: Superheroes)	Myths and legends	Traditional instruments and improvisation (Theme: India)	Adapting and transposing motifs (Theme: Romans)	Musical theatre	Baroque

Computing:

Overall Aims of National Curriculum	The national curriculum for computing aims to ensure that all pupils: ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation, ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems, ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems, ▪ are responsible, competent, confident and creative users of information and communication technology	
	Key Stage 1	**Key Stage 2**
National Curriculum objectives	**Pupils should be taught to:** ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content, ▪ recognise common uses of information technology beyond school, ▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Pupils should be taught to:** ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	▪ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. ▪ Create and debug simple programs. ▪ Use logical reasoning to predict the behaviour of simple programs.		▪ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ▪ Use sequence, selection and repetition in programs; work with variables and various forms of input and output. ▪ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ▪ Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.			
Information Technology	▪ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.		▪ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ▪ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.			
Digital Literacy	• Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		▪ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.			
Focus of study	**Getting started with Computing** **Programming BeeBots** **Algorithms unplugged** **Digital Imagery** **Introducing data** **Rocket to the moon**	**What is a computer?** **Word Processing** **Programming: Scratch Jr** **Algorithms and debugging** **Data collection** **Stop Motion Animation**	**Emailing** **Inside a computer** **Databases** **Digital Literacy** **Programming: Scratch** **Networks and the internet**	**Communication & collaboration** **Further programming: Scratch** **Web design** **HTML** **Investigating weather** **Computational thinking**	**Programming: Microbits** **Search engines** **Programming music** **Inputs and Outputs: Mars Rover** **CAD systems: Mars Rover** **Stop Motion Animation**	**Security: Bletchley Park** **Introduction to Python** **Data: collection and storage** **Data: use and transfer** **Skill application project**

Languages (French):

Overall Aims of National Curriculum 	**The national curriculum for languages aims to ensure that all pupils:** ▪ understand and respond to spoken and written language from a variety of authentic sources, ▪ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation, ▪ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, ▪ discover and develop an appreciation of a range of writing in the language studied.			
	Key Stage 2 Pupils should be taught to:			
National Curriculum objectives	▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, ▪ present ideas and information orally to a range of audiences ▪ read carefully and show understanding of words, phrases and simple writing, ▪ appreciate stories, songs, poems and rhymes in the language, ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly, ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.			
	Year 3	**Year 4**	**Year 5**	**Year 6**
Focus of study	**Greetings & Introductions**	**Describing: People**	**Describing: Pets**	**Sport & Olympics**
	Describing: colour, size & shape	**Getting dressed: Colour & clothes**	**Space**	**Football**
	Counting, numbers & age	**Counting, numbers & dates**	**Shopping**	**My house & home**
	In the classroom	**Weather**	**French around the world**	**Holidays**
	Transport & travel	**Food & eating**	**French verbs**	**Transport & direction**
	Animals	**Songs: Eurovision**	**My family**	

Religious Education:

RE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Objectives	**Christianity:** ▪ What does it mean to belong? ▪ Why do Christians celebrate Christmas? ▪ What do we think about how the world was made and how should we look after it? **Free Choice:** ▪ What is respect? Linking RE to No Outsiders project. Handling artefacts with respect. **Islam:** ▪ How and why are Allah and Muhammad (PBUH) important to Muslims? ▪ How do Muslims express new beginnings?	**Christianity:** ▪ Who was Jesus? Why is he important to Christians today? ▪ Why is the Bible a special book for Christians? ▪ Why did Jesus teach people through stories? **Free Choice:** ▪ Life Stages. Including linking RE to No Outsiders project. **Judaism:** ▪ What do Jews believe about God? ▪ How do Jews show faith through practices and celebrations?	**Hinduism:** ▪ How do Hindus view God? How is Diwali celebrated? **Free Choice:** • RE work with partnership school and looking at Lotus Temple in Delhi. **Christianity:** ▪ How do Christians use the Bible to help them with their lives? ▪ What do I think about Jesus? How is he portrayed in art from around the world? ▪ What is my point of view about God and why do people have faith? **Islam:** ▪ How do Muslims worship? ▪ How do Jews show faith through practices and celebrations?	**Hinduism:** ▪ How do Hindus worship? **Christianity:** ▪ Why do Christians think about Incarnation at Christmas? ▪ How did Jesus teach about God and values through parables? ▪ How can I understand different Easter concepts? **Free Choice:** ▪ What is Humanism? **Judaism:** ▪ How do Jews demonstrate their faith through their communities? ▪ What do I think about Jesus? How is he portrayed in art from around the world.	**Islam:** ▪ Why are the Five Pillars important to Muslims? ▪ How is the Muslim faith expressed through family life? **Sikhism:** ▪ Why is community and equality important to Sikhs? **Christianity:** ▪ Which concepts do we find hard in Christianity? **Free Choice:** ▪ How is light used in religion? ▪ How do people show their beliefs in action? (Could be a Christianity focus or examples from a range of religious and non-religious world views.)	**Christianity:** ▪ How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions. ▪ What can we learn from Christian religious buildings and music? ▪ What are some of the differences and similarities within Christianity locally and globally? ▪ What is the Kingdom of God and what do Christians believe about the afterlife? **Sikhism:** ▪ How do Sikhs worship? **Free Choice:** ▪ What does it mean to belong in a religiously diverse world? ▪ Project work with partnership schools. ▪
Vocabulary	Belonging, family, included, accepting, fair, equal, Christmas, birth, Jesus, story, nativity, Son of God, Christianity, respect, kindness, Allah, Muhammed, Muslim, faith, deity, starting, beginning	Jesus, Son of God, Son of Man, Holy Spirit, example, hope, morals, bible, holy book, precious, guide, informative, teachings, parables, morals, relatable, Shabbat, Yamim Tovim, Torah	Trimurti, Brahma, Vishnu, Shiva, Brahman, Diwali, Rangoli celebration, Pooja thali, Rama, Sita, lights, Diva lamp, Lakshmi, faith, worship, mosque, prayer, Kabah, Arabic, Allah	Temple, Puja, Sanskrit, shrine, sacrament, lamp, incarnation, new life, resurrection, sacrifice, values, messages, morals, examples, stories, Easter, Holy spirit, crucifixion.	Belief, Shahadah, Qur'an, Allah, Muhammad, Sacred, Wudu, Kara, Kesh, Langar, Sewa, Gurdwara, Light, symbolism, new life, hope, fresh start, example, activism, protest, prayer	Prayer, church, mass, holy communion, hope, light, peace, tranquil, precious, common, difference, kingdom of god, right hand of the father, heaven, diversity, inclusivity, no outsiders.
Summary of activities	▪ Nativity play at Christmas ▪ An Advent Assembly ▪ A story map of Genesis ▪ Drama – showing respect through role play ▪ Looking at religious artefacts respectfully i.e. Bible	▪ Nativity play at Christmas. ▪ Role play of famous parables ▪ Baking Challah bread to re-enact the Shabbat.	▪ Make Diva lamps ▪ Role play the story of Rama and Sita ▪ Rangoli patterns ▪ Visit a Mosque Study and recreate different artistic portrayals of Jesus.	▪ Organise a visit from http://hinduismeducationservices.co.uk/ ▪ Role-play stories told by Jesus. ▪ Story map the Stations of the Cross. ▪ Listen to a Humanist speaker	▪ Visit the Shahjalal Mosque & Islamic Centre in Blacon ▪ P4C: finding concepts challenging. How to handle these challenges respectfully. ▪ Art work representing the use of light. ▪ Reading the news to find protest and activism in action.	▪ Visit the local Christian church. ▪ Listen to Christian music. ▪ Make a model of Church ▪ Organise a visit from http://sikhguru.org.uk/education/ ▪ Project work with partnership faith schools.

PSHE:

Overall Aims of National Curriculum	The national curriculum for computing aims to ensure that all pupils: ▪ are equipped with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. ▪ are taught about drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.					
	Key Stage 1		**Key Stage 2**			
	Year1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Being me in my world	▪ Feeling special and safe ▪ Being part of a class ▪ Rights and responsibilities ▪ Rewards and feeling proud ▪ Consequences ▪ Owning the Learning Charter	▪ Hopes and fears for the year ▪ Rights and responsibilities ▪ Rewards and consequences ▪ Safe and fair learning environment ▪ Valuing contributions - choices ▪ Recognising feelings	▪ Setting personal goals ▪ Self-identity and worth ▪ Positivity in challenges - Rules, rights and responsibilities ▪ Rewards and consequences ▪ Responsible choices ▪ Seeing things from others' perspectives	▪ Being part of a class team ▪ Being a school citizen ▪ Rights, responsibilities and democracy (school council) ▪ Rewards and consequences ▪ Group decision-making -having a voice ▪ What motivates behaviour	▪ Planning the forthcoming year ▪ Being a citizen ▪ Rights and responsibilities ▪ Rewards and consequences ▪ How behaviour affects groups ▪ Democracy, having a voice, Participating	▪ Identifying goals for the year ▪ Global citizenship ▪ Children's universal rights Feeling welcome and valued Choices, consequences and rewards ▪ Group dynamics ▪ Democracy, having a voice ▪ Anti-social behaviour - Role-modelling
Celebrating Difference	▪ Similarities and differences ▪ Understanding bullying and knowing how to deal with it ▪ Making new friends ▪ Celebrating the differences in everyone	▪ Assumptions and stereotypes about gender ▪ Understanding bullying ▪ Standing up for self and others ▪ Making new friends ▪ Gender diversity ▪ Celebrating difference and remaining friends	▪ Families and their differences ▪ Family conflict and how to manage it (child-centred) ▪ Witnessing bullying and how to solve it ▪ Recognising how words can be hurtful ▪ Giving and receiving compliments	▪ Challenging assumptions ▪ Judging by appearance ▪ Accepting self and others ▪ Understanding influences ▪ Understanding bullying ▪ Problem-solving Identifying how special and unique everyone is ▪ First impressions	▪ Cultural differences and how they can cause conflict ▪ Racism ▪ Rumours and name-calling ▪ Types of bullying ▪ Material wealth and happiness ▪ Enjoying and respecting other cultures	▪ Perceptions of normality ▪ Understanding disability ▪ Power struggles ▪ Understanding bullying Inclusion/exclusion ▪ Differences as conflict, difference as celebration ▪ Empathy
Dreams and Goals	▪ Setting goals ▪ Identifying successes and achievements ▪ Learning styles ▪ Working well and celebrating achievement with a partner ▪ Tackling new challenges ▪ Identifying and overcoming obstacles ▪ Feelings of success	▪ Achieving realistic goals ▪ Perseverance ▪ Learning strengths ▪ Learning with others ▪ Group co-operation ▪ Contributing to and sharing success	▪ Difficult challenges and achieving success ▪ Dreams and ambitions ▪ New challenges ▪ Motivation and enthusiasm ▪ Recognising and trying to overcome obstacles ▪ Evaluating learning processes ▪ Managing feelings ▪ Simple budgeting	▪ Hopes and dreams ▪ Overcoming disappointment ▪ Creating new, realistic dreams ▪ Achieving goals ▪ Working in a group ▪ Celebrating contributions ▪ Resilience Positive attitudes	• Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation	• Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments
Healthy Me	▪ Keeping myself healthy ▪ Healthier lifestyle choices ▪ Keeping clean ▪ Being safe ▪ Medicine safety/safety with household items ▪ Road safety ▪ Linking health and happiness	▪ Motivation ▪ Healthier choices ▪ Relaxation ▪ Healthy eating and nutrition ▪ Healthier snacks and sharing food	▪ Exercise Fitness challenges ▪ Food labelling and healthy swaps ▪ Attitudes towards drugs ▪ Keeping safe and why it's important online and off line scenarios ▪ Respect for myself and others ▪ Healthy and safe choices	▪ Healthier friendships Group dynamics ▪ Smoking ▪ Alcohol ▪ Assertiveness ▪ Peer pressure ▪ Celebrating inner strength	▪ Smoking, including vaping ▪ Alcohol ▪ Alcohol and anti-social behaviour ▪ Emergency aid ▪ Body image ▪ Relationships with food ▪ Healthy choices ▪ Motivation and behaviour	▪ Taking personal responsibility ▪ How substances affect the body ▪ Exploitation, including 'county lines' and gang culture ▪ Emotional and mental health ▪ Managing stress
Relationships	▪ Belonging to a family ▪ Making friends/being a good friend ▪ Physical contact preferences ▪ People who help us ▪ Qualities as a friend and person ▪ Self-acknowledgement ▪ Being a good friend to myself ▪ Celebrating special relationships	▪ Different types of family ▪ Physical contact boundaries ▪ Friendship and conflict ▪ Secrets ▪ Trust and appreciation ▪ Expressing appreciation for special relationships	▪ Family roles and responsibilities ▪ Friendship and negotiation ▪ Keeping safe online and who to go to for help ▪ Being a global citizen ▪ Being aware of how my choices affect others ▪ Awareness of how other children have different lives ▪ Expressing appreciation for family and friends	▪ Jealousy ▪ Love and loss ▪ Memories of loved ones ▪ Getting on and Falling Out ▪ Girlfriends and boyfriends ▪ Showing appreciation to people and animals	▪ Self-recognition and self-worth ▪ Building self-esteem ▪ Safer online communities ▪ Rights and responsibilities online ▪ Online gaming and gambling ▪ Reducing screen time ▪ Dangers of online grooming SMARRT internet safety rules	• Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use
Changing Me	▪ Life cycles – animal and human ▪ Changes in me ▪ Changes since being a baby ▪ Differences between female and male bodies (correct terminology) ▪ Linking growing and learning ▪ Coping with change ▪ Transition	▪ Life cycles in nature ▪ Growing from young to old ▪ Increasing independence ▪ Differences in female and male bodies (correct terminology) ▪ Assertiveness ▪ Preparing for transition	▪ How babies grow ▪ Understanding a baby's needs ▪ Outside body changes ▪ Inside body changes ▪ Family stereotypes ▪ Challenging my ideas ▪ Preparing for transition	▪ Being unique ▪ Having a baby ▪ Girls and puberty ▪ Confidence in change ▪ Accepting change ▪ Preparing for transition ▪ Environmental change	▪ Self- and body image ▪ Influence of online and media on body image ▪ Puberty for girls ▪ Puberty for boys ▪ Conception (including IVF) ▪ Growing responsibility ▪ Coping with change ▪ Preparing for transition	• Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends Sexting • Transition