	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Land of Hope and Glory	We Shall Remember	Cracking Contraptions	Land of the Free	The Arts	Achievements and
	Geography Driver	History Driver	Design Technology Driver	Geography Driver	History and Art Driver	Legacies
						History Driver
Enhance	<mark>European Week</mark>	Lancashire Museum Trip	Enterprise and Maths	<mark>Farm to Fork</mark>	<mark>Art week</mark>	<mark>Healthy Livin</mark> g, Healthy
ment	(incorporating European	Diwali Assembly by Prags	<mark>Week</mark>	week/Fairtrade Fortnight	Various activities	<mark>World Week</mark>
Ideas	Day of Languages) Visitor	Black History Month	Dragon's Den style event	Weslandia by Paul	through the week linked	Freddy Fit, Mini Mantra
	from another European	Anti- bullying week	Allocated a budget of	Fleischman.	to unit.	Yoga, Ninja Warrior,
	country. Dress up in	Remembrance Sunday	£50.00 with a remit of	Sustainable food miles, an	Art teacher from a local	recycling plant visit
	traditional dress. Food	Children in Need	designing, advertising and	onsite farm visit, plus	high school	
	tasting.	Advent/Christmas/	making a product that can	parents and local business		<mark>Reach for the Stars Week</mark>
		Tunley Church Christingle	be marketed for sale to	involvement.		Celebrating the
	British Values Day		members of the school	Raise an understanding of		anniversary of the moon
	Roald Dahl Day		community and make a	what Fair Trade means.		landings. Challenge and
	Grandparents Day		profit.	Innocent smoothie or		aspiration.
	National Poetry Day (with		Visits from local	Warburtons visit		Dress up as 'When I grow
	English unit)		businesses.			up I want to be'
	Harvest at Tunley Church		Media students from	Mother's Day		Visiting planetarium
	Trip to the Lake District		Bishop Rawsthorne School	Easter egg hunt		Jodrell Bank trip
			during the week, to	World Book Day - Library		
			support children with the	service workshop		Father's Day
			design and filming of their	Tunley Church Easter		Sports Day
			adverts.	service		Church visit
			Happy puzzle company	Holi - Assembly by Prags		Visit from Rev. Mike
				World Autism Awareness		Year 6 sleepover
			Pancake Day races	Day - Teacher from		Leaver's Assembly
			World Religion Day	Westmorland/visit?		
			Chinese New Year			
			Road Safety Week			
			Safer Internet day			
School/	Democracy	Rule of law	Tolerance	Diversity	Mutual respect	Individual liberty
British Values	We persevere	We are considerate	We aim high	We stand together	We are responsible	Christian values

What makes Britain great?	What do we need?	Q. What is the land of the	1
Study the United Kingdom.	Energy and the	free?	
Study one area in depth	environment	Study the continent of	
Similarities to and		North America	
differences from other	We are considerate	Compare and contract	
European countries	Mutual respect	North America with the	
	Looking at the bigger	United Kingdom.	
British Values – Democracy	picture		
and the rule of law	-	We are considerate	l
Bespoke to children's	To investigate places:	Democracy	
interests	Milestone 2	Rule of law	
Looking at the bigger	<ul> <li>Ask and answer</li> </ul>	Diversity	
picture	geographical questions	Looking at the bigger	ł
Topic based	about the physical and	picture	
E –Safety	human characteristics of a	Topic based	
	location in the context of:		
Cross-Curricular: Travel	settlements, electricity	Cross-Curricular:	
Brochure on the Lake	generation and distribution	Persuasive travel leaflet to	
District and Sensory poem	renewable and non-	visit area of the Americas.	
linked to the Lake District	renewable energy sources,		
	food miles, conserving		
To investigate places:	food, water and energy	To investigate places:	
Milestone 2	supplies, comparing	Milestone 2	
<ul> <li>Ask and answer</li> </ul>	resource supplies in the UK	<ul> <li>Ask and answer</li> </ul>	
geographical questions	and abroad.	geographical questions	
about the physical and	<ul> <li>To name and locate</li> </ul>	about the physical and	
human characteristics of a	counties and cities of the	human characteristics of a	
location.	United	location.	
<ul> <li>Explain own views about</li> </ul>	Kingdom, geographical	• Explain own views about	
locations, giving reasons.	regions and their	locations, giving reasons.	
<ul> <li>Use maps, atlases, globes</li> </ul>	identifying	• Use maps, atlases, globes	;
and	human and physical	and	
digital/computer mapping	characteristics, key	digital/computer mapping	
to locate countries and	topographical	to locate countries and	
describe features.	features (including hills,	describe features.	
<ul> <li>Use fieldwork to observe</li> </ul>	mountains, coasts and	• Use fieldwork to observe	
and record the human and	rivers),	and record the human and	

Geography

physical features in the	and land-use patterns; and	physical features in the	
local area using a range of	understand how some of	local area using a range of	
methods including sketch	these aspects have	methods including sketch	
maps, plans and	changed over time in the	maps, plans and	
graphs and digital	context of UK power	graphs and digital	
technologies.	stations.	technologies.	
• Use a range of resources	• Use maps, atlases, globes	• Use a range of resources	
to identify the key physical	and digital/computer	to identify the key physical	
and human features of a	mapping to locate	and human features of a	
location.	countries and describe	location.	
<ul> <li>Name and locate</li> </ul>	features.	Milestone 3	l
counties and cities of the		<ul> <li>Collect and analyse</li> </ul>	l
United Kingdom,		statistics and	
geographical regions and	Milestone 3	other information in order	
their identifying human	<ul> <li>Identify and describe</li> </ul>	to draw clear	
and physical	how the physical features	conclusions about	
characteristics, including	affect the human activity	locations.	
hills, mountains, cities,	within a location.	<ul> <li>Identify and describe</li> </ul>	
rivers, key topographical	in the context of:	how the physical	
features and land-use	settlements, electricity	features affect the human	
patterns; and understand	generation and distributior	activity within a location.	
how some of these aspects	renewable and non-	<ul> <li>Use a range of</li> </ul>	
have changed over time.	renewable energy sources,	geographical resources to	
<ul> <li>Name and locate the</li> </ul>	food miles, conserving	give detailed descriptions	
countries of Europe	food, water and energy	and opinions of	
and identify their main	supplies, comparing	the characteristic features	
physical and	resource supplies in the UK	of a location.	
human characteristics.	and abroad.	<ul> <li>Use different types of</li> </ul>	
Milestone 3	To name and locate	fieldwork	
<ul> <li>Identify and describe</li> </ul>	counties and cities of the	sampling (random and	
how the physical	United	systematic) to observe,	
features affect the human	Kingdom, geographical	measure and record the	l
activity within a location.	regions and their	human and physical	
<ul> <li>Use a range of</li> </ul>	identifying	features in the local area.	
geographical resources to	human and physical	Record the results in a	
give detailed descriptions	characteristics, key	range of ways.	
and opinions of	topographical		

the characteristic features	features (including hills,	<ul> <li>Analyse and give views</li> </ul>	
of a location.	mountains, coasts and	on the effectiveness	
<ul> <li>Use different types of</li> </ul>	rivers),	of different geographical	
fieldwork	and land-use patterns; and	representations of	
sampling (random and	understand how some of	a location	
systematic) to observe,	these aspects have	• Name and locate some of	F
measure and record the	changed over time in the	the countries and cities of	
human and physical	context of UK power	the world and their	
features in the local area.	stations.	identifying human and	
Record the results in a	<ul> <li>Collect and analyse</li> </ul>	physical characteristics,	
range of ways.	statistics and other	including hills, mountains,	
<ul> <li>Analyse and give views</li> </ul>	information in order to	rivers, key topographical	
on the effectiveness	draw clear conclusions	features and land-use	
of different geographical	about locations.	patterns; and understand	
representations of		how some of these aspects	,
a location (such as aerial	To investigate patterns	have changed over time.	
images compared	Milestone 2	<ul> <li>Name and locate the</li> </ul>	
with maps and topological	Milestone 3	countries of North	
maps - as in London's Tube	<ul> <li>Describe how locations</li> </ul>	and South America and	
map).	around the world are	identify their main	
Name and locate some of	changing and explain some	physical and human	
the countries and cities of	of the reasons for change.	characteristics.	
the world and their		To investigate patterns	
identifying human and	To communicate	Milestone 2	
physical characteristics,	geographically	<ul> <li>Name and locate the</li> </ul>	
including hills, mountains,	Milestone 2	Equator,	
rivers, key topographical	<ul> <li>human geography,</li> </ul>	Northern Hemisphere,	
features and land-use	including: settlements and	Southern Hemisphere, the	
patterns; and understand	land use, in the context of:	Tropics of Cancer and	
how some of these aspects	settlements, electricity	Capricorn, Arctic and	
have changed over time.	generation and distribution	Antarctic Circle and date	
To investigate patterns	renewable and non-	time zones. Describe some	
Milestone 2	renewable energy sources,	of the characteristics of	
<ul> <li>Name and locate the</li> </ul>	food miles, comparing	these geographical areas.	
Equator,	resource supplies in the UK	<ul> <li>Describe geographical</li> </ul>	
Northern Hemisphere,	and abroad.	similarities and	
Southern Hemisphere, the	1		

Tropics of Cancer and	<ul> <li>Use the eight points of a</li> </ul>	differences between	
Capricorn, Arctic and	compass, four-figure grid	countries.	
Antarctic Circle and date	references, symbols and	Milestone 3	
time zones. Describe some	key to communicate	• Identify and describe the	
of the characteristics of	knowledge of the United	geographical significance	
these geographical areas.	Kingdom and the wider	of latitude, longitude,	
Describe geographical	world.	Equator, Northern	
similarities and	Milestone 3	Hemisphere, Southern	
differences between	<ul> <li>human geography,</li> </ul>	Hemisphere, the Tropics of	
countries.	including: settlements,	Cancer and Capricorn,	
Milestone 3	land use, economic activity	Arctic and Antarctic Circle,	
<ul> <li>Identify and describe the</li> </ul>	including trade links, and	and time zones (including	
geographical significance	the distribution of natural	day and night).	
of latitude, longitude,	resources including energy,	Understand some of the	
Equator, Northern	food, minerals, and water	reasons for geographical	
Hemisphere, Southern	supplies.	similarities and differences	
Hemisphere, the Tropics of	• Use the eight points of a	between countries.	
Cancer and Capricorn,	compass, four-figure grid	Describe how locations	
Arctic and Antarctic Circle,	references, symbols and a	around the world	
and time zones (including	key (that uses standard	are changing and explain	
day and night).	Ordnance Survey symbols)	some of the reasons	
Understand some of the	to communicate	for change.	
reasons for geographical	knowledge of the United	<ul> <li>Describe geographical</li> </ul>	
similarities and differences	Kingdom and the world.	diversity across the world.	
between countries.		<ul> <li>Describe how countries</li> </ul>	
Describe how locations		and geographical	
around the world		regions are interconnected	
are changing and explain		and interdependent.	
some of the reasons			
for change.		To communicate	
To communicate		geographically	
geographically		<mark>Milestone 2</mark>	
Milestone 2		<ul> <li>physical geography,</li> </ul>	
<ul> <li>physical geography,</li> </ul>		including:	
including:		rivers, mountains,	
rivers, mountains,			

volcanoes and earthquakes	<ul> <li>human geography,</li> </ul>	
and the water cycle.	including: settlements and	
<ul> <li>human geography,</li> </ul>	land use.	
including: settlements and	Use the eight points of a	
land use.	compass, four-figure grid	
<ul> <li>Use the eight points of a</li> </ul>	references, symbols and	
compass, four-figure grid	key to	
references, symbols and	communicate knowledge	
key to	of the United Kingdom and	
communicate knowledge	the wider world.	
of the United Kingdom and	Milestone 3	
the wider world.	<ul> <li>physical geography,</li> </ul>	
Milestone 3	including:	
<ul> <li>human geography,</li> </ul>	rivers, mountains,	
including:	<ul> <li>human geography,</li> </ul>	
settlements, land use,	including:	
economic activity including	settlements, land use,	
trade links, and the	economic activity including	
distribution of	trade links, and the	
natural resources including	distribution of	
energy, food, minerals, and	natural resources including	
water supplies.	energy, food, minerals, and	
<ul> <li>Use the eight points of a</li> </ul>	water supplies.	
compass, four-figure grid	Use the eight points of a	
references, symbols and a	compass, four-figure grid	
key (that uses standard	references, symbols and a	
Ordnance Survey symbols)	key (that uses standard	
to communicate	Ordnance Survey symbols)	
knowledge of the United	to communicate	
Kingdom and the world.	knowledge of the United	
	Kingdom and the world.	
	Create maps of locations	
	identifying patterns (such	
	as: land use, climate zones,	
	population densities,	
	height of land).	

	Vocabulary		Vocabulary	Vocabulary		
	location, route, network,		settlement, resources,	crops, customer,		
	mountain, river, county,		services, goods, electricity,	employment, export,		
	settlement type, economic		supply, generation, power,	factory, fair trade, growth,		
	activity, buildings,		Gigawatt (GW), coal,	import, jobs, organic, shop,		
	landscape, leisure, seaside		nuclear, CCGT, pumped	tourism, trade, wages		
	resort, beach, coast, sea,		Storage, renewable, non-			
	physical, human, land use,		renewable, solar power,			
	features, traffic, vehicles,		wind power, biomass,			
	compass		origin, import, export, food			
			miles, as the crow flies,			
	Directional language:		efficiency, conservation,			
	Four figure grid references		carbon footprint, carbon			
	within the UK and wider		footprint, global warming,			
	world, distance, direction		poverty, food security,			
			famine.			
		<u>What might Europe have</u>			<u>How have surroundings</u>	How have achievements
		looked like, if Germany			influenced art through the	and legacies from the past
		had won?			<u>centuries?</u>	influenced the present?
		War and remembrance			Study the arts in some	Study the arts in some
					ancient civilisations,	ancient civilisations,
		We stand together			looking at:	looking at:
		Democracy			Ancient Egypt c. 3000 BC –	Ancient Egypt c. 3000 BC –
		Rule of law			c. 30 BC,	c. 30 BC,
His		Tolerance			The Maya, c. 2000 BC – c.	The Maya, c. 2000 BC – c.
ð		Mutual respect			AD 1500	AD 1500
~		Individual liberty			Early Islamic (Baghdad), c.	Early Islamic (Baghdad), c.
		Looking at the bigger			AD 600 – c. AD 1258	AD 600 – c. AD 1258
		picture			Study the development of	Study the development of
		Topic based			the arts throughout British	the arts throughout British
					history, looking at:	history, looking at:
		Cross Curricular:			Stone age c. 800,000 BC –	Stone age c. 800,000 BC –
		Information booklet on			C. 2400 BC,	c. 2400 BC,
					Vikings in Britain c. AD 793	Vikings in Britain c. AD 793
					HAD 1066	– AD 1066

Investigate and interpret		Study the development of	Study the development of
the past		the arts throughout	the arts throughout
Milestone 2		history, looking at	history, looking at
<ul> <li>Use evidence to ask</li> </ul>		20th century AD 1901 – AD	20th century AD 1901 – AD
questions and find answers	5	2000	2000
to questions about the		Individual liberty	Individual liberty
past.		Diversity	Diversity
<ul> <li>Suggest suitable sources</li> </ul>		Bespoke to children's	Bespoke to children's
of evidence for historical		interests	interests
enquiries.		Looking at the bigger	Looking at the bigger
<ul> <li>Use more than one</li> </ul>		picture	picture
source of evidence for		Topic based	Topic based
historical enquiry in order			
to gain a more accurate			Milestone 2
understanding of history.		Investigate and interpret	<ul> <li>Use evidence to ask</li> </ul>
Describe different		the past	questions and find answers
accounts of a historical		<mark>Milestone 2</mark>	to questions about the
event, explaining some of		<ul> <li>Use evidence to ask</li> </ul>	past.
the reasons why the		questions and find answers	<ul> <li>Suggest suitable sources</li> </ul>
accounts may differ.		to questions about the	of evidence for historical
<ul> <li>Suggest causes and</li> </ul>		past.	enquiries.
consequences of some of		<ul> <li>Suggest suitable sources</li> </ul>	<ul> <li>Use more than one</li> </ul>
the main events and		of evidence for historical	source of evidence for
changes in history.		enquiries.	historical enquiry in order
Milestone 3		<ul> <li>Use more than one</li> </ul>	to gain a more accurate
Use sources of evidence		source of evidence for	understanding of history.
to deduce information		historical enquiry in order	<ul> <li>Describe different</li> </ul>
about the past.		to gain a more accurate	accounts of a historical
<ul> <li>Select suitable sources of</li> </ul>		understanding of history.	event, explaining some of
evidence, giving reasons		<ul> <li>Describe different</li> </ul>	the reasons why the
for choices.		accounts of a historical	accounts may differ.
Use sources of		event, explaining some of	<ul> <li>Suggest causes and</li> </ul>
information to form		the reasons why the	consequences of some of
testable hypotheses about		accounts may differ.	the main events and
the past.		<ul> <li>Suggest causes and</li> </ul>	changes in history.
Seek out and analyse a		consequences of some of	Milestone 3
wide range of evidence in			

order to justify claims			the main events and	<ul> <li>Use sources of</li> </ul>
about the past.			changes in history.	evidence to deduce
<ul> <li>Show an awareness of</li> </ul>			<mark>Milestone 3</mark>	information about the
the concept of propaganda	1		<ul> <li>Use sources of</li> </ul>	past.
and how historians must			evidence to deduce	<ul> <li>Select suitable sources</li> </ul>
understand the social		i	information about the	of evidence giving
context of evidence			past.	reasons for choices
studied.			<ul> <li>Select suitable sources</li> </ul>	• Use sources of
Understand that no			of evidence, giving	information to form
single source of evidence			reasons for choices.	tostable by notheres
gives the full answer to			• Use sources of	testable hypotheses
questions about the past.			information to form	about the past.
Refine lines of enquiry as			tostable by nother or	• Seek out and analyse a
appropriate.			about the past	wide range of evidence
Build an overview of			about the past.	in order to justify claims
World history			• Seek out and analyse a	about the past.
Describe the			wide range of evidence	Build an overview of
Describe the     characteristic features of			in order to justify claims	world history
the past including ideas			about the past.	Milestone 2
beliefs attitudes and			Build an overview of	<ul> <li>Describe changes that</li> </ul>
experiences of men			world history	have happened in the
women and children			Milestone 2	locality of the school
Milestone 3			Describe changes that	throughout history.
Describe the			have happened in the	Give a broad overview of
characteristic features of			locality of the school	life in Britain from ancient
the past, including ideas.			throughout history.	until medieval times.
beliefs, attitudes and			Give a broad overview of	• Compare some of the
experiences of men.			life in Britain from ancient	times studied with those of
women and children.			until medieval times.	other areas of interest
Understand chronology			<ul> <li>Compare some or the times studied with these of</li> </ul>	• Describe the social
Milestone 2			other areas of interest	• Describe the social,
<ul> <li>Place events, artefacts</li> </ul>			oround the world	diversity of past society
and historical figures on a			Describe the social	Describe the
time line using dates.			ethnic cultural or religious	- Describe the
Use dates and terms to			diversity of nast society	the nast including ideas
describe events.			areasity of past society.	the past, menuing lacas,

Milestone 3		<ul> <li>Describe the</li> </ul>	beliefs, attitudes and
<ul> <li>Identify periods of rapid</li> </ul>		characteristic features of	experiences of men,
change in history and		the past, including ideas,	women and children.
contrast them with times		beliefs, attitudes and	Milestone 3
of relatively little change.		experiences of men,	<ul> <li>Identify continuity and</li> </ul>
<ul> <li>Use dates and terms</li> </ul>		women and children.	change in the history of
accurately in describing		Milestone 3	the locality of the school.
events.		<ul> <li>Identify continuity and</li> </ul>	<ul> <li>Compare some of the</li> </ul>
Communicate historically		change in the history of	times studied with those of
Milestone 2		the locality of the school.	the other areas of interest
<ul> <li>Use appropriate</li> </ul>		<ul> <li>Compare some of the</li> </ul>	around the world.
historical vocabulary to		times studied with those of	<ul> <li>Describe the social,</li> </ul>
communicate, including:		the other areas of interest	ethnic, cultural or religious
dates		around the world.	diversity of past society.
<ul> <li>time period</li> </ul>		<ul> <li>Describe the social,</li> </ul>	<ul> <li>Describe the</li> </ul>
• era		ethnic, cultural or religious	characteristic features of
change		diversity of past society.	the past, including ideas,
<ul> <li>chronology.</li> </ul>		<ul> <li>Describe the</li> </ul>	beliefs, attitudes and
<ul> <li>Use literacy, numeracy</li> </ul>		characteristic features of	experiences of men,
and computing skills to a		the past, including ideas,	women and children.
good standard in order to		beliefs, attitudes and	Understand chronology
communicate information		experiences of men,	Milestone 2
about the past.		women and children.	<ul> <li>Place events, artefacts</li> </ul>
Milestone 3		Understand chronology	and historical figures on a
<ul> <li>Use appropriate</li> </ul>		Milestone 2	time line using dates.
historical vocabulary to		<ul> <li>Place events, artefacts</li> </ul>	<ul> <li>Understand the concept</li> </ul>
communicate, including:		and historical figures on a	of change over time,
dates		time line using dates.	representing this, along
<ul> <li>time period</li> </ul>		<ul> <li>Understand the concept</li> </ul>	with evidence, on a time
• era		of change over time,	line.
<ul> <li>chronology</li> </ul>		representing this, along	<ul> <li>Use dates and terms to</li> </ul>
continuity		with evidence, on a time	describe events.
change		line.	Milestone 3
century		<ul> <li>Use dates and terms to</li> </ul>	<ul> <li>Describe the main</li> </ul>
decade		describe events.	changes in a period of
<ul> <li>legacy.</li> </ul>		Milestone 3	history (using terms such

<ul> <li>Use literacy, numeracy</li> </ul>	•	Describe the main	as: social, religious,
and computing skills to a	ch	hanges in a period of	political, technological and
exceptional standard in	hi	istory (using terms such	cultural).
order to communicate	as	s: social, religious,	<ul> <li>Identify periods of rapid</li> </ul>
information about the	po	olitical, technological and	change in history and
past.	cu	ultural).	contrast them with times
<ul> <li>Use original ways to</li> </ul>	•	Identify periods of rapid	of relatively little change.
present information and	ch	hange in history and	<ul> <li>Understand the concepts</li> </ul>
ideas	cc	ontrast them with times	of continuity and change
	of	f relatively little change.	over time, representing
Vocabulary	-	Understand the concepts	them, along with evidence,
Use relevant and	of	f continuity and change	on a time line.
appropriate historical	0\	ver time, representing	<ul> <li>Use dates and terms</li> </ul>
terms and vocabulary	th	nem, along with evidence,	accurately in describing
linked to chronology.	or	n a time line.	events.
	•	Use dates and terms	Communicate historically
Trench, frontline, Support	ac	ccurately in describing	Milestone 2
line, Reserve line, The	ev	vents.	<ul> <li>Use appropriate</li> </ul>
Allies, No Man's Land	Co	ommunicate historically	historical vocabulary to
Soldier, alliance, rationing	M	<mark>lilestone 2</mark>	communicate, including:
Poppy, assassination,	•	Use appropriate	• dates
Franz Ferdinand, Central	hi	istorical vocabulary to	<ul> <li>time period</li> </ul>
Powers, Christmas truce	СС	ommunicate, including:	• era
air raid, siren, gas mask		<ul> <li>dates</li> </ul>	<ul> <li>change</li> </ul>
propaganda, Zeppelin		<ul> <li>time period</li> </ul>	<ul> <li>chronology.</li> </ul>
tank, Balkans, barbed wire		• era	<ul> <li>Use literacy, numeracy</li> </ul>
armistice, truce, airplane		<ul> <li>change</li> </ul>	and computing skills to a
artillery, barrage, bolt hole		<ul> <li>chronology.</li> </ul>	good standard in order to
battalions, empire,	•	Use literacy, numeracy	communicate information
Home Front, gas, shrapnel	ar	nd computing skills to a	about the past.
Red Cross, grenade, victory	, gc	ood standard in order to	Milestone 3
Mobilisation, infantry	СС	ommunicate information	Use appropriate
Mortar, revolution.	at	bout the past.	historical vocabulary to
	M	1ilestone 3	communicate, including:
			• dates

		•	<ul> <li>Use appropriate</li> </ul>	Vocabulary
		ŀ	nistorical vocabulary to	Use relevant and
		c	communicate, including:	appropriate historical
			<ul> <li>dates</li> </ul>	terms and vocabulary
			<ul> <li>time period</li> </ul>	linked to chronology.
			• era	
			<ul> <li>chronology</li> </ul>	Empires, civilisation,
			<ul> <li>continuity</li> </ul>	ancient, earliest,
			<ul> <li>change</li> </ul>	millennium, AD, BC, CE,
			• century	BCE, era. Palaeolithic,
			• legacy.	Stone age, Anglo Saxon,
		•	• Use literacy, numeracy	Local study, Ancient Egypt,
		a	and computing skills to an	Early Islamic (Baghdad),
		e	exceptional standard in	The Maya, Moon landings.
		c	order to communicate	
		i	nformation about the	
		r	past.	
		ſ		
		Ν	/ocabulary	
		L	Jse relevant and	
		a	appropriate historical	
		t	erms and vocabulary	
			inked to chronology.	
		-	Significance, Symbolism	
		-	Architecture, Sculpture,	
		C	Ceramic, Mural,	
		ŀ	Hieroglyphs, Ritual, Fresco,	
		E	Bonampak murals	
		-	Golden Age of Baghdad,	
			Geometric,	
		П	Fessellation, Symmetry,	
			Calligraphy, Taj Mahal	
		-	Cave paintings,	
		S	Storytelling,	
			Communication, Religious	

		rituals, Recording events,	
		Charcoal, Ochr	
		<ul> <li>Archaeologists, Artefacts,</li> </ul>	
		Norse, Longboats, Viking	
		Runic Alphabet, Runes	
		- Art movement, Fauvism,	
		Expressionism,	
		Cubism, Surrealism,	
		Abstract Expressionism	
		Pop Art	

1				
Do rocks stay the same	Can objects really be	What if humans didn't	Why is my heart such an	Can I explain why
torever?	attracted to each other?	have a skeleton?	important organ?	Stonehenge might tell the
Chemistry:	Physics:	Biology:	Biology:	time?
Compare and group rocks	Magnets – poles,	Nutrition, muscle and	Transportation of water	Physics:
and describe the formation	attraction and repulsion.	skeleton system of humans	and nutrients, The effect of	Look at the movement of
of fossils		and animals.	diet, exercise and drugs.	the Earth and the Moon.
	Exposure to a wide range		Circulatory System	Explain day and night.
Exposure to a wide range	of job opportunities.	We are responsible	We are responsible	We aim high
of job opportunities.	Bespoke to children's	Mutual respect	Mutual respect	Exposure to a wide range
Bespoke to children's	interests	Diversity	Diversity	of job opportunities.
interests		Exposure to a wide range	Exposure to a wide range	Bespoke to children's
	To work scientifically	of job opportunities.	of job opportunities.	interests
To work scientifically	Milestone 2	Health	Health	Looking at the bigger
Milestone 2	<ul> <li>Ask relevant questions.</li> </ul>			picture
<ul> <li>Ask relevant questions.</li> </ul>	<ul> <li>Set up simple, practical</li> </ul>	To work scientifically	To work scientifically	Topic based
and comparative and fair	enquiries and	<mark>Milestone 2</mark>	<mark>Milestone 2</mark>	Encourages problem
tests.	comparative and fair tests.	<ul> <li>Ask relevant questions.</li> </ul>	<ul> <li>Ask relevant questions.</li> </ul>	solving
<ul> <li>Record findings using</li> </ul>	<ul> <li>Use results to draw</li> </ul>	<ul> <li>Set up simple, practical</li> </ul>	<ul> <li>Set up simple, practical</li> </ul>	
simple scientific	simple conclusions and	enquiries and	enquiries and	To work scientifically
language, drawings,	suggest improvements,	comparative and fair tests.	comparative and fair tests	Milestone 2
labelled diagrams, bar	new questions and	<ul> <li>Make accurate</li> </ul>	Milestone 3	<ul> <li>Ask relevant questions.</li> </ul>
charts and tables.	predictions for setting up	measurements using	<ul> <li>Plan enquiries, including</li> </ul>	<ul> <li>Identify differences,</li> </ul>
<ul> <li>Report on findings from</li> </ul>	further tests.	standard units, using a	recognising and controlling	similarities or changes
enquiries, including	Milestone 3	range of equipment, e.g.	variables where necessary.	related to simple, scientific
oral and written	• Plan enquiries, including	thermometers and data	<ul> <li>Use appropriate</li> </ul>	ideas and processes.
explanations, displays or	recognising and controlling	loggers.	techniques, apparatus,	<ul> <li>Use straightforward,</li> </ul>
presentations of results	variables where necessary.	<ul> <li>Gather, record, classify</li> </ul>	and materials during	scientific evidence to
and conclusions.	<ul> <li>Use appropriate</li> </ul>	and present data in a	fieldwork and laboratory	answer questions or to
<ul> <li>Use results to draw</li> </ul>	techniques, apparatus,	variety of ways to help in	work.	support their findings.
simple conclusions and	and materials during	answering questions.	<ul> <li>Identify and name the</li> </ul>	Milestone <mark>3</mark>
suggest improvements,	fieldwork and laboratory	<ul> <li>Record findings using</li> </ul>	main parts of the human	<ul> <li>Use simple models to</li> </ul>
new questions and	work.	simple scientific	circulatory system, and	describe scientific ideas,
predictions for setting up	• Use test results to make	language, drawings,	describe the functions of	identifying scientific
further tests.	predictions to set	labelled diagrams, bar	the heart, blood vessels	evidence that has been
<ul> <li>Identify differences,</li> </ul>	up further comparative	charts and tables.	and blood.	used to support or refute
similarities or changes	and fair tests.	<ul> <li>Report on findings from</li> </ul>	<ul> <li>Recognise the</li> </ul>	ideas or arguments.
		enquiries, including	importance of diet,	

Science

related to simple, scientific	To understand movement,	oral and written	exercise, drugs and	Understand the Earth's
ideas and processes.	forces and magnets	explanations, displays or	lifestyle on the way the	movement in space
<ul> <li>Use straightforward,</li> </ul>	Milestone 2	presentations of results	human body functions.	Milestone 2
scientific evidence to	<ul> <li>Notice that some forces</li> </ul>	and conclusions.	<ul> <li>Describe the ways in</li> </ul>	<ul> <li>Describe the movement</li> </ul>
answer questions or to	need contact between two	<ul> <li>Use results to draw</li> </ul>	which nutrients and water	of the Earth relative to the
support their findings.	objects, but magnetic	simple conclusions and	are transported within	Sun in the solar system.
Milestone 3	forces can act at	suggest improvements,	animals, including humans	<ul> <li>Describe the movement</li> </ul>
<ul> <li>Plan enquiries, including</li> </ul>	a distance.	new questions and		of the Moon relative to the
recognising and controlling	<ul> <li>Observe how magnets</li> </ul>	predictions for setting up	Marie Maynard Daly	Earth.
variables where necessary.	attract or repel each other	further tests.	To recognise the impact of	Milestone 3
<ul> <li>Use appropriate</li> </ul>	and attract some materials	<ul> <li>Use straightforward,</li> </ul>	diet, exercise, drugs and	<ul> <li>Describe the movement</li> </ul>
techniques, apparatus,	and not others.	scientific evidence to	lifestyle on the way their	of the Earth, and other
and materials during	<ul> <li>Compare and group</li> </ul>	answer questions or to	bodies function in the	planets, relative to the Sun
fieldwork and laboratory	together a variety	support their findings.	context of exploring Marie	in the solar system.
work.	of everyday materials on	Milestone 3	Maynard Daly's findings on	<ul> <li>Describe the movement</li> </ul>
<ul> <li>Report findings from</li> </ul>	the basis of whether they	• Plan enquiries, including	diet and circulatory system	of the Moon relative to the
enquiries, including	are attracted to a magnet,	recognising and controlling	health.	Earth.
oral and written	and identify some	variables where necessary.		<ul> <li>Describe the Sun, Earth</li> </ul>
explanations of	magnetic materials.	<ul> <li>Use appropriate</li> </ul>	<u>Vocabulary</u>	and Moon as
results, explanations	<ul> <li>Describe magnets as</li> </ul>	techniques, apparatus,	Heart, pulse, rate, pumps,	approximately spherical
involving causal	having two poles.	and materials during	blood, blood vessels,	bodies.
relationships,	<ul> <li>Predict whether two</li> </ul>	fieldwork and laboratory	transported, lungs, oxygen,	<ul> <li>Use the idea of the</li> </ul>
and conclusions.	magnets will attract	work.	carbon dioxide, nutrients,	Earth's rotation to explain
<ul> <li>Present findings in</li> </ul>	or repel each other,	<ul> <li>Take measurements,</li> </ul>	water, muscles, cycle,	day and night and the
written form, displays	depending on which poles	using a range of	circulatory system, diet,	apparent movement of the
and other presentations.	are facing.	scientific equipment, with	exercise, drugs, lifestyle	sun across the sky.
<ul> <li>Use test results to make</li> </ul>	<mark>Milestone 3</mark>	increasing accuracy		
predictions to set	<ul> <li>Describe magnets as</li> </ul>	and precision.		
up further comparative	having two poles.	<ul> <li>Record data and results</li> </ul>		Vocabulary
and fair tests.	<ul> <li>Predict whether two</li> </ul>	of increasing complexity		Earth, Sun, Moon, shadow,
<ul> <li>Use simple models to</li> </ul>	magnets will attract or	using scientific diagrams		reflect, astronaut planets,
describe scientific	repel each	and labels, classification		Solar System, celestial
ideas, identifying scientific	other, depending on which	keys, tables, bar and line		body, sphere/spherical,
evidence that has	poles are facing.	graphs, and models.		rotate/rotation, orbit, axis,
been used to support or		<ul> <li>Report findings from</li> </ul>		spin, Mercury, Venus,
refute ideas or arguments.		enquiries, including		Mars,
To investigate materials		oral and written		

Milestone 2 Milestone 3	<u>Vocabulary</u>	explanations of	Jupiter, Saturn, Uranus,
<ul> <li>Compare and group</li> </ul>	Force, magnet, magnetic,	results, explanations	Neptune, Pluto, 'dwarf'
together different kinds of	attract, magnetic field,	involving causal	planet
rocks on the basis of their	pole, north, south, attract,	relationships,	
simple, physical properties.	repel, compass, direction.	and conclusions.	
<ul> <li>Relate the simple</li> </ul>	Mechanism, lever, gear,	<ul> <li>Present findings in</li> </ul>	
physical properties of	cog, pulley, machine, force	written form, displays.	
some rocks to their		and other presentations.	
formation (igneous or		• Use test results to make	
sedimentary).		predictions to set	
• Describe in simple terms		up further comparative	
how fossils are formed		and fair tests.	
when things that have		<ul> <li>Use simple models to</li> </ul>	
lived are trapped within		describe scientific	
sedimentary rock.		ideas, identifying scientific	
<ul> <li>Recognise that soils are</li> </ul>		evidence that has	
made from rocks and		been used to support or	
organic matter.		refute ideas or arguments.	
		To understand animals	
		and humans	
Vocabulary		Milestone 2	
Igneous, sedimentary,		<ul> <li>Identify that animals,</li> </ul>	
metamorphic, rocks,		including humans, need	
group, properties,		the right types and	
permeable, impermeable,		amounts of nutrition, that	
hard, soft, durable,		they cannot make their	
buoyancy, split, soil,		own food and they get	
formation, rock, rock type,		nutrition from what they	
permeability, semi-		eat.	
permeable, rapid,		<ul> <li>Identify that humans and</li> </ul>	
moderate, slow.		some animals	
		have skeletons and	
		muscles for support,	
		protection and movement	
		Milestone 3	

		<ul> <li>Describe the changes as humans develop to old</li> </ul>	
		age.	
		Vocabulary	
		Diet – balanced, vitamins,	
		minerals, proteins,	
		carbohydrates, sugars, fats	
		Lifestyle – healthy	
		Skeletons and muscles,	
		joint	

#### Encourages problem solving

	How do sculptures	Can I bring my robot to	Can I use objects to
	portray emotion?	<u>life?</u>	portray my hopes and
			dreams?
	Materials	Mechanisms	
	Structures/Sculpture	Design and make a	Structures
	war horse inspired	moving robot	Create a dream catcher,
	We persevere	We persevere	inspired by Native
	We aim high	We aim high	America
	Exposure to a wide range	Exposure to a wide range	We persevere
	of job opportunities	of job opportunities	We aim high
	Encourages problem	Encourages problem	Diversity
	solving	solving	Bespoke to children's
			interests
	Milestone 2	Milestone 2	Encourages problem
	Identify some of the great	Design with purpose by	solving
U	designers in all of the areas of study (including pioneers	design	
-	in horticultural techniques) to	<ul> <li>Make products by working</li> </ul>	
	generate ideas for designs.	efficiently (such as by	Milestone 2
	Improve upon existing	carefully selecting materials).	<ul> <li>Cut materials accurately</li> </ul>
	designs, giving reasons for	• Refine work and techniques	and safely by selecting
	choices.	as work progresses,	• Measure and mark out to
		continually evaluating the	the nearest millimetre.
	Cut materials accurately and	product design.	<ul> <li>Apply appropriate cutting</li> </ul>
	sately by selecting	Cut materials accurately and	and shaping techniques that
	Measure and mark out to	safely by selecting	include cuts within
	the nearest millimetre.	appropriate tools.	the perimeter of the material
	<ul> <li>Apply appropriate cutting</li> </ul>	<ul> <li>Measure and mark out to</li> </ul>	(such as slots or cut outs).
	and shaping techniques that	the nearest millimetre.	Identify come of the great
	include cuts within	Use scientific knowledge of	designers in all of the areas of
	the perimeter of the material	the transference of forces to	study (including pioneers
	(such as slots or cut outs).	choose appropriate	in horticultural techniques) to
	Select appropriate joining     techniques	finechanisms for a product	generate ideas for designs.
	rechniques	(such as levels,	-

papier-mâché armature abstract texture composition
papier-mâché Vocabulary
nature of fabric may require       improvements to the         sharper scissors than would       user experience.         be used to cut paper).       Develop a range of         Vocabulary       practical skills to         Sculpture       create products (such as         statue       cutting, drilling and         relief       screwing, nailing, gluing,         clay       filing and sanding).

Draw & Paint landscapes.	Collage/Portraiture (Artist Draw and print images of
(Linda Melling – Lake	study) some of the achievements
District	We persevere and legacies we study
Artist/Impressionism)	We aim high (Islamic printing)
Bespoke to children's	Diversity We persevere
interests	We aim high
We aim high	Milestone 2
We persevere	<ul> <li>Develop ideas from Milestone 2</li> </ul>
	starting points • Develop ideas from
	throughout the curriculum.starting points
Milestone 2	<ul> <li>Collect information, throughout the curriculum.</li> </ul>
Develop ideas from	sketches and resources. • Collect information,
starting points	<ul> <li>Adapt and refine ideas as sketches and resources.</li> </ul>
throughout the curriculum.	they progress.
Collect information,	<ul> <li>Explore ideas in a variety they progress.</li> </ul>
sketches and resources.	of ways. • Explore ideas in a variety
<ul> <li>Adapt and refine ideas as</li> </ul>	<ul> <li>Comment on artworks of ways.</li> </ul>
they progress.	using visual language.
<ul> <li>Explore ideas in a variety</li> </ul>	Drawing using visual language.
of ways.	<ul> <li>Use shading to show light Drawing</li> </ul>
Comment on artworks	and shadow.
using visual language.	<ul> <li>Use hatching and cross explain and</li> </ul>
Drawing	hatching to show tone and elaborate ideas.
Use different hardnesses	texture. Printing
of pencils to show line,	Collage • Make precise repeating
tone and texture.	Select and arrange patterns.
Sketch lightly (no need to	materials for a striking
use a rubber to correct	effect.
mistakes).	<ul> <li>Ensure work is precise. Milestone 3</li> </ul>
Painting	<ul> <li>Use coiling, overlapping,</li> <li>Develop and</li> </ul>
Mix colours effectively.	tessellation imaginatively extend ideas
Use a number of brush	from starting points
techniques using thick and	Milestone 3 throughout the curriculum.
thin brushes to produce	<ul> <li>Spot the potential in</li> <li>Collect information,</li> </ul>
shapes, textures, patterns	unexpected results as sketches and resources
and lines.	work progresses. and present ideas
	<ul> <li>Comment on artworks imaginatively in a sketch</li> </ul>

			with a fluent grasp of	book.
	Milestone 3		visual language.	<ul> <li>Use the qualities of</li> </ul>
	<ul> <li>Develop and</li> </ul>		Drawing	materials to enhance
i	imaginatively extend ideas		Use a choice of techniques	ideas.
ł	from starting points		to depict movement,	Drawing
ł	throughout the curriculum.		perspective, shadows	<ul> <li>Choose a style of drawing</li> </ul>
,	<ul> <li>Collect information,</li> </ul>		and reflection.	suitable for the work (e.g.
	sketches and resources		<u>Collage</u>	realistic or impressionistic).
i	and present ideas		<ul> <li>Combine visual and</li> </ul>	Printing
i	imaginatively in a sketch		tactile qualities.	<ul> <li>Create an accurate</li> </ul>
I	book.		Vocabulary	pattern, showing
I	Drawing			fine detail.
,	<ul> <li>Sketch (lightly) before</li> </ul>			<ul> <li>Use a range of visual</li> </ul>
	painting to combine			elements to reflect the
	line and colour.			purpose of the work.
<u> </u>	Painting			Vocabulary
	<ul> <li>Use the qualities of</li> </ul>			
1	watercolour and acrylic			
I	paints to create visually			
i	interesting pieces.			
1	Combine colours, tones			
i	and tints to enhance the			
I	mood of a piece.			
	Use a choice of techniques			
1	to depict movement,			
I	perspective, shadows			
i	and reflection.			
ľ	Vocabulary			
	Opinion Modify			
	Evoke			
	Composition			
	Wash			
	2 dimensional 3			
•	dimensional			

	How special is the	What is the most	How important is it for	Is forgiveness always	Why are the Gurus	Why is family an
	relationship Jews have	significant part of the	Jewish people to do what	possible for Christians?	important to Sikhs?	important part of Hindu
	with God?	Nativity story for	God asks them to do?	Christianity - Easter	Sikhism	life?
	Judaism - Beliefs and	Christians today?	Judaism - Passover		Guru Nanak	Hinduism
	Practices	Christianity - Christmas		We are considerate	The 10 gurus	Religious Duty
		We stand together	We are considerate	We are responsible	Baisakhi	Hindu scriptures (the
	We are considerate	Mutual respect	We stand together	Rule of law		Ramayana)
	We stand together	Bespoke to children's	Tolerance	Mutual respect	We are considerate	Raksha Bandhan
	Tolerance	interests	Mutual respect	Looking at the bigger	Tolerance	
	Mutual respect	Looking at the bigger	Diversity	picture	Mutual respect	We stand together
	Diversity	picture	Looking at the bigger		Diversity	Tolerance
			picture		Looking at the bigger	Mutual respect
					picture	Diversity
	<mark>Milestone 2</mark>	Milestone 2	Milestone 2	Milestone 2		Looking at the bigger
	Understand beliefs and	Understand beliefs and	Understand beliefs and	Understand beliefs and	Beliefs and values	picture
	teachings	teachings	teachings	teachings	* Develop an	Beliefs and values
	<ul> <li>Present the key</li> </ul>	<ul> <li>Present the key</li> </ul>	Understand practices and	<ul> <li>Present the key</li> </ul>	understanding of the	* Develop an
t	teachings and beliefs of a	teachings and beliefs of a	lifestyles	teachings and beliefs of a	importance of founders	understanding of the
R	religion.	religion.	Understand how beliefs	religion.	and leaders for religious	importance of duty and
	<ul> <li>Refer to religious figures</li> </ul>	Understand practices and	are conveyed	• Refer to religious figures	communities	commitment to many
	and holy books to explain	lifestyles	Reflect	and holy books to	* Identify Sikh beliefs and	religions
	answers.	<ul> <li>Identify religious</li> </ul>	Understand Values	explain answers.	values contained within	* Know that following
	Understand practices and	artefacts and explain how	Milestone 3	Understand practices and	the stories of the lives of	dharma (religious duty) is
l	lifestyles	and why they are used.	Understand beliefs and	lifestyles	the Gurus	an important part of Hindu
	<ul> <li>Identify religious</li> </ul>	Understand how beliefs	teachings	<ul> <li>Explain some of the</li> </ul>	Living religious traditions	life
	artefacts and explain how	are conveyed	Understand practices and	religious practices of both	* Describe how and why	* Suggest the impact of
	and why they are used.	<ul> <li>Identify religious</li> </ul>	lifestyles	clerics and individuals.	the Guru Granth Sahib is	belief in dharma,
	<ul> <li>Describe religious</li> </ul>	symbolism in literature and	Understand how beliefs	Understand how beliefs	treated with great respect	particularly the belief that
	buildings and explain how	the arts.	are conveyed	are conveyed	* Suggest how and why	there are three 'debts' –
	they are used.	Reflect	Reflect	<ul> <li>Identify religious</li> </ul>	Sikhs might show	duty owed to God/the
	Reflect	<ul> <li>Ask questions that have</li> </ul>		symbolism in literature and	commitment to their faith	deities, duty owed to
	<ul> <li>Give some reasons why</li> </ul>	no universally agreed	Vocabulary	the arts.	Shared human experience	teachers, and duty owed
	religious figures may have	answers.	Passover, Kashrut (food	Reflect	* Identify people and ideas	to family
	acted as they did.	Milestone 3	laws). kosher. Sedar.	<ul> <li>Show an understanding</li> </ul>	that inspire commitment	Living religious traditions
	<ul> <li>Ask questions that have</li> </ul>	Understand beliefs and	Moses, charose, Matzo	that personal experiences	*Discuss the different ways	* Describe how and why
	no universally agreed	teachings	crackers, Matzo crackers.	and feelings influence	that people might show	Hindus might celebrate
	answers.		mezuzah/prayer	attitudes and actions.	that they are committed	Raksha Bandhan

Lancs. Agreed Syllabus – From Summer Term – KS2 Four Year Cycle Year 1 Who should we follow?

	Understand Values	<ul> <li>Explain how religious</li> </ul>	shawls/sabbath laws, n	<ul> <li>Give some reasons why</li> </ul>	Search for personal	* identify aspects of the
	<ul> <li>Explain how beliefs</li> </ul>	beliefs shape the lives of	Exodus and Leviticus (Old	religious figures may have	meaning	celebration which remind
	about right and wrong	individuals and	Testament/Torah),	acted as they did.	*Reflect on their own	Hindus of their dharma
	affect people's behaviour.	communities.		Understand Values	commitments and the	* identify religious
	<ul> <li>Describe how some of</li> </ul>	Understand practices and		<ul> <li>Explain how beliefs</li> </ul>	impact that these have on	teachings contained within
	the values held by	lifestyles		about right and wrong	their lives	a Hindu story – and
	communities or individuals	<ul> <li>Explain the practices and</li> </ul>		affect people's behaviour.	*Ask questions about the	suggest how these stories
	affect behaviour and	lifestyles involved in		<ul> <li>Describe how some of</li> </ul>	value of having	might be used to teach
	actions.	belonging to a faith		the values held	commitments	Hindu children about
	Milestone 3	community.		by communities or		dharma (eg. What
	Understand beliefs and	Understand how beliefs		individuals affect	Vocabulary	teachings about duty to
	teachings	are conveyed		behaviour and actions.	Guru Nanak,	family are expressed in the
	<ul> <li>Explain how some</li> </ul>	<ul> <li>Explain some of the</li> </ul>		<ul> <li>Discuss and give opinions</li> </ul>	Gobind Singh,	story of Rama and Sita?)
·	teachings and beliefs are	different ways		on stories involving moral	Guru Granth Sahib,	Shared human experience
	shared between religions.	that individuals show their		dilemmas.	Commitment,	* identify sources of
	<ul> <li>Explain how religious</li> </ul>	beliefs.		Milestone 3	Gurdwara.	authority and inspiration
	beliefs shape the lives of	Reflect		Understand beliefs and	Scripture,	*consider what our
	ndividuals and	<ul> <li>Recognise and express</li> </ul>		teachings	Values and commitments	'duties' as human beings
	communities.	feelings about their own		<ul> <li>Explain how religious</li> </ul>		are
	Understand practices and	identities. Relate these to		beliefs shape the lives of		Search for personal
	lifestyles	religious beliefs or		individuals and		meaning
	<ul> <li>Explain the practices and</li> </ul>	teachings.		communities.		* reflect on their own
	lifestyles			Understand practices and		duties – to themselves, to
	involved in belonging to a	Vocabulary		lifestyles		their families, to their
·	faith community.	Believing/Belonging,		• Explain the practices and		communities
	<ul> <li>Show an understanding</li> </ul>	symbolism, angels, wise		lifestyles involved in		* discuss who or what they
	of the role of a spiritual	men, gold, frankincense,		belonging to a faith		follow – and why
	eader.	myrrh, manger, stable,		community		
	Understand how beliefs	Christingle, nativity.		Understand how beliefs		Vocabulary
	are conveyed			are conveyed		dharma
	<ul> <li>Explain some of the</li> </ul>			<ul> <li>Explain some of the</li> </ul>		duty
	different ways			different ways		Raksha Bandhan
·	that individuals show their			that individuals show their		
	beliefs.			beliefs.		
	Reflect			Reflect		
				<ul> <li>Recognise and express</li> </ul>		
				feelings about their		

	• Explain their own ideas			own identities Relate		
	about the answers			these to religious beliefs		
	to ultimate questions			or teachings		
	Inderstand Values			Understand Values		
	• Explain why different			• Explain why different		
	religious communities			religious communities		
	or individuals may have a			or individuals may have a		
	different view of what			different view of what		
	is right and wrong			is right and wrong		
				• Show an awareness of		
	Veeebulen			morals and right		
				and wrong beyond rules		
	Dolioving (Polonging			(i.e. wanting to act in		
	Belleving/Belonging,			a certain way despite		
	(agreement (promise)					
	affirmation Mason Ton			<ul> <li>Express their own values</li> </ul>		
	Commondmonts			and remain respectful of		
	commanuments,			those with different		
	synagogue: The Toran			values		
	scroll and the Ner Tallid,				•	
	mezuzan, snema,					
				forgiveness, resurrection		
	Why is friandship so	Are friends different from	How do wo mako a	How can I keep myself and	Doos ovorvhody havo a	What happons when we
	important?	noighbours?	difforence?	others safe?	talont2	grow up?
	Me and My Pelationships -	Valuing Difference -	Pights and Pesponsibilities	Keeping Myself Safe	Roing My Bost	Growing and Changing
	Includes	British Values focus	Money Living in the wider		Keeping healthy Growth	Vear group appropriate
	feelings/emotions/conflict/		world/environment	We are responsible	mindset Goal setting	RSF issues
6	resolution/friendships	We stand together		Health	Achievement	
RA		Democracy	We are considerate	incurrin		We are responsible
M PSF	We are considerate	Rule of law	We are responsible	1. Danger, Risk or Hazard?	We aim high	Mutual respect
	We stand together	Tolerance	Looking at the bigger	2. Picture Wise	Exposure to a wide range	Diversity
ear	Tolerance	Mutual respect	picture	3. How dare vou	of job opportunities.	Health
4	Mutual respect	Individual liberty	Encourages problem	4. Medicines (Check the	Looking at the bigger	Looking at the bigger
	Bespoke to children's	Diversity	solving	label)	picture	picture
	interests	Looking at the bigger		5. Know the norms		*
	Looking at the bigger	picture		6. Keeping ourselves safe	1. What makes me, me?	1. Moving House
	picture			7. Raisin challenge.	2. Making choices	

			1 Who helps us stay		3 SCARE Hotel	2 My feelings are all over
	1. An F-Mail from Harold	1. Can you sort it?	healthy and safe?	Year 6 content separately	4. Harold's seven R's	the place
	2. OK or not OK (Part 1).	2. Islands	2. It's your right	· · · · · · · · · · · · · · · · · · ·	5. In my school community	3. All change
	3. OK or not OK (Part 2).	3. Friend or acquaintance?	3. How do we make a			4. Period Positive
	4. Human Machines	4. What would I do?	difference?			5. Secret or Surprise?
	5. Different Feelings	5. The people we share our	4. In the news			6. Together.
	6. When Feelings Change	world with	5. Safety in numbers			
	7. Under Pressure.	6. That is such a	6. Logo quiz			Year 5/6 content
		stereotype.	7. Harold's expenses			separately
			8. Why pay taxes?			• • • • • • • • • • • • • • • • •
	Commont t'annallas tu?		Qualla coulour cont toc	Tu ac un animal2	Tu as das fraras au das	Clast guard tan
	(What's your name)	(How old are you?)	Quelle couleur sont tes	(Do you have a pot2)	ru-as des freres ou des	<u>c est quand, ton</u>
	Pasic groatings	Classroom objects	<u>yeux:</u> (What colour are your	Animals and nots	(Do you have brothers or	(When is your hirthday?)
	Numbers 1-10	Colours		Numbers 11-20	(Do you have brothers of	Recognise and ask for
			eyes: j	Civing compone's name	Identify members of your	various spacks
	Maparsovara	Classroom instructions	hady	Describing someone	family members of your	Giving opinions about food
	We persevere		Doug	Describing someone	The alphabet	Numbers 21,21
			Dave of the week	Maparsavara	Household items	Nonths of the year
	Diversity	We aim high	Character descriptions	We aim high		Months of the year.
	Exposure to a wide range				Ma parsavara	Maparsovara
_	of ich opportunities	Divorsity	M/a parsavara	Divorsity	We persevere	We persevere
Rig:	looking at the bigger	Exposure to a wide range	We aim high	Exposure to a wide range		
alo		exposure to a wide range		exposure to a wide range	Diversity	Diversity
nch Yea	picture	looking at the bigger	Diversity	looking at the higger	Exposure to a wide range	Exposure to a wide range
ar	Liston attentively to	LOOKING at the bigger	Diversity	picture	exposure to a wide range	exposure to a wide range
~	chokon language and chow	picture	exposure to a wide range	picture	looking at the bigger	Looking at the bigger
	spoken language and show	Road carofully and show	Looking at the bigger			
	understanding by joining in	Read carefully and show	LOOKINg at the bigger	Droadon thair yeachulany	picture	picture
	and responding	and erstanding of words,	picture	Broaden their vocabulary	Describe people places	Appropriate staries conse
	develop accurate	phrases and simple writing		and develop their ability to	bescribe people, places,	Appreciate stories, songs,
	pronunciation and	develop accurate	explore the patterns and	that are introduced into	things and actions orally	poems and mymes in the
	intonation so that others	interaction on that others	sounds of language	familiar written material	and in writing.	language.
	reading aloud or using	understand when they are	and link the coolling cound	including through using a		
	familiar words and	reading aloud or using	and mooning of words	dictionary		
	naminiar words and	feating aloud of using	and meaning of words.	ulcuonary.		
	phrases.	ramiliar words and phrases				

	Speak in sentences, using familiar vocabulary, phrases and basic language	
	structures	

	What is coding and how is	Can I be a formula wizard?	What is meant by a digital	Can I be a news reporter?	What is the difference	What is meant by onion
	it used?	Information Technology –	footprint?	Information Technology -	between hardware and	skinning?
	<mark>Computer Science</mark> – Coding	Spreadsheets 4.3	<mark>Computer Science</mark> – Logo	Writing for different	<u>software?</u>	Information Technology -
	4.1		4.5	audiences 4.4	Information Technology -	Touch typing 3.4
		We aim high	<mark>Digital Literacy</mark> - Online		Effective Searching 4.7	Animation 4.6
	We aim high	Exposure to a wide range	Safety 4.2	We aim high	<mark>Computer Science</mark> –	
	Exposure to a wide range	of job opportunities.		Exposure to a wide range of	Hardware investigators	We persevere
	of job opportunities.	Encourages problem	We aim high	job opportunities.	4.8	Exposure to a wide range
	Bespoke to children's	solving	We are responsible	Bespoke to children's		of job opportunities.
	interests		Mutual respect	interests	We are responsible	Bespoke to children's
	Encourages problem	<ul> <li>To format cells as</li> </ul>	Exposure to a wide range	Topic based	Rule of law	interests
	solving	currency, percentage,	of job opportunities.	Purposeful writing focus	Exposure to a wide range	Topic based
		decimal to different	Looking at the bigger		of job opportunities.	Purposeful writing focus
	<ul> <li>To begin to understand</li> </ul>	decimal places or fraction.	picture	<ul> <li>To explore how font size</li> </ul>	Bespoke to children's	Encourages problem
	selection in computer	<ul> <li>To use the formula</li> </ul>	Encourages problem	and style can affect the	interests	solving
Pui	programming.	wizard to calculate	solving	impact of a text.	Encourages problem	
Compu rple Mash	<ul> <li>To understand how an IF</li> </ul>	averages.		<ul> <li>To use a simulated scenario</li> </ul>	solving	Touch typing
	statement works.	<ul> <li>To combine tools to</li> </ul>	Logo	to produce a news report.		<ul> <li>To introduce typing</li> </ul>
	<ul> <li>To understand how to</li> </ul>	make spreadsheet	• To learn the structure of	<ul> <li>To use a simulated scenario</li> </ul>	Effective Searching	terminology.
ודים ר –	use co-ordinates in	activities such as timed	the coding language of	to write for a community	<ul> <li>To locate information on</li> </ul>	<ul> <li>To understand the</li> </ul>
g Yea	computer programming.	times tables tests.	Logo.	campaign.	the search results page.	correct way to sit at the
ar 4	<ul> <li>To understand the</li> </ul>	<ul> <li>To use a spreadsheet to</li> </ul>	<ul> <li>To input simple</li> </ul>		To use search effectively	keyboard.
-	'repeat until' command.	model a reallife situation. •	instructions in Logo.		to find out information.	<ul> <li>To learn how to use the</li> </ul>
	<ul> <li>To understand how an</li> </ul>	To add a formula to a cell	<ul> <li>Using 2Logo to create</li> </ul>	Vocabulary	To assess whether an	home, top and bottom
	IF/ELSE statement works.	to automatically make a	letter shapes.	Campaign, format, font,	information source is true	row keys.
	<ul> <li>To understand what a</li> </ul>	calculation in that cell.	<ul> <li>To use the Repeat</li> </ul>	genre, opinion, reporter,	and reliable.	<ul> <li>To practise typing with</li> </ul>
	variable is in programming.		function in Logo to create	viewpoint.		the left and right hand.
	<ul> <li>To use a number</li> </ul>		shapes.		Hardware investigators	
	variable.	Vocabulary	<ul> <li>To use and build</li> </ul>		<ul> <li>To understand the</li> </ul>	Animation
	<ul> <li>To create a playable</li> </ul>	Average, column,	procedures in Logo.		different parts that make	<ul> <li>To discuss what makes</li> </ul>
	game.	spreadsheet, budget,			up a computer.	a good animated film or
		formula, chart, data,	Online Safety		<ul> <li>To recall the different</li> </ul>	cartoon.
	Vocabulary	format cell, percentage,	<ul> <li>To understand how</li> </ul>		parts that make up a	<ul> <li>To learn how</li> </ul>
	Background, action,	timer, decimal place,	children can protect		computer.	animations are created
	command, execute, alert,	formula wizard, place	themselves from online			by hand.
	button, debug, algorithm,	value, row, equals tool,	identity theft.		Vocabulary	<ul> <li>To find out how</li> </ul>
	code blocks, design, event,				Effective Searching	animation can be created

nest, implement, repeat	line graph, random	<ul> <li>To understand that</li> </ul>	Balanced view, Easter	in a similar way using the
until, flow chart, 'If/Else'	number tool, spin tool.	information put online	eggs,	computer.
Statement, object, predict,		leaves a digital footprint or	Internet, key words,	<ul> <li>To learn about onion</li> </ul>
input, prompt, repeat, run,		trail and that this can aid	reliability, key words,	skinning in animation.
properties, timer,		identity theft.	results page, search	<ul> <li>To add backgrounds</li> </ul>
selection, sequence,		<ul> <li>To identify the risks and</li> </ul>	engine.	and sounds to
variable,		benefits of installing		animations.
		software including apps.	Hardware investigators	<ul> <li>To be introduced to</li> </ul>
		<ul> <li>To understand that</li> </ul>	Components, CPU,	'stop motion' animation.
		copying the work of others	graphics card, hard drive,	<ul> <li>To share animation on</li> </ul>
		and presenting it as their	inputs, motherboard,	the class display board
		own is called 'plagiarism'	network card, output,	and by blogging.
		and to consider the	Peripherals, RAM,	
		consequences of	software	Vocabulary
		plagiarism.		Touch typing
		<ul> <li>To identify appropriate</li> </ul>		Posture, keys, spacebar,
		behaviour when		typing.
		participating or		
		contributing to		Animation
		collaborative online		Animation, onion
		projects for learning.		skinning, FPS (Frames per
		<ul> <li>To identify the positive</li> </ul>		second), pause, frame,
		and negative influences of		stop motion.
		technology on health and		
		the environment.		
		<ul> <li>To understand the</li> </ul>		
		importance of balancing		
		game and screen time with		
		other parts of their lives.		
		Vocabulary		
		Logo		
		LOGO Commands (e.g FD,		
		BK, RT, LT), debugging, pen		
		up, grid, multi line mode,		
		prediction, LOGO, pen		

			down, procedure, repeat, run speed, SETPS, SETPC			
			Online Safety Ad fly, collaborate, digital footprint, plagiarism, spam, attachment, cookies, malware, ransomware, virus,			
			citation, copyright, phishing, SMART rules,			
			watermark			
	<u>What qualities does a</u>	What makes gymnastics a	How Can Dance tell a	<u>How can a map stop me</u>	Why are tactics important	How could I complete in
	good footballer need?	performance?	story?	from getting lost?	<u>in tennis?</u>	the Olympics?
				Outdoor and Adventurous		
	Invasion games - Football	Gymnastics	Dance		Net and Wall - Tennis	Athletics
0				We aim high		
hoi	We aim high	We aim high	We aim high	Mutual respect	We aim high	We aim high
PE	Mutual respect	Mutual respect	Mutual respect	Exposure to a wide range of	Mutual respect	Mutual respect
(S)	Exposure to a wide range	Exposure to a wide range	Exposure to a wide range	job opportunities.	Exposure to a wide range	Exposure to a wide range
sP)	of Job opportunities.	of Job opportunities.	of Job opportunities.	Health Bespeke to shildren's	of Job opportunities.	of Job opportunities.
	neditii Pospoko to childron's	⊓editii Pospoko to childron's	Respoke to childron's	interests	nealth Bospoko to childron's	neditii Rospoko to childron's
	interests	interests	interests	Encourages problem solving	interests	interests
	interests	interests	interests	Encourages problem solving	interests	interests
			Ukulele and Cu	irriculum Music		
Music			(Lancashire N	Music Service)		

	Am I Team Swallow or	Can a fictional story	Can my words bring the	Can I use speech in my	Can I be inspired by	Can I write an
	Team Amazon?	also be non-fiction?	Iron Man to life?	story to sound like I'm	legends from the past	adventure story on an
	Stories with a theme	Historical Fiction	Novel on a theme	from America?	to create my own	adventure island as an
	Swallows and Amazons	Goodnight Mr. Tom by	Iron Man by Ted Hughes	Stories from other	legend story opening?	idea for a new
	by Arthur Ransome	Michelle Magorian	Modelled: Innovate on	cultures	Legends – Beowulf by	<u>children's</u>
	We persevere	We are considerate, We	the character visiting	The Indian in the	Michael Morpurgo	programme?
	We are considerate	stand together	from out of this world.	Cupboard by Lynne Reid	Modelled:	Historical adventure
	We aim high	Mutual respect. Individual	Independent: Innovate	Banks	Independent:	story
	Mutual respect	liberty,	own character	We are considerate		Modelled:
	Bespoke to children's	Looking at the bigger		We stand together	Can I create a 'flip the	Independent:
	interests Taxia based	picture, Topic based	Can my explanation	We are responsible	flap' book to tell Acorn	-
	lopic based	Wodelled: Innovated	make it easier for me to	Tolerance	Class about the history	Can I write a fake
	<b>wodelied:</b> to write the	story opening	get dressed in a	Mutual respect	of art?	newspaper article that
	next for the adventure	Independent: Own	morning?	Individual liberty	Non- chronological	tricks First News
	story Swallows and	innovated story opening	Explanations	Diversity	report	readers?
Cro	Amazons based upon a		The Shirt Machine	Looking at the bigger picture	Modelled: Non	Recount – newspaper
En; ss (	pirate visiting the island.	Am I able to create an	(Literacy Shed Plus).	Modelled: To write a now	Chronological report. in	Modelled:
glis <mark>Duri</mark>	independent:	information booklet on	http://www.literacyshed	chapter for an existing	the style of a Flip Flap	Independent:
h licu	to write the next for the	WWI for St. George's to	.com/shirtmachine.html	novel using speech	book for Acorn Class -	•
lar	adventure story	read as they study the	Variety of explanation	nover using speech	Ancient Egypt, Mava.	
	'Swallows and Amazons'	same topic?	texts on machines.	punctuation (including the	Early Baghdad	
	M2: to select form 3	Information Booklet	We persevere	comma for the reporting	Independent: Non	
	given scenarios	We stand together	We aim high	clause) and paragraphs a	Chronological report, in	
	M3: based upon their	We are responsible	Individual liberty	new chapter.	the style of a Flip Flap	
	own adventure.	Nutual respect	Exposure to a wide range	independent: As above	hook for Acorn Class –	
	How can I teach others	interests	of job opportunities.	but own version	Stone Age Britain	
	about the Lake District?	Looking at the higger	Bespoke to children's		Vikings in Britain 20th	
	Reports Cross Curricular	nicture	interests	Can we perform the	Century	
	<mark>Writes</mark>	Topic based	Topic based	National Anthem of the	We are considerate	
	We persevere	Purposeful writing focus	Encourages problem	USA for Class 8?	Individual liberty	
	We aim high	Modelled: Write 3 parts	solving	Classic poems from United	Bespoke to children's	
	Bespoke to children's	of the information text	ivioaellea: Explanation	States (American National	interests	
	interests Topic based		of shirt machine	Anthem)	Looking at the bigger	
	Topic based		selected by Mrs G	We stand together	picture	
	Purposerui writing locus			Democracy		

	Modelled: to wr	rite a NCR	Independent	: Write the	Independen	t:	Mutual respe	ct	Topic based			
	(in the form of a	leaflet)	remaining 3	parts of the	Explanation	of own shirt	Bespoke to ch	nildren's	Purposeful w	riting focus		
	on the Lake Dist	rict i	information	text.	machine .		interests					
	Independent:		Am I able to	write a war			Looking at the	e bigger picture				
	to write a NCR (i	in the	poem to be j	performed			Topic based					
	form of a leaflet	) about	for the webs	ite?								
	Tenerife	· [	Poems with a	a structure			Can I persua	<u>de my</u>				
	(Cross Curricular	r Write)	We persevere				parents to ta	<u>ake me to</u>				
	Can I create an i	image	We are consid	lerate			America nex	<u>t summer?</u>				
	with my words?	)	We aim high				Persuasive le	etter on USA				
	Reflecting on the	e Lakes	Mutual respec	ct			(Cross Curric	:ular)				
	by Tony Walsh		Bespoke to ch	ildren's			We persevere	2				
		I	nterests				We aim high					
			Topic based				Mutual respe	ct				
		1	Modelled/In	dependent:			Individual libe	erty				
		-	To write and	perform an			Topic based	siting focus				
		i	innovation o	f Dulce			Modelled: D					
							lottor on Loc	Vogas				
								vegas				
							Independen	<b>t:</b> Persuasive				
							letter for Ne	W YORK.				
	Autumn	1	Autu	mn 2	Spri	ng 1	Spi	ring 2	Sum	mer 1		Summer 2
	Voor 2/4	- Voar E/6	Voor 2/4	Voor E/6	Voor 2/4		Voor 2/4		Voor 2/4	Voor E/6	Voor 2/4	
Gui	This Morning I The		The War Hose	The War	Operation	Malala's	Non-fiction	The Man Who	Stone Age	She Wolf by	The Girl of	The Jamie
dec	Met a Whale Unf	orgotten	ру	Horse by	Gadgetman by	Magic Pencil	books about	Walked Between	Boy by	Dan Smith	Ink and Stars	Drake
d R	by Michael Coa	t by Frank	Michael	Michael	Malorie	by Malala	USA	the Towers by	Satoshi		by Kian	Equation by
ead	Morpurgo Cott	trell-Boyce	Morpurgo	Morpurgo	Blackman	Yousafzai		Mordical	Kitamura		Millwood	Christopher
ling			Picture book	(Chapter book				Gerstein			Hargrave	Edge
•4			version)	version)				Non-fiction				

	- The /ow/ sound spelled	- Words with the prefix	- The long vowel /a/	- The /l/ sound spelled '-al'	- Words ending in '-er'	- The suffix '–sion'
	'ou.' Found often in the	're-' 're-' means 'again'	sound spelled 'ai'	at the end of words.	when the root word ends	pronounced /ʒən/
	middle of words,	or 'back.'	- The long /a/ vowel	- The /l/ sound spelled '-le'	in (t)ch.	<ul> <li>Revision – spelling rules</li> </ul>
	sometimes at the	- The prefix 'dis-'.	sound spelled 'ei.'	at the end of words.	- Words with the /k/	we have learned in -
	beginning and very rarely	- The prefix 'mis-'	The long /a/ vowel	- Adding the suffix '-ly'	sound spelled 'ch.' These	Stage 3.
	at the end of words.	<ul> <li>Adding suffixes</li> </ul>	sound spelled 'ey.'	when the root word ends	words have their origins in	<ul> <li>Revision – spelling rules</li> </ul>
	- The /u/ sound spelled	beginning with vowel	- Adding the suffix –ly	in '-le' then the '-le' is	the Greek language.	we have learned in Stage
	'ou.' This digraph is only	letters to words of more	Adding the –ly suffix to	changed to '-ly.'	- Words ending with the	3.
Ye	found in the middle of	than one syllable.	an adjective turns it into	<ul> <li>Adding the suffix '-ally'</li> </ul>	/g/ sound spelled '-gue'	<ul> <li>Revision – spelling rules</li> </ul>
ar 3	words.	<ul> <li>Challenge words</li> </ul>	an adverb.	which is used instead of '-	and the /k/ sound spelled	we have learned in Stage
- 0	- Spelling Rule: The /i/		- Homophones – words	ly' when the root word	'-que.' These words are	3.
pe	sound spelled with a 'y.'		which have the same	ends in '–ic.'	French in origin.	<ul> <li>Revision – spelling rules</li> </ul>
llin	- Words with endings that		pronunciation but	- Adding the suffix –ly	- Words with the /s/	we have learned in Stage
SB	sound like /ze/ as in		different meanings	Words which do not	sound spelled 'sc' which is	3.
he	measure.		and/or spellings.	follow the rules.	- Latin in its origin.	<ul> <li>Revision – spelling rules</li> </ul>
d Si	- Words with endings that		<ul> <li>Challenge Words</li> </ul>	<ul> <li>Challenge Words</li> </ul>	- Homophones: Words	we have learned in Stage
tag	sound like /ch/ is often				which have the same	3.
e 3	spelled –'ture' unless the				pronunciation but	
	root word ends in (t)ch.				different meanings and/or	
	<ul> <li>Challenge words</li> </ul>				spellings.	
					- Challenge Words	

		- Homophones or near	- The suffix '-ation' is	<ul> <li>Adding the suffix '-ion.'</li> </ul>	- The 'au' digraph	- Homophones – words	- Challenge Words
		homophones. They have	added to verbs to form	When the root word	- The suffix '-ion' when the	which have the same	- Plural possessive
		the same pronunciation	nouns.	ends in 'd,' 'de' or 'se'	root word ends in 't' or	pronunciation but	apostrophes.
		but different spellings	- The suffix '-ation' is	then the suffix '-ion'	'te' then the suffix	different meanings and/or	- Revision – spelling rules
		and/or meanings.	added to verbs to form	needs to be '-sion.'	becomes '-tion.'	spellings.	we have learned in Stage
		- The prefix 'in-' can mean	nouns.	- Adding the suffix –ous.'	- The suffix '-ion' becomes	- The /s/ sound spelled c	4.
		both 'not' and 'in'/'into.'	<ul> <li>Adding –ly to adverbs.</li> </ul>	Sometimes the root	'-ssion' when the root	before 'i' and 'e'.	
		In these spellings the	Remembering words	word is obvious and the	word ends in 'ss' or 'mit.'	<ul> <li>Some words have similar</li> </ul>	
	Ye	prefix 'in-' means 'not.'	ending in '-y' become '-ily'	usual rules apply for	- The suffix '-cian' used	spellings, root words and	
	ar 4	- Before a root word	and words ending in '-le'	adding suffixes	instead of '-sion' when the	meanings. We call these	
		starting with I, the 'in-'	become '–ly.'	beginning with vowel	root word ends in 'c' or	word families. 'sol word	
S	pe	prefix becomes 'il-'.	- Adding '-ly' to to turn an	letters. Sometimes	'cs'	family' and 'real word	
pe	lin	Before a root word	adjective into an adverb	there is no obvious root	<ul> <li>Adding '-ly' to create</li> </ul>	family'	
llin	S BI	starting with r the prefix	when the final letter is 'l.'	word though.	adverbs of manner	- Some words have similar	
ማ	he	'in-' becomes 'ir-'	- Word with the 'sh' sound	- The suffix '-ous.' The	These adverbs describe	spellings, root words and	
	S p	- The prefix 'sub-' which	spelled ch. These words	final 'e' of the root word	how the verb is occurring.	meanings. We call these	
	lag	means under or below.	are French in origin.	must be kept if the	- Challenge Words	word families. 'phon word	
	e 4	- The prefix 'inter-' means	- Challenge Words	sound of 'g' is to be kept.		family' and 'sign word	
		between, amongst or		- The 'ee' sound spelled		family'	
		during.		with an 'i.'		- Prefixes – 'super-' 'anti'	
		- Challenge Words		- The suffix '-ous.' If		and 'auto.'	
				there is an 'ee' sound		- The prefix bi- meaning	
				before the '-ous' ending,		two.	
				it is usually spelled as i,			
				but a few words have e.			
				- Challenge Words			

	- Words ending in '-ious.'	- Words ending in '-ant.' '-	<ul> <li>Words ending in '-able.'</li> </ul>	- Words spelled with 'ie'	- Homophones or near	<ul> <li>Hyphens can be used to</li> </ul>
	<ul> <li>Words ending in '-cious.'</li> </ul>	ant' Is used if there is an	If this is being added to a	after c.	homophones. They have	join a prefix to a root
	If the root word ends in –	'a' or 'ay' sound in the	root word ending in -ce	- Words with the 'ee'	the same pronunciation	word, especially if the
	ce the sound is usually	right place.	or –ge then the e after	sound spelled ei after c.	but different spellings	prefix ends in a vowel
	spelled '-cious.'	- Words ending in '-ance.'	the c or g is kept other	The 'i before e except	and/or meanings.	letter and the root word
	- Ending '-cial' and '-tial.'	'-ance' Is used if there is	wise they would be said	after c' rule applies to	- Challenge Words	also begins with one.
	After a vowel '-cial' is	an 'a' or 'ay' sound in the	with their hard sounds	words where the sound		- Challenge Words
	most common and '-itial'	right place.	as in cap and gap.	spelled by ei is /ee/		- Revision: Year 5 words
	after a consonant. But	<ul> <li>Use –ent and -ence after</li> </ul>	- Adverbs of time	However there are		
	there are many	soft c (/s/ sound), soft g	(temporal adverbs)	exceptions like those in		
ĭ	exceptions.	(/j/ sound) and qu. There	these are words to	the spellings.		
ar	- Ending '-cial' and '-tial.'	many exceptions to this	develop chronology in	<ul> <li>Words containing the</li> </ul>		
Ч	After a vowel '-cial' is	rule.	writing.	letter string 'ough' where		
ہٰ۔	most common and '-itial'	- Words ending in '-able'	<ul> <li>Adding suffixes</li> </ul>	the sound is /aw/.		
ell	after a consonant. But	and '-ible.' '-able' is used	beginning with vowel	- Words containing the		
ing	there are many	where there is a related	letters to words ending	letter string 'ough' where		
LS S	exceptions.	word ending '-ation.'	in –fer. The r is doubled	the sound is /o/ as in boat		
ēd	- Ending '-cial' and '-tial.'	- Words ending in '-ably'	if the –fer is still stressed	or 'ow' as in cow.		
Sta	After a vowel '-cial' is	and '-ibly.' The '-able'	when the ending is	- Adverbs of possibility.		
lge	most common and '-itial'	ending is usually but not	added. If the –fer is not	These words show the		
С	after a consonant. But	always used if a complete	stressed then the r isn't	possibility that something		
	there are many	root word can be heard	doubled.	has of occurring.		
	exceptions.	before it. 'y' endings	- Words with 'silent'	- Challenge Words		
	<ul> <li>Challenge words</li> </ul>	comply with previously	letters at the start.			
		learned rules and is	Words with 'silent'			
		replaced with 'i' as in rely	letters (i.e. letters whose			
		> reliably	presence cannot be			
		- Challenge Words	predicted from the			
			pronunciation of the			
			word)			
			<ul> <li>Challenge Words</li> </ul>			

Challenge M/ards	Challenge Marde	Adding the profix (	Manda with the /f/	Mondo onding in / obly/	
challenge words	- Challenge Words	- Adding the prefix -	- words with the / f/	- words ending in -ably.	- Adjectives to describe
	<ul> <li>Spelling Rules: Words</li> </ul>	over' to verbs.	sound spelled ph.	<ul> <li>Words ending in '-ible'</li> </ul>	settings
	with the short vowel	<ul> <li>Convert nouns or verbs</li> </ul>	<ul> <li>Words with origins in</li> </ul>	<ul> <li>Adding the suffix '-ibly'</li> </ul>	- Vocabulary to describe
	sound /i/ spelled y	into adjectives using	other countries	to create an adverb.	feelings.
(ea	- Spelling Rules: Words	suffix '-ful.'	- Words with unstressed	<ul> <li>Changing '-ent' to '–</li> </ul>	- Adjectives to describe
r 6	with the long vowel sound	<ul> <li>Words which can be</li> </ul>	vowel sounds.	ence.'	character
:	/i/ spelled with a y.	nouns and verbs.	<ul> <li>Words with endings</li> </ul>	er, -or, -ar at the end of	- Grammar Vocabulary
Spe		<ul> <li>Words with an /o/</li> </ul>	/shuhl/ after a vowel	words.	- Grammar Vocabulary
		sound spelled 'ou' or	letter.	- Adverbs synonymous	- Mathematical
ng (		'ow.'	<ul> <li>Words with endings</li> </ul>	with determination	Vocabulary
She		- Words with a 'soft c'	/shuhl/ after a consonant		
		spelled /ce/.	letter.		
Stag		- Prefix dis, un, over, im.	- Words with the common		
ye (		Each have a particular	letter string 'acc' at the		
		meaning: dis – reverse;	beginning of words.		
		un – not; over –			
		above/more; im –			
		opposite			

		Place Value	Addition & Subtraction	Multiplication &	Length & Perimeter	Fractions	Properties of Shape
			<u>cont'</u>	Division			
		Recap Represent numbers	Recap Add two 2-digit		Measure length	Making the whole	Turns and angles
		to 100	numbers - crossing 10 -	Recap Consolidate 2, 4			
			add ones & add tens	and 8 times-table (new	Recap Measure length (m)	Tenths	Right angles in shapes
		Recap Tens and ones using		worksheet)			
		addition	Recap Subtract a 2-digit		Equivalent lengths - m &	Count in tenths	Compare angles
			number from a 2-digit	Comparing statements	cm, mm		
		Hundreds	number - crossing 10 -			Tenths as decimals	Draw accurately
			subtract ones & subtract	Related calculations	Compare lengths		
		Numbers to 1,000	tens			Fractions on a number line	Horizontal and vertical
				Multiply 2-digits by 1-	Add and subtract lengths		
		Activity Numbers to 1,000	New content Mixed	digit - no exchange		Fractions of a set of	Parallel and
,		on a place value grid	addition and subtraction		What is perimeter?	objects	perpendicular
<b>1</b> 2			problems	Multiply 2-digits by 1-			
È.		100s, 10s and 1s		digit (1)	Measure and calculate	Fractions of a set of	Recognise and describe
5			Add and subtract 2-digit		perimeter		2-D and shapes
	_	Recap Number line to 100	and 3-digit numbers - not	Activity Multiply 2-digits		Equivalent fractions	
5	ea (		crossing 10 or 100	by 1-digit - exchange	Fractions		Make 3-D shapes
Ř I	r 3	Number line to 1,000				Order fractions	
		5. 14 40 400	Add 2-digit and 3-digit	Divide 2-digits by 1-digit	Recap Working with		Mass & Capacity
1 2		Find 1, 10, 100 more or	numbers - crossing 10 or		wholes and parts	Add and subtract fractions	N 4
5		ess	100	Divide 100 into 2, 4, 5		<b></b> :	Neasure mass
		Commona abianta an	Culaturate 2 digit number	and 10 equal parts	Recap Make equal parts	lime	
		compare objects an	from a 2 digit number	Divide with remainders	Decen Decegnise and	Deeper O'clock and half	compare mass
		numbers	crossing 10 or 100	Divide with remainders	finding a half guarter and	necap O clock and han	Add and subtract mass
		Ordor numbors	CLOSSING TO OL TOO	Scaling	hinding a fiait, quarter and	μαδι	AUU ahu subtract mass
			Add two 2 digit numbers	Scaling		Pocan Quarter pact and	Moacuro capacity
		Count in 50c	not crossing 10 or 100		Unit and non-unit	quarter to	ivieasure capacity
			100 C1035111g 10 01 100	now many ways:	fractions		Compare capacity
		Addition & Subtraction	Add two 3-digit numbers -	Money		Months and years	compare capacity
		Addition & Subtraction	crossing 10 or 100	woney	Recan Equivalence of a	wontins and years	Add and subtract
		Add and subtract		Recan Count money	half and 2 quarters	Hours in a day	canacity
		multiples of 100	Subtract a 3-digit number	needp count money			capacity
			from a 3-digit number - no	Pounds and pence	Recap Count in fractions	Telling the time to 5	Temperature
			exchange			minutes	

Recap Add and subtracts	Subtract a 3-digit number	Convert pounds and	Telling the time to the	
1s	from a 3-digit number - exchange	pence	minute	
Add and subtract 3-digit		Add and subtract money	Using a.m. and p.m.	
and 1-digit numbers - not	Estimate answers to			
crossing 10	calculations	Give change	24-hour clock	
Recap Add a 2-digit and 1-	Check answers	<b>Statistics</b>	Finding and comparing	
digit number - crossing 10			durations	
	Multiplication and	Recap Make tally charts		
Add 3-digit and 1-digit	<u>Division</u>		Start and end times	
numbers - crossing 10		Recap Draw pictograms		
	Multiplication - equal	(2, 5 and 10)	Measuring time in seconds	
Recap Subtract a 1-digit	groups			
number from 2-digits -		Recap Interpret	Problem solving	
crossing 10	Recap Multiplication using the symbol	pictograms (2, 5 and 10)	with time	
Subtract a 1-digit number		Draw bar charts		
from a 3-digit number -	Recap Using arrays			
crossing 10		Bar charts		
	Recap 2 and 5 times-table			
Add and subtract 3-digit		Tables		
and 2-digit numbers - not	Recap Make equal groups			
crossing 100	<ul> <li>sharing and grouping</li> </ul>			
Add 3-digit and 2-digit numbers - crossing 100	Recap Divide by 2, 5 and 10			
Subtract a 2-digit number from a 3-digit number - crossing 100	Multiply and Divide by 3, 4 and 8			
	The 3 times-table			
Add and subtract 100s				
	The 4 times-table			
Spot the pattern - making				
it explicit	The 8 times-table			

	Place Value	Length &	Multiplication and	Fractions	Decimals	<b>Statistics</b>
		Perimeter	Division			
	Recap Numbers to 1,000			Fractions greater than 1	Recap Bonds to 10 and	Interpret charts
		Recap Equivalent lengths -	11 and 12 times-table		100	
	Round to the nearest 10/	m and cm		Count in fractions		Comparison, sum and
	100	- mm and cm	Multiply 3 numbers		Make a whole	difference
				Recap Add fractions		
	Count in 1,000s	Kilometres	Factor pairs		Write, compare and order	Introducing line graphs
				Add 2 or more fractions	decimals	
	Represent numbers to	Recap Add and subtract	Efficient multiplication			Line graphs
	10,000	lengths		Recap Subtract fractions	Round decimals	
			Written methods			Properties of shapes
	1,000s, 100s, 10s and 1s	Recap Measure perimeter		Subtract 2 fractions	Halves and quarters	
			Recap Multiply 2-digits			Recap Turns and angles
	Partitioning	Perimeter on a grid	by 1-digit	Subtract from whole	Money	
				amounts		Recap Right angles in
	The number line to 10,000	Perimeter of a rectangle	Multiply 3-digits by 1-		Pounds and pence	shapes
			digit	Recap Fractions of a set of		
Yea	Recap Find 1, 10, 100	Perimeter of rectilinear		objects	Ordering and estimating	Recap Compare angles
Pr 4	more or less	shapes	Divide 2-digits by 1-digit		money	
				Calculate fractions of a		Identify, compare and
	1,000 more or less		Divide 3-digits by 1-digit	quantity	Recap Convert pounds	order angles
		Multiplication and			and pence	
	Compare 4-digit numbers	<u>Division</u>	Correspondence	Problem solving - calculate		Recap Recognise and
			problems	quantities	Recap Add and subtract	describe 2-D shapes
	Order numbers	Multiply by 10, 100			money	
			<u>Area</u>	<b>Decimals</b>		Triangles
	Round to the nearest	Divide by 10, 100			Recap Give change	
	1,000		What is area?	Tenths and hundredths		Quadrilaterals
		Multiply by 1 and 0			Working with money	
	Count in 25s		Counting squares	Recognise tenths and		Symmetry
		Divide by 1 and itself		hundredths	Four operations	
	Introducing negative		Making shapes			Recap Horizontal and
	numbers	Recap Multiply and divide		Tenths as decimals	<u>Time</u>	Vertical
		by 3	Comparing area			_
	Roman numerals			Tenths on a place value	Recap Telling the time to 5	Lines of symmetry
		Recap The 3 times-table		grid	minutes	

Addition C. Cubtypation	
Addition & Subtraction Fractions	Complete a symmetric
Multiply and divide by 6 Tenths on a number line Recap Telling the time	e to figure
Add and subtract 1s, 10s, Recap Unit and non-unit the minute	
100s and 1,000s 6 times-table and division fractions Divide 1-digit by 10	Position & Direction
facts Recap Using a.m. and	p.m.
Add two 3-digit numbers - What is a fraction? Divide 2-digits by 10	Describe position
not crossing 10 or 100 Multiply and divide by 9 Recap 24-hour clock	
Recap Tenths Hundredths	Draw on a grid
Add two 4-digit numbers - 9 times-table and division Hours, minutes and	
no exchange facts Recap Count in tenths Hundredths as decimals seconds	Move on a grid
Add two 3-digit numbers - Multiply and divide by 7 Recap Equivalent Hundredths on a place Years, months, weeks	and Describe movement on a
crossing 10 or 100 fractions value grid days	grid
7 times-table and division	
Add two 4-digit numbers - facts Equivalent fractions Divide 1 or 2-digits by 100 Analogue to digital	
one exchange/ more than	
one exchange Analogue to digital - 1	2
hour	
Subtract a 3-digit number	
from a 3-digit number - no Analogue to digital - 2	4
exchange/exchane hour	
Subtract two 4-digit	
numbers - no	
exchange/one	
exchange/more than one	
exchange	
Efficient subtraction	
Checking strategies	

	Place Value	Statistics cont'	Multiplication &	Fractions cont'	<b>Decimals</b>	Position and Direction
			Division			
	Recap 1,000s, 100s, 10s	Draw line graphs		Add and subtract fractions	Adding and subtracting	Recap Describe position
	and 1s		Recap Multiply 2, 3 and		decimals within 1	
		Use line graphs to solve	4 digits by 1-digit	Add and subtract mixed		Recap Draw on a grid
	Numbers to 10,000	problems		numbers	Complements to 1	
			Multiply 2-digits by 2-			Position in the first
	Rounding to the nearest	Read and interpret tables	digits	Subtraction - breaking the	Adding decimals - crossing	quadrant
	10, 100 and 1000			whole	the whole	
		Two-way tables	Multiply 3-digits by 2-			Translation
	Rounding to 10, 100 and		digits	Subtract 2 mixed numbers	Adding decimals with the	
	1,000	Timetables			same and different	Translation with
			Multiply 4-digits by 2-	Multiply unit fractions by	number of decimal places	coordinates
	Numbers to 100,000	<b>Multiplication &amp; Division</b>	digits	an integer		
					Subtracting decimals with	Recap Line of symmetry
	Compare, order and round	Multiples	Recap Divide 2, 3 and 4-	Multiply non-unit fractions	the same and different	
	numbers to 100,000		digits by 1-digit	by an integer	number of decimal places	Recap Complete a
<b>×</b>		Factors				symmetric figure
ear	Numbers to a million		Divide with remainders	Multiply mixed numbers	Adding and subtracting	
, v		Common factors		by integers	decimals with the same	Reflection
	Counting in 10s, 100s,		Fractions		and different number of	
	1,000s, 10,000s and	Prime numbers		Recap Calculate fractions	decimal places problem	Reflection with
	100.000s		What is a fraction?	of a quantity	solving	coordinates
	,	Square numbers				
	Compare, order and round		Equivalent fractions	Fraction of an amount	Adding and subtracting	Converting Units
	numbers to one million	Cube numbers			wholes and decimals	<u></u>
			Recap Fractions greater	Using fractions as		Recap Kilometres
	Negative numbers	Multiply by 10, 100 and	than 1	operators	Decimal sequences	
		1.000				Kilograms and kilometres
	Roman numerals		Improper fractions to	Fraction problem solving	Multiplying decimals by	
		Divide by 10, 100 and	mixed numbers		10, 100 and 1,000	Millimetres and millilitres
	Addition and Subtraction	1 000		Decimals and Percentages	10) 100 and 1,000	
	<u> </u>	1,000	Mixed numbers to		Dividing decimals by 10	Metric units
	Recan Add two 4-digit	Multiples of 10, 100 and	improper fractions	Decimals up to 2 d p	100 and 1 000	
	numbers - one	1 000				Imperial units
	exchange/more than one		Number sequences	Decimals as fractions		
	exchange					Converting units of time
	CACHUNEC					converting units of time

		Perimeter & Area	Compare and order	Understand thousandths	Properties of Shape	
	Add whole numbers with		fractions less than 1			Timetables
	more than 4 digits	Measure perimeter		Thousandths as decimals	Recap Identify angles	
	(column method)		Compare and order			<u>Volume</u>
		Recap Perimeter on a grid	fractions greater than 1	Rounding decimals	Recap Compare and order	
	Recap Subtract two 4-digit				angles	What is volume?
	numbers - one	Recap Perimeter of		Order and compare		
6	exchange/more than one	rectangles		decimals	Measuring angles in	Compare volume
6	exchange				degrees	
		Recap Perimeter of		Understand percentages		Estimate volume
	Subtract whole numbers	rectilinear shapes			Measuring with a	
	with more than 4 digits			Percentages as fractions	protractor	Estimate capacity
	(column method)	Calculate perimeter		and decimals		
					Drawing lines and angles	
	Round to estimate and	Recap Counting squares		Equivalent F.D.P	accurately	
á	approximate					
		Area of rectangles			Calculating angles on a	
	nverse operations				straight line	
	(addition and subtraction)	Area of compound shapes				
					Calculating angles around	
	Multi-step addition and	Area of irregular shapes			a point	
e e	subtraction problems					
					Recap Triangles	
	<b>Statistics</b>					
					Recap Quadrilaterals	
	Recap Interpret charts					
					Calculating lengths and	
	Recap Comparison, sum				angles in shapes	
á	and difference					
					Regular and irregular	
	Recap Introduce line				polygons	
	graphs					
					Reasoning about 3-D	
	Read and interpret line				shapes	
l l	graphs					

	Place Value	Four Operations	Position & Direction	Converting Units	<b>Statistics</b>	Consolidation and
						themed projects
	Recap Numbers to 10,000,	Recap Factors	The first quadrant	Metric measures	Read and interpret line	
•	100,000 and a million	_			graphs	
		Common factors	Four quadrants	Convert metric measures		
l	Numbers to 10 million				Draw line graphs	
		Common multiples	Translations	Calculate with metric		
	Compare and order any			measures	Use line graphs to solve	
I	numbers	Primes to 100	Reflections		problems	
				Miles and kilometres		
I	Recap Round numbers to	Squares and cubes	<b>Decimals</b>		Circles	
•	10, 100 and 1,000			Imperial measures		
		Order of operations	Recap Decimals up to 2		Read and interpret pie	
l	Round any number		d.p.	Area, Perimeter and	charts	
		Mental calculations and		<u>Volume</u>		
1	Negative numbers	estimation	Recap Understand		Pie charts with	
			thousandths	Shapes - same area	percentages	
<b>×</b>	Four Operations	Reason from known facts				
ear			Three decimal places	Area and perimeter	Draw pie charts	
6	Recap Add whole numbers	<b>Fractions</b>				
	with more than 4 digits		Multiply and divide by	Area of a triangle	The mean	
	(column method)	Recap Equivalent fractions	10, 100 and 1,000	_		
				Area of a parallelogram	Properties of Shape	
1	Recap Subtract whole	Simplify fractions	Multiply decimals by			
	numbers with more than 4		integers	Recap What is volume?	Measure with a protractor	
	digits (column method)	Recap Improper fractions	-			
	<b>C</b> .	to mixed numbers	Divide decimals by	Volume - counting cubes	Recap Draw lines and	
	Recap Inverse operations		integers		angles accurately	
	addition and subtraction)	Recap Mixed numbers to		Volume of a cuboid	,	
	· · · · · · · · · · · · · · · · · · ·	improper fractions	Division to solve		Introduce angles	
	Recap Multi-step addition	• •	problems	Ratio	C C	
	and subtraction problems	Fractions on a number line			Recap Angles on a straight	
			Decimals as fractions	Use ratio language	line	
	Add and subtract integers	Compare and order			-	
		(denominator)	Fractions to decimals (1)	Ratio and fractions	Recap Angles around a	
	Recap Multiply 4-digits by	(····)			point	
	1-digit				ur -  '▼	
	0.*		1			

	Compare and order	Percentages	Introducing the ratio	Calculate angles	
Recap Multiply 2-digits	(numerator)		symbol		
(area model)		Recap Understand		Vertically opposite angles	
	Add and subtract fractions	percentages	Calculating ratio		
Recap Multiply 2-digits by	(1)			Angles in a triangle	
2-digits		Fractions to percentages	Using scale factors		
	Activity Add and subtract			Angles in a triangle -	
Recap Multiply 3-digits by	fractions activity	Equivalent FDP	Calculating scale factors	special cases	
2-digits	(denominators are not				
_	multiples)	Order FDP	Ratio and proportion	Angles in a triangle -	
Multiply up to a 4-digit			problems	missing angles	
number by a 2-digit	Recap Add mixed numbers	Percentage of an			
number		amount		Angles in special	
	Add fractions			quadrilaterals	
Recap Divide 4-digits by 1-		Percentages - missing			
digit ,	Recap Subtract mixed	values		Angles in regular polygons	
	numbers			00 70	
Recap Divide with		Algebra		Draw shapes accurately	
remainders	Subtract fractions			, , , , , , , , , , , , , , , , , , , ,	
		Find a rule - one step ad		Draw nets of 3-D shapes	
Short division	Mixed addition and	n two step			
	subtraction				
Division using factors		Forming expressions			
	Multiply fractions by				
Long division	integers	Substitution			
	integers	Substitution			
	Multinly fractions by	Formulae			
	fractions	i ormanae			
		Forming equations			
	Divide fractions by	i orning equations			
	integers (1)	Solve simple one and			
	integers (1)	two stop oquations			
	Four rules with fractions	two-step equations			
		Find pairs of values			
	Fraction of an amount	i illu palls of values			