Autumn Term

History

Key knowledge
I know what the gunpowder plot was, why we have fireworks night, who Guy Fawkes was. I know why Guy Fawkes is a part of fireworks night. I know the difference between past and present. I know how, in the past, wanted posters would highlight who to look for. I know what remembrance is about and why we celebrate it today. I know who Claudia Jones is. I know what her impact is on our world

Key Skills
I can identify past events, present events, older and newer, I can recognise their lives are different from the past, I can use dates where appropriate

What came before?
I can match objects to people of different ages.
I can recognise an event took place in the past/in my past I can talk about past and present events in their own lives and in the lives of family members

What comes after?
I can sequence events and historical figures on a timeline •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary

Key vocabulary
Topic :
Historical enquiry: ask investigate explain question change same event remember memory celebration special
CA: morning afternoon evening order now present past recent timeline lifetime future date before today tomorrow last week/month/year/day memory within living memory beyond living memory old

Geography

Key knowledge
Local area study – the school. I know where my school is. I know the key features of my school. I know what an address is. I know what a map shows. I know what an aerial photograph is. I know what symbols are on a map. I know what a compass is. I know there are different types of map: transport map, street map, map of the world, map of the UK.

Key Skills
I can: •Use basic observational skills carry out a small survey of the school •Draw simple features •Ask and respond to basic geographical questions •Ask a familiar person prepared questions •Create plans and raw simple features of school environment. •Add labels onto a sketch map, map or photograph of features of school. •Use a simple picture map to move around the school •Use relative vocabulary •Use directional language •Draw basic maps, including appropriate symbols and pictures to represent places or features of school. •Use photographs and maps to identify features

What came before?
•Explore the natural world around them. •Describe the immediate environment using knowledge from observation, discussions, stories, non-fiction texts and maps. •Draw information from a simple map •Recognise and explain some similarities and differences between life in this country and life in other countries. •Recognise some environments that are different to the one in which they live.

What comes after?
• name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country •Use a simple picture map to move around the local environment. •Use relative vocabulary •Use directional language such as North, South, East, West •Draw basic maps, including appropriate symbols and pictures to represent places or features of local area. •Use photographs and maps to identify features •Use basic observational skills carry out a small survey of the local area •Draw simple features

Key vocabulary
Topic: school, local, environment, space, map, aerial photograph, camera, features
Skills: photograph, map, label, identify, bigger, smaller, like, dislike, near and far, up and down, left and right, forwards and backwards

Art

Key knowledge
Art great: Henry Rousseau •I know the difference between primary and secondary colours. •I know the different types of paint. •I know that I can mix colours to get a range of colours. •I know that I can name the colours. •I know how to experiment with different materials to design and make. •I know the names of the tools, techniques and elements I use in my artwork.

Key Skills
•Recognise primary colours and use colour mixing to discover secondary colours. •Enjoy discovering the interplay between materials e.g.: wax and watercolour •Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. •Understand activities which might take place in a sketchbook (e.g. drawing, cutting/sticking collecting). •Enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements which inspire. •Understand we may all have different responses •Reflect upon the artists' work, and share your response verbally Enjoy listening to other people's views about artwork made by others

What came before?
Expressive arts and design: -Explore colour and colour mixing . -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively, sharing ideas, resources and skills.
Physical development: Uses a range of small tools, including scissors, paintbrushes and cutlery.

What comes after?
Continue to mix colours experientially (i.e. encourage pupils to "try and see")
Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project.

Key vocabulary
Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

D.T

Key knowledge
Healthy eating: I know and understand food comes from and can give examples of what food is grown. I know that I can talk about what food is being eaten at home and begin to discuss what healthy food is.
Constructing – joining materials I know how to use tools safely and sensibly. I know I can select from a range of tools and equipment.

Key Skills
Healthy eating: Be able to talk about what food is eaten at home and begin to discuss what healthy foods are.
Talk about where food comes from and give examples of what food is grown
Constructing – joining materials To use a variety of tools to safely cut, join and finish a product. To be able to select from a range of tools and equipment to perform skills such as: cutting, shaping.

What came before?
Creating with materials:
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Share their creations, explaining the process they have used.

What comes after?
Be able to build structures and explore strength and stability
To use simple tools to help prepare food safely (e.g. knives for chopping, graters, weighing scales).

Key vocabulary
Cut, Safely, Describe, Wash, Clean, Surface, Decorate

Year 1
Autumn term
Animal Kingdom
Our Kingdom

Science
Animals including humans:
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Group animals according to what they eat. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
Seasonal changes
observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

Music
Charanga
Title:1 Hey You
Style of music: Old School Hip-hop
Unit theme: how pulse, rhythm and pitch work together
Title: 2 Rhythm in the way We Walk and the Banana Rap
Style of music: Reggae
Unit theme: pulse, rhythm and pitch, rapping, dancing and singing
Nativity songs

P.E
Dance:• Put moves together to make a short dance.• Show rhythm in my dance.• Choose the best movements to show different ideas.• Use space safely.• Perform my dance actions with control and co-ordination.• Link two or more actions together to make a sequence.• Remember and repeat dance movements.
Rugby• Repeat and explore skills.• Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions.• Repeat and explore skills.

French
Language angels

Greetings
Animals in the jungle

Computing
Digital literacy: E-Safety – •I know to tell an adult if I see anything worrying online
Information technology •I can use a program to create a simple document
Computer Science: I can predict the behaviour of a programmed toy with Beebots

History

Key Knowledge

I know about the life of Queen Elizabeth I and Queen Victoria/Queen Elizabeth II
I know what made these significant queens important
I know what life was like during the medieval times
I know what homes were like during this time
I know how to compare the homes of the past to the present, I know how they differ and I know why they changed

Key Skills

•I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary

What came before?

•I can use words and phrases to describe similarities and differences between now and the past •I can show knowledge and understanding of aspects of the past within living memory •I can use topic vocabulary

What comes after?

British and World History: Stone Age to Iron Age, Celts and Romans
•I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes • I can use the term chronological order to describe •I can begin to place events in chronological order •I can discuss some links with other civilisations and time periods including AD and BC •I can develop a chronologically secure knowledge and understanding of British, local and world history •I can explain the narratives within and across the periods they study

Key vocabulary

Monarch, Power, Ruler, absolute monarchy, Anointing, armed forces, attack , bailey , Battle, Battlements, Bayeux Tapestry, Ceremony, concentric castle, constitutional monarchy, Conquer, Coronation, Crowning, Defend, Gatehouse, Government, head of state, Invade, keep Historic, historically significant, historical evidence

Geography

Key Knowledge

I know what the four capital cities of the UK are. I know the UK map shows the four countries of the UK and their capital cities. I know what physical features are in geography. I know why people of the past used physical features to plan and build landmarks. I know a map maker is called a cartographer. I know the oldest maps were made on clay tablets. I know some maps are drawn from an aerial views. I know the difference between a sea and an ocean. I know where the world's 7 oceans are located.

Key Skills

I can: •Use world maps to identify the 7 continent and 5 oceans of the world .•Draw basic maps, including appropriate symbols and pictures to represent places or features of local area. • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

What came before?

I know where my school is. I know the key features of my school. I know what an address is. I know what a map shows. I know what an aerial photograph is. I know what symbols are on a map. I know what a compass is. I know there are different types of map: transport map, street map, map of the world, map of the UK.

What comes after?

I know where Borneo is. I know how to use maps to locate Borneo. I know rainforests are found near to the Equator, between the tropics of Cancer and Capricorn. I know the climate of a rainforest is the same all year round. I know it usually rains every day in the rainforest. I know it is hot and humid there. I know there are different layers of tree in the rainforest: emergent, canopy, understory and forest floor. I know what types of animal live in each part of the rainforest. I know what deforestation is. I know how deforestation impacts nature and humans. I know there are different ways to protect animals in the rainforest. I know the effects of farming for palm oil.

Key vocabulary

England, Ireland, Scotland, Wales, Belfast, London, Cardiff, Edinburgh, cities, capital cities, North Sea, Irish Sea, Oceans, rivers, Pacific, Atlantic, Indian, Southern, Arctic oceans. Maps. Physical features. Natural and man-made.

Art

Key Knowledge

Art greats: John Constable, Paul Klee, Jackie Morris
Sketching and drawing:
I know how to hold drawing tools in a variety of ways. I know how to change the pressure, grip and speed. I know how to develop my mark making skills. I know that I can use a sketchbook to gather and develop ideas. I know that I can express my ideas through different medias.
Realism and abstract art/ Pointillism I know how to apply my learnt skills to a project. I know that I can use a sketchbook to practise skills and record knowledge.

Key skills

Sketching: Explore how to create space and places within the sketchbook to help develop sketchbook approach (making drawings on different surfaces, and on different shapes of paper).
Familiarise with sketchbook / drawing exercises.
Drawing: •Understand that we can hold our drawing tools in a variety of ways, •experimenting with pressure, grip and speed to affect line.
•Develop mark making skills through experimentation n with various drawing media: pencil, chalk, soft pastel, wax and charcoal.

What came before?

Drawing: Begin to explore a variety of drawing materials including pencil, pen, chalk, wax. Explore mark making to start to build mark making vocabulary. Undertake projects which explore observational drawing.
Painting: Recognise primary colours and use colour mixing to discover secondary colours. Enjoy discovering the interplay between materials

What comes after?

Sketching: Explore colour, testing ideas, collecting, sticking, writing notes, looking back. Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists' work to help consolidate learning and make the experience your own. Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.
Drawing: Understand that animators make drawings that move. Explore a variety of drawing starting points (figurative, still life and landscape) Explore shading, using different media. Use colour, composition, elements, line, shape to create pattern

Key vocabulary

Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina

D.T

Key Knowledge

Build 3D a castle and making a Catapult
Materials: I know how to build structures and how I can use different materials to explore different variables. I know that by selecting different tools and equipment I can perform certain skills.
Mechanisms: I know how pulleys, lever and sliders work and what they can be used for. I can link this to what I have learned at school. I know that I can use different objects and resources to build structures

Key Skills

Materials: Be able to build structures and explore strength and stability
Design: To be able to create simple designs for a product.
Use pictures and words to describe their product.
Mechanisms: use levers, pulleys and sliders.

What came before?

Materials: Use a variety of tools to safely cut, join and finish a product. Select from a range of tools and equipment to perform skills such as: cutting, shaping.
Mechanisms: use wheels and axles in a product and understand how they work together

What comes after?

Materials: safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a variety of tools and unfamiliar materials and plan main stages of use.
Mechanisms: Understand how systems such as levers, linkages and pneumatic systems create movement.

Key vocabulary

Mechanisms: Join, Moving. Add
Materials: Measure, Model or structure, Joining, Folding, Rolling, Stronger

Year 2
Autumn term
Oh what a Knight!

Science

Plants: Observe and describe how seeds and bulbs grow into mature plants. Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.

Music

Charanga:1
Title: Hands, Feet, Heart
Style of music: Afropop, South African
Unit theme: South Africa
Title: 2 Ho, ho, ho
Style of music: rapping and improvisation for Christmas
Unit theme: Festivals and Christmas Nativity songs

P.E

Football • Repeat and explore skills. • Move with some control and care. • Copy and remember actions. • Repeat and explore skills.
Gymnastics • Show control and co-ordination when travelling or balancing. • Choose which actions to make. • Copy sequences and repeat them. • Be able to roll. • Travel in lots of ways. • Balance. • Climb safely. • Stretch and curl body. • I plan sequences of movements.

French

Language angels
Minibeasts
In my town

Computing

Digital literacy: online safety, self image and online reputation. Health and lifestyle
Information technology: I can find, open, edit and save files I am working on I can use different software programs and discuss the benefits of their usage (using different software such as Keynote, PowerPoint and stop motion)
Computer Science: using algorithms

History

Key knowledge and skills

Key Knowledge

Pre-historic Britain timeline

I know how people lived in prehistoric times I can compare the way of life of stone age people with my own I know how life changed from the stone age to the iron age I know how we know so much about life in prehistoric times I know how people developed their lifestyles from round houses to tribes I know the Ice Age came before the Stone Age, although throughout the Stone Age there was still ice covering some parts of the world. I know the Stone Age is split into three main periods; Palaeolithic (The early Stone Age), Mesolithic (The middle Stone Age) and the Neolithic (The late Stone Age, just before the Bronze age). I know the Stone, Bronze and Iron Age are all named from the materials that were used to create the tools/weapons. I know these changed as people discovered better materials to use that were stronger and lasted longer. I know Skara Brae is the most intact Neolithic settlement still preserved today located on the Orkney Islands off the coast of Scotland. I know how people made advancements. I know how people of these times left behind clues that we can analyse today.

Key Skills

•I can develop a chronologically secure knowledge and understanding of British, local and world history •I can explain the narratives within and across the periods they study •I can use appropriate historical vocabulary •I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources• I can use the term chronological order to describe •I can begin to place events in chronological order •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods •I can use dates and terms to describe events

What came before?

Historical events beyond living memory: Great Fire of London, Exploration and Queens

•I can place artefacts on a timeline •I can sequence events and historical figures on a timeline •I can organise historical events from the past, outside of living memory. •I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary •I can identify similarities and differences between ways of life in different periods •I can use a wide vocabulary of everyday historical terms •I can to ask and answer questions

What comes after?

World and British History: Anglo Saxons and Vikings

I can develop a chronologically secure knowledge and understanding of British and local history. •I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time •I can use appropriate historical vocabulary to communicate •Make deductions about the past from a source •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes • I can accurately place a variety of historical dates in chronological order. • I can discuss many links with other civilisations and time periods studied. • I can understand concept of change over time. •I have a secure understanding of AD and BC.

Key vocabulary

Topic: Skara Brae, Orkney Islands, Hearth, Settlement,
Flint, Roundhouse, Chief, metalwork -copper, bronze, gold, tin, Mining, trade (a job requiring manual skills), Arrowheads, Import
CA: AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age Bronze Age Iron Age duration

Geography

Key knowledge and skills

Key Knowledge

Non-European country study: Borneo I know where Borneo is. I know how to use maps to locate Borneo. I know rainforests are found near to the Equator, between the tropics of Cancer and Capricorn. I know the climate of a rainforest is the same all year round. I know it usually rains every day in the rainforest. I know it is hot and humid there. I know there are different layers of tree in the rainforest: emergent, canopy, understory and forest floor. I know what types of animal live in each part of the rainforest. I know what deforestation is. I know how deforestation impacts nature and humans. I know there are different ways to protect animals in the rainforest. I know the effects of farming for palm oil.

Key Skills

I can: • use maps, atlases, globes and digital/computer mapping to lo countries and describe features studied describe and understand key physical geography, including: climate zones, biomes and vegetation mountains, volcanoes and earthquakes, and the water cycle human including: types of settlement and land use, economic activity includi and the distribution of natural resources including energy, food, mine water

What came before?

I know how the UK is similar to the Caribbean. I know how the UK is different from the Caribbean. I know how the culture is similar and different. I know how tradition music and food is different to traditional UK food and music. I know where the Caribbean islands are located. I know it is made up of several islands. I know how to use a map, globe and digital maps to locate another country. I know how to read a map. I know how to make my own map. I know maps have symbols. I know how to make my own symbols for a map.

What comes after?

Kumaon study I know there a many rivers in Britain. I know how to locate the different rivers on a map. I know, through looking on the map, how to determine which river is the largest. I know the location and journey of the River Thames. I know how to identify key features along the journey of the River Thames and use correct vocabulary to describe human features. I know grid references are used to locate different features on a map. I know how to use 6 figure grid references to explore different features on a map. I know the 7 continents and can identify them on a map. I know how to recognise the different continents by there shape and identify different features nearby and beyond the UK.

Key voca

Rainforest, equat Cancer and Capri tree, Kapok tree, palm oil, peanu tropical, climat temperature, fo emergent laye understory, def impact, farming, sustainal

Art

Key Knowledge

Art great: Alan Hunt and John Dyer

Painting: I know how to explore shadow and proportions. I know how different key aspects such as colours as tone. Warm and cold colours. I know that I can mix colours together and which prime colours can be used to make secondary colours; experimenting with tone, shade and tint
Drawing: I know how to explore shading. I know a variety of starting points. know that I can use my plan to help me draw. I know how to use different aspects how to create a pattern.

Key Skills

Drawing: Understand that animators make drawings that move. Explore a variety of drawing starting points (figurative, still life and landscape) Explore shading, using different media. Use colour, composition, elements, line, shape to create pattern
Sketching: Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.
Painting : Explore shadow and proportions using shadow and tone. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.

What came before?

Sketching: Explore how to create space and places within the sketchbook to help develop sketchbook approach (making drawings on different surfaces, and on different shapes of paper).Familiarise with sketchbook / drawing exercises.
Drawing: •Understand that we can hold our drawing tools in a variety of ways, •experimenting with pressure, grip and speed to affect line. •Develop mark making skills through experimentation n with various drawing media:
Painting: •Continue to mix colours experientially •Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project. •Explore painting on different surfaces, such as fabric

What comes after?

Drawing: Understand working with pattern uses lots of different concepts including repetition, sequencing, and symmetry. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. Draw familiar objects with correct proportions.
Painting: Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.

Key vocabulary

Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder

D.T

Key Knowledge

Cooking: I know and understand that food is grown in Europe and the wider world. I know about different food groups and name food from each group. I know that I can use ingredients and techniques to prepare these safely
Textiles: I know how to design and make a product. I know that I can use my own evaluation of a product to improve it.

Key skills

Cooking: talk about the different food groups and name food from Understand that food is grown, farmed or caught in Europe and the Use a wide variety of ingredients and techniques to prepare and co safely.
Textiles: Design, make, evaluate and improve a product

What came before?

Cooking: use simple tools to help prepare food safely
Textiles: use basic stitching on a product.

What comes after?

Cooking: Understand what makes a healthy and balanced diet. Understand that different food and drink provides different substances that the body needs for energy and health. Follow recipes that involve several process, skills and techniques.
Textiles: Design, make, evaluate and improve a product.

Key vocabulary

Describe, Food, Ingredients, Wei recipe, Create dish, Healthy ,Un Harvest/ing, Equipment, Safely, Attractive, Grow, Plants, Herb

Year 3 Autumn term Orangutans

Science

Animals including humans: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Music

Charanga:
Title: 1 Let your spirit Fly
Style of music: R n B
Unit theme: R n B

Title: 2 Glockenspiel stage 1
Style of musical
Unit theme: Exploring, developing and playing skills

P.E

Hockey • Move with co-ordination and control. • Strike a ball and field with control
Gymnastics • Body is balanced. • Shapes are controlled. • I plan, perform and repeat sequences. • Sequences include changes in speed and level. • I work on improving strength and suppleness by practising stretches and shapes

French

Language Angels SOW
Externally taught
I am learning Animals

Computing

Digital literacy: Project Evolve Self Image a Online reputation.
Information technology: Using softwa communicate. I can make choices on which best for a given task
Computer Science: coding using Scratch I ca simple program that completes a given ta explain how simple algorithms solve a give

Year 4 Autumn term Rivers and Mountains

History

Key Knowledge

I know Flatford Mill is in the Doomsday book and it was a Saxon mill. I know that Manor Court Rolls contain records of a fulling mill at Flatford called, 'Flotfordmelle'. I know in 1733 Flatford Mill was a corn mill. I know in 1742, the mill was acquired by Abram Constable who rebuilt and renovated it. I know in 1764, Golding Constable inherited the mill with resident miller, Henry Crush. I know in 1816, Constable painted hi famous piece of art, 'The Haywain'. I know in 1943, the mill was acquired by the National Trust. I know the National Trust preserve historic places of meaning. I know that now, in 2024, the mill is visited by tourist and students. I know the purpose of historic buildings can change over time. I know historic paintings can be a primary source of history in telling us about the past. I know how to order historical events. I know how to observe artwork and photos to ask questions about the past.

Key Skills

Local history study Chronology: • I can understand the term chronology and I can use it to describe historical timeframes • I can accurately place a variety of historical dates in chronological order.• I can calculate time durations• I can understand concept of change over time.
Interpreting the past: Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes Historical enquiry: •I can develop a chronologically secure knowledge and understanding of British and local history. •I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time

What came before?

British and world history studies of Romans, Celts, Stone Age and Iron Age
•I can develop a chronologically secure knowledge and understanding of British, local and world history •I can explain the narratives within and across the periods they study •I can identify links between different features of past situations and trends over time •I can use appropriate historical vocabulary •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes• I can use the term chronological order to describe •I can begin to place events in chronological order, using dates and term to describe events •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods •I can understand BC and AD

What comes after?

British and World history study on World War 1, World War 2 and Hidden Figures of the 20th Century
•I can understand the concepts of continuity of change over time, representing on a timeline •I can describe the main geopolitical changes of a period of history using correct terms •I can use dates and terms accurately when describing events •I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can develop a secure knowledge of chronology and apply to British, local and world history •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

Key Vocabulary

Flatford Mill
Census investigation
Digi-maps
layers change purpose

Geography

Key Knowledge

Estuary study – River Thames , Kumaon study
I know there a many rivers in Britain. I know how to locate the different rivers on a map. I know, through looking on the map, how to determine which river is the largest. I know the location and journey of the River Thames. I know how to identify key features along the journey of the River Thames and use correct vocabulary to describe physical and human features. I know the 7 continents and can identify them on a map. I know how to recognise the different continents by there shape and identify different features nearby and beyond the UK. I know where the major rivers and mountains of the world are located. I know the different parts of a mountain. I know the different parts of a river and I know the vocabulary meanings. I know who Francisca Rockey is and why she is important in the field of geography. I know how to collect data on a fieldtrip. I know how to sketch and take photographs of geographical findings. I know I can learn factual information about the environment from my geographical enquiry.

Key Skills

I can: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• use fieldwork observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch plans and graphs, and digital technologies •Ask geographical questions Use a simple database to present findings from fieldwork R findings from fieldtrips •Use a database to present findings •Use appropriate terminology •Draw an annotated sketch from observ •Select views to photograph •Add titles and labels giving date and location information •Consider how photo's provide useful evid use a camera independently •Locate position of a photo on a map •Locate Europe on a large scale map or globe, Name and loca countries in Europe (including Russia) and their capitals cities• locate the world's countries, using maps to focus on Europe (includi location of Russia) and North or South America, concentrating on their environmental regions, key physical and human characteris countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use pattern understand how some of these aspects have changed over time • understand geographical similarities and differences through the of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or America• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, ri mountains, volcanoes and earthquakes, and the water cycle understand geographical similarities and differences through the stu human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or So America

What came before?

Borneo I know where Borneo is. I know how to use maps to locate Borneo. I know rainforests are found near to the Equator, between the tropics of Cancer and Capricorn. I know the climate of a rainforest is the same all year round. I know it usually rains every day in the rainforest. I know it is hot and humid there. I know there are different layers of tree in the rainforest: emergent, canopy, understory and forest floor. I know what types of animal live in each part of the rainforest. I know what deforestation is. I know how deforestation impacts nature and humans. I know there are different ways to protect animals in the rainforest. I know the effects of farming for palm oil.

What comes after?

Volcanoes I know the structure of the earth. I know the earth is made of a crust, mantle, outer core and inner core. I know what each layer is made of. I know the earth has tectonic plates, which fit together like a puzzle. I know most tectonic activity occurs along a plate boundary (convergent, divergent and transform). I know some volcanoes form over hotspots in the mantle (Hawaii). I know there is a horse-shoe-shaped belt of tectonic activity known as The Ring of Fire. I know the Ring of Fire outlines the Pacific ocean and traces many plate boundaries. I know there are at least 452 volcanoes on the Ring of Fire. I know how volcanoes form. I know that pressure builds up below the earth's crust, alongside the plate boundaries, where magma, hot ash and gas rise and escape forming a volcano. I know the shape of a volcano depends on the type of eruption. I know that composite volcanoes are cone shaped with steep sides; they have sticky magma. I know shield volcanoes are bowl shaped with gentle sides; they have runny lava. I know the parts of a volcano including ask clouds, vents magma chambers, conduit and layers of ash/lava. I know earthquakes create fault lines which are cracks in the earth's surface. I know earthquakes cause severe damage to roads and buildings. I know how earthquakes are measured by scientists. I know what the Mercalli scale is. I know that near tectonic hazards, there is fertile soil, geothermal energy and opportunities for mining. I know how people organise their towns and cities in Iceland as a result of volcanic activity

Key vocabul

River, waterway, sc
tributary, oxbow l
riverbank, estua
confluence, flow, m
silt, River Nile, Ri
Amazon, atlas, cont
course, current, d
deposition, erosion
meander, pollut
sediment, spring, st
water cycle, water
vegetation.

Art

Key Knowledge

Painting I know how to choose paints and how to apply them appropriately. (thickening paint, scratching, dotting and splashing) . I know that I can experiment with mood, feeling, movement.
I know that I can expert with materials and techniques.

Key Skills

•**Painting:** Mix colours to express mood, divide foreground from background or demonstrate tones.
Drawing: Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.

What came before?

Painting : Explore shadow and proportions using shadow and tone. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.

What comes after?

Painting: Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.

Key vocabulary

L.S.Lowry, John Constable, space, line, value, shape, light, landscapes, technique, painting, The Haywain, art gallery, canvas, Dedham Vale

D.T

Key Knowledge

Mechanical posters: I know how gears, pulleys, cams, levers and linkages work. I know that I can use them for different purposes. I know how I can alter my work.

Key Skills

I can use gears, pulleys, cams, levers and linkages. I can design, make a evaluate a mechanical poster using my knowledge of levers and linkag

What came before?

I know how systems such as levers, linkages and pneumatic systems create movement. I know that there are different purposes for levers, linkages and pneumatic systems. I know that I can create movement for different reasons.

What comes after?

Yr. 5 – I know that I am learning about increasingly complex mechanisms and electrical systems building on previous year group skills.

Key vocabulary

Make, Product, Components, Choos
Material, Suitability , Appearance
Strengthen, Stiffen, Cams, Levers, Linka

Science

States of Matter Compare and group materials together according to whether they are solids, liquids or gases Observe that some materials change state when heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle:

Music

Orchestra

P.E

Dance• Dance movements communicate an idea. • Refine my movements into sequences. • Dance movements are clear and fluent. • Know that dance can express a variety of things.
Football • Move with co-ordination and control. • Strike a ball and field with control. • Work and behave safely.
• Discuss I say how work is like and different from others.

French

Language Angels SOW
Externally taught
Greetings
Colours and numbers

Computing

Digital literacy: Project Evolve Self Ima
and identity. Online reputation.
Information technology:
Computer Science: Coding using Scrat

Year 5 Autumn term Woeful World Wars

History

Key knowledge
I can learn about the causes of WWI I can label a map to show Europe in 1914 I can learn about the assassination of Franz Ferdinand I can learn about the role of horses in WWI I can understand the role of animals as messengers in WWI I can learn about trench warfare I can draw and annotate a diagram to show how trenches were constructed I can investigate to find out about the Battle of the Somme I know how, why and when WW2 started I can identify countries involved in WW2 on a map I know how an evacuee would have felt I know about Dunkirk and the Battle of Britain I can compare British and German military vehicles I know how people in Hull were affected by the Blitz I understand what life was like on the home front I know about the role women played in WW2 I can research a significant battle from WW2 I know how the war ended in Europe I know about the war in the Pacific

Key skills
•I can understand the concepts of continuity of change over time, representing on a timeline •I can describe the main geopolitical changes of a period of history using correct terms •I can use dates and terms accurately when describing events •I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can develop a secure knowledge of chronology and apply to British, local and world history •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

What came before?
• I can understand the term chronology and I can use it to describe historical timeframes • I can accurately place a variety of historical dates in chronological order. • I can calculate time durations • I can discuss many links with other civilisations and time periods studied.
• I can understand concept of change over time. • I have a secure understanding of AD and BC. •Make deductions about the past from a source •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes •I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence and topic related vocabulary •I can develop a chronologically secure knowledge and understanding of British and local history.
•I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time

What comes after?
World History studies on Ancient civilisations, Ancient Egypt, Mayans and local history on the Siege of Colchester
•I can understand the concepts of continuity of change over time, representing on different forms of timeline •I can identify links with other periods of study •I can describe the main technological, social and religious changes of a period of history using correct terms •I can describe different accounts for an historical event •I can suggest causes and consequences of a main event in local history and changes for the people •I can show understanding that aspects of the past have been represented in different ways •I can use sources of evidence to form deductions •I can use appropriate historical vocabulary to communicate •I can make links between features within and across different periods •I can develop a secure knowledge of chronology and apply to British, local and world history and use it to answer historically valid questions •I can use evidence through sources to explain a clear narrative within and across periods of study •I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, using sources as necessary.

Key vocabulary
Topic: appeasement Treaty of Versailles reparations allies disarm debt unrest prosperity RAF Luftwaffe sorties Operation Sealion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout evacuation Women's Land Army
Enquiry: reliable, propaganda, official records, justify, opinion, audience, purpose, accuracy, creator, representation, interpretation, value
CA: century, 19th century, technological advancement, modern history

Geography

Key knowledge
I know how to use maps, globes and digital mapping to locate countries of the world. I know how some of these countries' borders have changed over time. I know how and why maps change over time.

Key Skills
I can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • locate the world's countries, using maps to focus on Europe (including the location of Russia).

What came before?
I know grid references are used to locate different features on a map. I know how to use 6 figure grid references to explore different features on a map. I know the 7 continents and can identify them on a map. I know how to recognise the different continents by there shape and identify different features nearby and beyond the UK.

What comes after?
I know how to use digital maps to map out a journey. I know how to use different digital tools to add in photos of the fieldwork map. I know how to measure routes using online maps. I know how to use ordinance surveys for a purpose. I know how to use data collected on a fieldtrip to make informed decisions.

Key vocabulary
Boundary, changes, maps

Art

Key knowledge and skills

Key Knowledge
Drawing I know how to use line, tone and shading to represent things seen, remembered. I know how to have an awareness of composition, scale and proportion in work.

Key skills
Drawing: Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.
Sketchbooks: Increasingly see the sketchbook as a place which raises questions which can be explored /answered outside the sketchbook

What came before?
I know how to draw familiar objects with correct proportions. I know how to plan a sculpture through drawing. I know that there are different pattern concepts.

What comes after?
I know how to use tone and shading to represent things imagined in three dimensions. I know how to use a simple perspective as a focal point.

Key vocabulary
Imagery, Culture, World War, Propaganda, Space race, Purpose Stimulus, Decision, Process, Technique, Collagraphy, Collagraph, Repetition, Printing plate, Composition, Printmaking, Evaluate, Revisit, Develop, perspective, bird's eye view, organic, intention, individuality, legacy, elements atmosphere, stencil, symbolism, literal, commemorate

D.T

Key knowledge and skills

Key Knowledge
Cooking I know how to select appropriate ingredients and use learned techniques to combine them. I know that ingredients are grown, reared, caught and processed to make them safe and tasty to eat. I know that I can identify the main food groups and nutrients that are important for health. Yr. 5 United Nations Goal: Health and Well – being.

Key Skills
Y5 United Nations Goal: Good Health and Well-being. **Cooking Understand** the main food groups and the nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe, palatable and tasty to eat. Select appropriate ingredients and use learned techniques to combine them.

What came before?
YR 4: United Nations Goal: Responsible consumption and production.
I know and understand what makes a healthy and balanced diet through different food groups. I know that I can follow recipes that involve several process, skills and techniques.

What comes after?
I know how to prepare and cook savoury dishes. I know how to use seasoning. I know that I can apply my knowledge of ingredients and technical skills. I know that I can use information on food labels to inform my choices. I know that I can plan a series of healthy meals based on a varied diet.

Key vocabulary
Hygiene, Hygienic, Safe, Kitchen, Collect, Prepare, Meal , Ingredients, Season, Harvest/in, Present well

Science

Animals incl. humans Describe the changes as humans develop to old age

Forces: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys, gears, inclined planes, wedges and screws allow a smaller force to have a greater effect Understand how a gear works and some of its common uses

Music

Charanga:
Title: 1 Living' on a Prayer
Style of music: Rock
Unit theme: Rock anthems

Title: 2 Classroom Jazz 1
Style of music: Bossa Nova and Swing

P.E

Football: • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use a variety of techniques to pass. • Work with a team or alone to gain possession of the ball.
Dance: • Creative and imaginative in composing my own dances. • Perform expressively. • Show precision, control and fluency. • Dance matches

French

Language Angels
SOW
Externally taught
The date
In the classroom

Computing

Digital literacy: Project Evolve Self Image and identity. Online reputation.
Information technology:
Using software to communicate through video, green screens, keynote and word documents. •I can select appropriate software to use for a given task •I can confidently use a range of software tools
Computer Science:
Using scratch to animate tables •I can write increasingly complex programs •I can use loops to repeat tasks within a program •I can use IF statements to

History

Key knowledge

I know when the ancient Egyptians lived and where in the world Egypt is I know the importance of the River Nile to the ancient Egyptians I can label a map of ancient Egypt I can research facts about the ancient Egyptian pyramids I can describe the ancient Egyptian mummification process I know that the ancient Egyptians worshiped many different gods I know that the ancient Egyptian civilisation had a ruling system and that the Pharaoh was the ultimate leader of all the Egyptian people. I know what the ancient Egyptians did for entertainment I know the food that was available to the ancient Egyptians I know about Egyptian houses and homes I know who Cleopatra was and how the ancient Egyptian period ended

Key Skills

•I can understand the concepts of continuity of change over time, representing on different forms of timeline •I can describe the main technological, social and religious changes of a period of history using correct terms •I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence, justify, deduce, infer, century, decade, legacy, theory, reliability and topic related vocabulary •I can use original ways to present information and ideas •I can develop a secure knowledge of chronology and apply to British, local and world history and use it to answer historically valid questions •I can use evidence through sources to explain a clear narrative within and across periods of study •I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, using sources as necessary.

What came before?

British and World history study on World War 1, World War 2 and Hidden Figures of the 20th Century

•I can understand the concepts of continuity of change over time, representing on a timeline •I can describe the main geopolitical changes of a period of history using correct terms •I can use dates and terms accurately when describing events •I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can develop a secure knowledge of chronology and apply to British, local and world history •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

What comes after?

Short study on the Mayans to contrast knowledge of ancient civilisations with Ancient Egypt study

KS3 curriculum studies Medieval British History, including the Anglo-Saxons and the Normans, the reign of King John, the Crusades and the Wars of the Roses.

Key vocabulary

Topic: civilisation Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum creation story Horus Isis Nun Osiris Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus weighing of the heart Ra Casing stones Pharaoh foundations limestone blocks pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus Enquiry: records, reliability, trustworthy, criteria, significance, historical investigation, transcribe CA: Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology

Geography

Key knowledge

•I know what coastal erosion is. •I know how to explain what happens during coastal erosion, why coastal erosion happens, how to stay safe, how humans protect the coastline with different defence mechanisms and what long shore drift is •I know how to Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected. •I know how to use graphs to display data collected •I know how to evaluate the quality of evidence collected and suggest improvements •I know coastal defence systems are widely used in coastal towns. •I know how to carry out an investigation to show the impact that defences have on coastal towns. •I know the impact of coastal erosion on humans in a different place in North Norfolk. •I know how to Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, use graphs to display data collected and evaluate the quality of evidence collected and suggest improvements. •I know what long shore drift is, how it is a positive thing for the wildlife and what long shore drift looks like. •I know how to select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, use graphs to display data collected and evaluate the quality of evidence collected and suggest improvements

Key Skills

I can: • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies •Use photographic evidence in their investigations •Follow a short route on a OS map •Describe the features shown on an OS map Use atlases to find out data about other places •Use 8 figure compass and 6 figure grid reference accurately • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time• describe and understand key aspects of: physical geography, including: vegetation belts, rivers, coastal erosion and longshore drift. •human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals and water.

What came before?

Study of volcanoes and earthquakes

Volcanoes I know the structure of the earth. I know the earth is made of a crust, mantle, outer core and inner core. I know what each layer is made of. I know the earth has tectonic plates, which fit together like a puzzle. I know most tectonic activity occurs along a plate boundary (convergent, divergent and transform). I know some volcanoes form over hotspots in the mantle (Hawaii). I know there is a horse-shoe-shaped belt of tectonic activity known as The Ring of Fire. I know the Ring of Fire outlines the Pacific ocean and traces many plate boundaries. I know there are at least 452 volcanoes on the Ring of Fire. I know how volcanoes form. I know that pressure builds up below the earth's crust, alongside the plate boundaries, where magma, hot ash and gas rise and escape forming a volcano. I know the shape of a volcano depends on the type of eruption. I know that composite volcanoes are cone shaped with steep sides; they have sticky magma. I know shield volcanoes are bowl shaped with gentle sides; they have runny lava. I know the parts of a volcano including ask clouds, vents magma chambers, conduit and layers of ash/lava. I know earthquakes are the shaking of the earth's crust. I know when tectonic plates scrape or slip against one another, friction builds up deep underground. I know earthquakes create fault lines which are cracks in the earth's surface. I know earthquakes cause severe damage to roads and buildings. I know how earthquakes are measured by scientists. I know what the Mercalli scale is.

What comes after?

In-depth study of a non-European country: Ecuador and Galapagos Islands.

KS3 curriculum

UK Geography, Settlement, the Global Common of Antarctica and Glaciation. Fieldwork then introduces them to Map Skills.

Key vocabulary

Weathering, erosion, deposition, meanders, arches, stacks, stumps, groynes, gabions, rock reefs sea walls, settlements, cliffs, transportation, long shore drift, Blakeney Point, flood, reservoir, man-made, Broads, climate change

Year 6 Autumn term Ancient Egypt

Art

Key knowledge

Art great: David Hockney

Collage: I know how to use different colours and textures when designing. I know I can use a range of media to create a collage.

3D form: I know that I can produce intricate patterns in malleable media to finalise a sculpture according to design.

Key Skills

Collage Be aware of the uses of different materials.
Use different colours and textures etc. when designing and making pieces of work.

Explore: Select ideas based on first-hand observations, experiences or imagination and develop these through open ended research.
Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.
Explain and justify preferences towards different styles and artists.

3D art •Develop skills in using clay including slabs, coils and slips to build sturdy structures .•Produce intricate patterns in malleable media to finalise a sculpture according to design.

What came before?

3D form •Develop skills in using clay including slabs, coils and slips to build sturdy structures.
Collage: Use a range of media to create collage.
Explore: Develop different ideas which can be used and explain his/her choices for the materials and techniques used

Collage: Use a range of media to create collage.
Extend their work within a specified technique.

What comes after?

Painting and drawing focus

The Key Stage 3 curriculum offers pupils the opportunity to experience a broad range of Art and Design disciplines, including Fine Art, Graphic Design and 3D Design.

Key vocabulary

Photomontage, Image, Dada, Composition, Arrangement, Layout, Cityscape, narrative, artist, composition, mixed media, technique, analyse, meaning, interpret, compose, horizon line, overlapping, scale, linear perspective

D.T

Key knowledge

Materials: I know how to use a variety of methods to strengthen, stiffen and reinforce structures
I know that I can apply different materials and techniques to refine my work.

Cookery: I know how to prepare and cook savoury dishes. I know how to use seasoning. I know that I can apply my knowledge of ingredients and technical skills. I know that I can use information on food labels to inform my choices. I know that I can plan a series of healthy meals based on a varied diet.

Key Skills

Materials: To apply understanding of materials and techniques to refine work. Use a variety of methods to strengthen, stiffen and reinforce structures.

Design: generate, model and demonstrate my ideas via discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, patterns pieces and computer-aided design

Cookery
Prepare and cook savoury dishes Understand and apply the principles of a healthy lifestyle, planning a series of healthy meals based on a varied diet. Understand seasonality. To be able to use information on food labels to inform choice. Apply knowledge of ingredients and technical skills

Electronics: Use electrical systems in products and incorporate switches, bulbs, buzzers and motors.

What came before?

Materials
To be able to make precise measurements so that joins, holes and openings are in the right place.
To be able to build more complex 3D structures and apply knowledge of strengthening techniques to make stronger or more stable.
Cooking: Understand the main food groups and the nutrients that are important for health.
Understand how a variety of ingredients are grown, reared, caught and processed to make them safe, palatable and tasty to eat.
Select appropriate ingredients and use learned techniques to combine them.

What comes after?

KS3 curriculum – woodwork (resistant materials) design, food and nutritional studies, electronics and graphic design on a termly rota.

Key vocabulary

Enhance a given product, Circuit, Adding a circuit, Improve their product, Electrical system, Switch, Bulb , Motor, Wire

Year 6
Autumn term
Ancient Egypt

Science

Electricity Associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit
Compare/give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off position of switches Use recognised symbols when representing a simple circuit in a diagram Understand short circuits
Understand electric current

Music

Charanga:
Title: 1 Happy
Style of music Pop/Neo Soul:
Unit theme: Being Happy

Title: 2 Classroom Jazz 2
Style of music: Bacharach and Blues
Unit theme: Jazz, improvisation and composition

P.E

Netball:• Link skills, techniques and ideas and apply them accurately and appropriately.
• Choose the most appropriate tactics in a game. • Use a variety of techniques to pass.
• Work with a team or alone to gain possession of the ball.
• Combine running and jumping well• Analyse and comment on skills and techniques and how they are applied in own and in others' work.

Dance:• Creative and imaginative in composing my own dances. • Perform expressively. • Show precision, control and fluency. • Dance matches the mood of the accompanying music• Modify and refine skills and techniques to improve performance.

French

Language Angels SOW
Externally taught

The date
At school

Computing

Digital literacy: Project Evolve
Self Image and identity. Online reputation.
Information technology:
Computer Science:

Spring Term

Year 1 Spring term Look Up!

History

Key Knowledge
I know who the inventors were for the first flying plane. I know they were called the Wright brothers. I know who Amelia Earhart was. I know who Bessie Coleman was and how she inspired others. I know who went to space. I know what happened on the moon landing. I know who Neil Armstrong is. I know who Mae Jamison is and why she is an important figure in history. I can name the British astronaut Tim Peake.

Key Skills
•I can use words and phrases to describe similarities and differences between now and the past
•I can show knowledge and understanding of aspects of the past within living memory
•I can use topic vocabulary
•I can identify similarities and differences between ways of life within living memory
I can use a good selection of vocabulary for everyday historical terms
I can begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

What came before?
I can talk about past and present events in their own lives and in the lives of family members
I can answer 'how' and 'why' questions about their experiences and in response to events in lifetimes or through stories.

What comes after?
I can organise historical events from the past, outside of living memory. •I can observe or handle evidence to ask questions about an object or event •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •I can answer questions based on simple observation using artefacts, photos or books •I can identify different ways the past is represented

Key vocabulary
Topic: Inventor, flight, Wright Brothers, Historical enquiry: photograph similar/similarity different/ difference explain question artefacts object sort group compare/ comparison interview CA: memory within living memory beyond living memory old new sequence modern after long ago now present past recent timeline lifetime future date before

Geography

Key Knowledge
I know where I live. I know the terms city, county and country. I know that the United Kingdom is made of 4 countries. I know the four capital cities of the United Kingdom. I know there are other countries in our world and I can name some.
I know the weather is different in different countries.

Key Skills
I can: •Use world maps to identify the UK in its position in the world. •Use maps to locate the four countries and capital cities of UK and its surrounding seas
•Use basic observational skills carry out a small survey of the school •Draw simple features •Ask and respond to basic geographical questions
•Ask a familiar person prepared questions •Create plans and raw simple features of school environment. •Add labels onto a sketch map, map or photograph of features of school. •Use a simple picture map to move around the school
•Use relative vocabulary •Use directional language •Draw basic maps, including appropriate symbols and pictures to represent places or features of school. •Use photographs and maps to identify features

What came before?
Draw information from a simple map
Recognise and explain some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. • Understand some important processes and changes in the natural world around them, including the seasons.

What comes after?
the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Map knowledge: •Use world maps to identify the 7 continent and 5 oceans of the world.
Making maps: •Draw basic maps, including appropriate symbols and pictures to represent places or features of local area. •Use photographs and maps to identify features

Key vocabulary
Hot, cold, temperature, arctic, countries, towns, cities, villages, continent, ocean, north pole, south pole, England, Northern Ireland, Scotland, Wales, Europe, Asia, North America, Australasia, South America, Antarctica, Africa, aerial photographs, maps, symbols

Art

Key Knowledge
Art great: Peter Thorpe
Drawing: I know how to use a variety of tools to represent objects I have seen or imagined, using lines. I can explore mark making using a variety of tools. I know mark making vocabulary. Introduce a sketchbook and know it can be used for activities like drawing.

Key Skills
Drawing: •Begin to explore a variety of drawing materials . •Explore mark making to start to build mark making vocabulary.
Sketching: Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. •Understand activities which might take place in a sketchbook (e.g. drawing, cutting/sticking collecting).

What came before?
Physical development: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
Expressive arts: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore colour and colour mixing .
Collage: Explore different materials freely in order to develop their ideas about how to use them and what to make.

What comes after?
Drawing: •Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. Develop mark making skills through experimentation n with various drawing media: pencil, chalk, soft pastel, wax and charcoal.
Sketching: Familiarise with sketchbook / drawing exercises.

Key vocabulary
Line, Vertical, Horizontal, Diagonal, Wavy, Straight, Cross-hatch, Optical art, 2D shape, 3D shape, Abstract, Narrative, Printing, Shade, Form, Continuous, Mark making, Observe, Dots, Circle, Lightly, Firmly, Texture, Shadow, Charcoal, Pastel, Chalk

D.T

Key Knowledge
Building bi-plane Wright brother
Design: I know how to create simple designs for a product. I know that I can ask questions about products and designs to further my learning.
Mechanisms: I know how wheels and axels work. I know that I can use wheels to move objects. I can link this to what I have seen in my experiences.

Key Skills
Design and create rocket
Design: To be able to create simple designs for a product. Use pictures and words to describe their product.
Be able to ask questions about existing products and designs and those that I have made.
Mechanisms: To be able to use wheels and axles in a product and understand how they work together

What came before?
Creating with materials:
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used

What comes after?
To be able to use levers, pulleys and sliders. To be able to create simple designs for a product. Use pictures and words to describe their product. Be able to ask questions about existing products and designs and those that I have made.

Key vocabulary
Move, Cut, Materials, Scissors, Describe, Sliders

Science
Everyday materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties
Seasonal changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

Music
Charanga
Title: 3 In the Groove
Style of music: Blues, Baroque, Latin, Folk and Funk
Unit theme: How to be in the groove with different musical styles
Title: 4 Round and round
Style of music: Bossa Nova
Unit theme: Pulse, rhythm and pitch

P.E
Gymnastics: • Show control and co-ordination when travelling or balancing.• Choose which actions to make.• Copy sequences and repeat them. • Be able to roll.• Travel in lots of ways.• Balance. • Climb safely.• Stretch and curl body.• I plan sequences of movements.
Football Repeat and explore skills.• Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions.• Repeat and explore skills

French
Colours and numbers transport

Computing
E-safety
Beebots and daisy dinosaur to code
Creating charts on computer
Digital literacy:
Information technology:
Computer Science:

History

Key Knowledge
I know the criteria that makes someone significant I know important facts about the first great explorers in history I know about the life of Walter Riley I know why explorers had to travel I know when pirates sailed the seven seas. I can describe events chronologically for a significant individual.

Key Skills
•I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary •I can place artefacts on a timeline I can sequence events and historical figures on a timeline. •I can use a wide vocabulary of everyday historical terms •I can to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

What came before?
•I can use words and phrases to describe similarities and differences between now and the past •I can show knowledge and understanding of aspects of the past within living memory •I can use topic vocabulary •I can identify similarities and differences between ways of life within living memory •I can use a good selection of vocabulary for everyday historical terms

What comes after?
British and World History: Stone Age to Iron Age, Celts and Romans •I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes • I can use the term chronological order to describe •I can begin to place events in chronological order •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods including AD and BC •I can develop a chronologically secure knowledge and understanding of British, local and world history •I can explain the narratives within and across the periods they study

Key vocabulary
Topic: explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms
Historical enquiry: sources primary source evidence contrast historic historically significant eye witness account eye witness

Geography

Key Knowledge
I know that the Caribbean is a group of islands near the equator. I know there is a imaginary lines around the middle of the Earth that divides it into northern and southern hemisphere. I know how to use an atlas to find countries and their locations on different continents. I know how to use a globe to find the equator, continues and oceans. I know there are 7 continents: Asia, Africa, North and south America, Antarctica , Europe, and Australia. I know there are 5 oceans: Pacific, Atlantic, Indian, Southern, Artic. I know that the Caribbean is a group of islands located in the Atlantic Ocean near South America. I know where the Caribbean islands are on a map. I know maps are flat and globes are round. I know how to use map symbols, a simple compass, and a key to understand treasure maps. I know the simple compass points to understand directions like north, south, east and west. I know that life in the Caribbean is different from life in the UK, with warmer weather and different types of homes, food, and traditions. I know that the Caribbean has tropical beaches, clear blue seas, and lots of palm trees. I know how to compare the Caribbean's climate to the UK's climate. I know how to draw a map using map features like landmarks, paths, and symbols. I know that maps can show features like mountains, rives, cities and oceans.

Key Skills
I can: understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: •key physical features, including: hill, mountain, soil, valley, vegetation •key human features; town, village, factory, farm, office, port, harbour Using maps •Use a simple picture map to move around the local environment. •Use relative vocabulary such as bigger, smaller, like, dislike •Use directional language such as North, South, East, West Map knowledge •Use world maps to identify the 7 continent and 5 oceans of the world. Making maps •Draw basic maps, including appropriate symbols and pictures to represent places or features of local area. •Use photographs and maps to identify features • use simple compass directions (North, South, East and West) to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their local area/environment.

What came before?
I know where I live. I know the terms city, county and country. I know that the United Kingdom is made of 4 countries. I know the four capital cities of the United Kingdom. I know there are other countries in our world and I can name some.
I know the weather is different in different countries.

What comes after?
I know there are similarities and differences between the UK and Italy. I know types of human settlement across Europe for the Celts and Romans. I know where Italy is and can show this on a map. I know that Italy played a key role in trade links for the Romans and can identify why this was so. I know the different movements of the Celts and Romans across the UK. I know the physical geography of Italy and the UK have differences due to their region and climate. I know that Mount Vesuvius played an important role in human settlement because of the nutrients surrounding it. I know how to use maps, atlases and globes to locate countries within Europe and continents. I know how to use fieldwork to observe, measure and record human and physical features in my local area and link this to historical features. I can sketch maps and use eight points of a compass and four-grid references to plot areas of significance for Roman artefacts in Colchester and the surrounding area.

Key vocabulary
Sea, ocean, Atlantic, islands, continents, physical features, culture, country, food, human features, cities, villages, landmarks, coast, beach, similar, different, travel, journey

Art

Key Knowledge
Art greats: Ivan Aivazovsky , Henri-Edmond Cross, John Miller , India Flint
Painting: know how to apply my learnt skills to a project. I know that I can use a sketchbook to practise skills and record knowledge.
Printing: I know that prints are made by transferring. I know that using pressure can affect a print.

Key Skills
Painting: •Continue to mix colours Experientially •Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project. •Explore painting on different surfaces, such as fabric
Printing: •Understand prints are made by transferring an image from one surface to another. •Use rollers or the backs of spoon to create pressure to make a print.

What came before?
Drawing: Recognise primary colours and use colour mixing to discover secondary colours. Enjoy discovering the interplay between materials e.g.: wax and watercolour
Printing: •Make marks in print using found objects and basic tools and use these to create repeating patterns. •Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.

What comes after?
Printing: Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheets. Explore simple mono printing techniques Create printing blocks using relief or impressed techniques.
Painting: Explore shadow and proportions using shadow and tone. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.

Key vocabulary
Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

D.T

Key Knowledge
Materials: I know how to build structures and how I can use different materials to explore different variables. I know that by selecting different tools and equipment I can perform certain skills. (Cutting, sticking, joining, shaping, finishing.)

Key Skills
Materials:
build structures and explore strength and stability

What came before?
I know how to use tools safely and sensibly. I know I can select from a range of tools and equipment. For different purposes.

What comes after?
I know how to safely measure, mark out, cut, assemble and join materials. I know how to make suitable choices from a variety of tools and unfamiliar materials. I know how to strengthen frames and diagonal struts. I know that I can use a variety of techniques to help me with my planning.

Key vocabulary
Strong, stable, wheels, axels, levers, join, moving, add, measure, model/ structure, joining, folding, rolling, stronger

Year 2 Spring term Sailing the seven seas

Science

Living things Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Materials :Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Music

Charanga:
Title: 3 I Wanna Play in a Band
Style of music: Rock
Unit theme: Playing together in a band
Title: 4 Zoo time
Style of music: Reggae
Unit theme: Reggae

P.E

Dance • Put moves together to make a short dance. • Show rhythm in my dance. • Choose the best movements to show different ideas. • Use space safely. • Perform my dance actions with control and co-ordination. • Link two or more actions together to make a sequence. • Remember and repeat dance movements.
Team Games • Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions. • Repeat and explore skills.

French

Teddy bear picnic superheroes

Computing

Digital literacy: Project Evolve privacy and online relationships. Online relationships
Information technology: using software such as adding voice labels and VR. Using computers to make charts. •I can find, open, edit and save files I am working on •I can use different software programs and discuss the benefits of their usage
Computer Science: basic coding

History

Key Knowledge
I know when the Roman era was and how it started I know about the Roman army and the Empire I can describe what life was like in Roman Times I understand the role religion played during the Roman period I know about Britain and the Roman Empire I can research Roman Emperors I know about the fall the of Rome I can find evidence of the Roman legacy

Key Skills
•I can develop a chronologically secure knowledge and understanding of British, local and world history
•I can explain the narratives within and across the periods they study •I can identify links between different features of past situations and trends over time •I can use appropriate historical vocabulary •I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary • I can use the term chronological order to describe •I can begin to place events in chronological order •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods •I can use dates and terms to describe events •I can understand BC and AD

What came before?
Historical events beyond living memory: Great Fire of London, Exploration and Queens •I can place artefacts on a timeline •I can sequence events and historical figures on a timeline •I can organise historical events from the past, outside of living memory. •I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary •I can identify similarities and differences between ways of life in different periods •I can use a wide vocabulary of everyday historical terms •I can to ask and answer questions

What comes after?
World and British History: Anglo Saxons and Vikings
I can develop a chronologically secure knowledge and understanding of British and local history. •I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time •I can use appropriate historical vocabulary to communicate •Make deductions about the past from a source •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes • I can accurately place a variety of historical dates in chronological order. • I can discuss many links with other civilisations and time periods studied. • I can understand concept of change over time. •I have a secure understanding of AD and BC

Key vocabulary
Topic: Briton Romans Celts enslaved tin togas settlers Picts pilum galea armour scutum caligae gladius tunic legionary legion legatus cohort century
Enquiry:
CA: Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period chronology century

Geography

Key Knowledge
I know there are similarities and differences between the UK and Italy. I know types of human settlement across Europe for the Celts and Romans. I know where Italy is and can show this on a map. I know that Italy played a key role in trade links for the Romans and can identify why this was so. I know the different movements of the Celts and Romans across the UK. I know the physical geography of Italy and the UK have differences due to their region and climate. I know that Mount Vesuvius played an important role in human settlement because of the nutrients surrounding it. I know how to use maps, atlases and globes to locate countries within Europe and continents. I know how to use fieldwork to observe, measure and record human and physical features in my local area and link this to historical features. I can sketch maps and use eight points of a compass and four-grid references to plot areas of significance for Roman artefacts in Colchester and the surrounding area.

Key Skills
I can: • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North or South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

What came before?
I know that the Caribbean is a group of islands near the equator. I know there is a imaginary lines around the middle of the Earth that divides it into northern and southern hemisphere. I know how to use an atlas to find countries and their locations on different continents. I know how to use a globe to find the equator, continues and oceans. I know there are 7 continents: Asia, Africa, North and south America, Antarctica , Europe, and Australia. I know there are 5 oceans: Pacific, Atlantic, Indian, Southern, Artic. I know that the Caribbean is a group of islands located in the Atlantic Ocean near South America.

What comes after?
I know grid references are used to locate different features on a map. I know how to use 6 figure grid references to explore different features on a map. I know the 7 continents and can identify them on a map. I know how to recognise the different continents by there shape and identify different features nearby and beyond the UK.

Key vocabulary
Italy, Europe, Mediterranean, Rome, Roman, Vatican City, Sicily, Sardinia, Mount Etna, Mount Vesuvius, Mount Blanc, erupt, volcano, lava, Mediterranean Sea, Adriatic Sea, Ionian Sea, Tyrrhenian Sea, Ligurian Sea, Milan, Pisa, Florence , Rome, Venice, culture, tradition, Alps, Apennine, mountain, River Po, River Tiber, River Adige, River Arno.

Art

Key Knowledge
Inspiration: Romans
Collage: I know how to collect, refine and alter ideas as I work. I know that I can use material to create a piece of work.
Drawing: I know how to explore shading. I know a variety of starting points. I know how to use different aspects how to create a pattern.

Key Skills
Drawing Understand that animators make drawings that move. Explore a variety of drawing starting points (figurative, still life and landscape) Explore shading, using different media. Use colour, composition, elements, line, shape to create pattern
Collage Create a collage using overlapping and layering techniques to make different dimensions.

What came before?
Drawing: •Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line.

Develop mark making skills through experimentation n with various drawing media: pencil, chalk, soft pastel, wax and charcoal

What comes after?
Drawing: Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. Draw familiar objects with correct proportions.
Collage: Experiment with creating depth, and movement, by selecting approp. materials.

Key vocabulary
Geometric, Organic, Shape, Line, Object, Arrangement, Light, Dark, Shading, Tone, Grip, Smooth, Blend, Even, Frottage, Rubbing, Surface, Texture, Pressure, Tool, Tear, Cut, Botanist, Botanical, Scientific, Magnified, Form, Scale, Composition, Abstract, Frame, Gestural, Expressive, Viewfinder Sculpture, Painting, Pattern, Shape, Colour, Scroll, Convey, Composition, Scale, Imagery, Design, Technique, Process, Material, Layout, Zine, Fold, Audience, Inform

D.T

Key Knowledge
Mechanisms: I know how systems such as levers, linkages and pneumatic systems create movement. I know that I can create movement for different reasons.
Materials: I know how to safely measure, mark out, cut, assemble and join materials. I know how to make suitable choices from a variety of tools and unfamiliar materials. I know how to strengthen frames and diagonal struts.

Key Skills
Mechanisms: Understand how systems such as levers, linkages and pneumatic systems create movement.
Materials: Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a variety of tools and unfamiliar materials and plan main stages of use. Strengthen frames with diagonal struts. I can use techniques to cut, join and finish my work including cutting internal shapes and slots.

What came before?
Mechanisms:
use levers, pulleys and sliders.
Materials:
build structures and explore strength and stability

What comes after?
Mechanisms:
use gear, pulleys, cams, levers and linkages
Materials:
Use knowledge of techniques and functional and aesthetic qualities of materials to plan how to use them.

Key vocabulary
Strengthen, product, stiffening, reinforce, structure, make, product, components, choose, material, suitability, appearance, cams, levers, linkages

Year 3 Spring term
You wouldn't want to be a Roman Gladiator!

Science

Plants: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal**. Forces**: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces act at a distance Observe how magnets attract or repel each other and attract some materials and not others Group everyday materials on the basis of whether they are attracted to a magnet, and identify magnetic materials (revision) Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing Discuss our magnetic field Understand that the Earth behaves like a huge magnet Understand basic use of a magnetised needle in a compass, which always pointing north

Music

Charanga:
Title: 3 Three little Birds
Style of music: Reggae
Unit theme: Reggae

Title: 4 The Dragon Son
Style of music: A pop song with a story
Unit theme: music from around the world

P.E

Tennis• Move with co-ordination and control.• Throw and catch a ball with control and accuracy.• Strike a ball and field with control. • Throw with accuracy to hit a target.
Dance • Dance movements communicate an idea. • Refine my movements into sequences. • Dance movements are clear and fluent. • Know that dance can express a variety of things.

French

Language Angels SOW
Externally taught Instruments
I am able
I know how to

Computing

Digital literacy: Project Evolve privacy and online relationships. Online relationships
Information technology: creating media using different software to present information I can make choices on which program is best for a given task
Computer Science: databases I can explain how simple algorithms solve a given problem

Geography

Key knowledge

I know there are different habitats around the world. I know there are different types of habitat in the UK. I know there are different types of habitat in our locality of Colchester. I know how to locate different habitats on an OS map in my locality. I know what symbols represent different habitats on a map. I know how to read a simple OS map. I know how to read and write coordinates from a map to locate different habitats. I know that there are different climate patterns in our world. I know how the climate patterns of the world impact different habitats and the animals within them. I know how to plan a fieldwork investigation in my local area to identify different habitats.

Key skills

I can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Sketching •Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction. Begin to use 8 figure compass and four figure grid references to identify features on a map. Making maps •Recognise and use OS map symbols, including completion of a key and understanding why it is important •Draw a sketch map from a high viewpoint

What came before?

I know there are similarities and differences between the UK and Italy. I know types of human settlement across Europe for the Celts and Romans. I know where Italy is and can show this on a map. I know that Italy played a key role in trade links for the Romans and can identify why this was so. I know the different movements of the Celts and Romans across the UK. I know the physical geography of Italy and the UK have differences due to their region and climate. I know that Mount Vesuvius played an important role in human settlement because of the nutrients surrounding it. I know how to use maps, atlases and globes to locate countries within Europe and continents. I know how to use fieldwork to observe, measure and record human and physical features in my local area and link this to historical features. I can sketch maps and use eight points of a compass and four-grid references to plot areas of significance for Roman artefacts in Colchester and the surrounding area.

What comes after?

I know how to plan a fieldwork investigation based on my work of the wars. I know how to use OS maps to plot a walk. I know how to annotate a digimap (os map) with images I have taken on my walk. I know how to use maps, globes and digital maps to locate countries. I know how to locate key countries of the Cold War on a map. I now how time zones vary over the world. I know what lines of longitude and latitude are on our earth. I know why lines and longitude and latitude are important. I know how to read and write 4 and 6 figure grid references.

Key vocabulary

Habitat, OS map, climate, climate pattern, weather, temperatures, variation, compass, co-ordinates, 4figure grid reference. Fieldwork, plan, observation, observe, record, sketch, similarities, differences, impact, human features, physical features, keys, symbols,

Art

Key Knowledge

Sketching: I know how to improve my work. I know how to explain some key ideas and techniques. I know that I can analyse and evaluate my own artwork and that of others to help me progress.

Drawing: I know how to draw familiar objects with correct proportions. I know how to plan a sculpture through drawing. I know that there are different pattern concepts.

Key Skills

Sketching: Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork

Drawing: Understand working with pattern uses lots of different concepts including repetition, sequencing, and symmetry. Working with tessellations, repeat pattern or folding patterns. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. Draw familiar objects with correct proportions. Plan a sculpture through drawing and other preparatory work.

What came before?

I know how to explore shading. I know a variety of starting points. (Figurative, still life and landscape) I know that I can use my plan to help me draw. I know how to use different aspects how to create a pattern.

What comes after?

I know how to use line, tone and shading to represent things seen, remembered. I know how to have an awareness of composition, scale and proportion in work.

Key vocabulary

Contrast, Observational drawing, Shading, Shadow, Tone, Gradient, Three dimensional (3D), Proportion, Symmetry, Pattern, Composition, Precision, Mixed media, Wax-resist, Highlight, Collage, Combine, Parallel, Hatching, Cross-hatching, Viewfinder, Collaborate

D.T

Key Knowledge

Cookery: I know and understand what makes a healthy and balanced diet through different food groups. I know that I can follow recipes that involve several process, skills and techniques.

Key Skills

Y4 United Nations Goal: Responsible consumption and production.

Cookery: Understand what makes a healthy and balanced diet. Understand that different food and drink provides different substances that the body needs for energy and health. Follow recipes that involve several process, skills and techniques.

What came before?

I know and understand that food is grown in Europe and the wider world. I know about different food groups and name food from each group. I know that I can use ingredients and techniques to prepare these safely. I know that food can be transported between countries.

What comes after?

I know how to select appropriate ingredients and use learned techniques to combine them. I know that ingredients are grown, reared, caught and processed to make them safe and tasty to eat. I know that I can identify the main food groups and nutrients that are important for health.

Key vocabulary

Hygiene Hygienic Safe Creative Present well

Year 4 Spring term Owls

Science

Living things: Recognise that living things can be grouped in a variety of ways
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things
Animals incl. Humans: Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.
Construct and interpret a variety of food chains, identifying producers, predators and prey.

Music

Orchestra

P.E

Cricket • Move with co-ordination and control. • Throw and catch a ball with control and accuracy. • Strike a ball and field with control. • Have a range of throwing techniques (underarm, over arm, putting and hurling).• Throw with accuracy to hit a target.
Dance: • Dance movements communicate an idea.• Refine my movements into sequences.• Dance movements are clear and fluent.• Know that dance can express a variety of things.

French

Language Angels SOW
Externally taught
Presenting myself
My family

Computing

Digital literacy: Project Evolve
privacy and online relationships.
Online relationships
Information technology:
Computer Science:

History

Key Knowledge

Hidden figures

I know that Walter Tull promoted equality and inclusion during WW1 and how he did this. I know that Mae Jemison positively contributed to the development in our understanding space. I know that the work of Katherine Johnson was essential to the success of early spaceflights. I know that Margaret Hamilton's work contributed to the success of Apollo 11. I know that the work of Katia Krafft was vital to understanding dormant volcanos.

Key Skills

•I can use dates and terms accurately when describing events •I can begin to describe different accounts for an historical event •I can suggest causes and consequences of some main events and changes in history •Begin to select sources •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

What came before?

• I can understand the term chronology and I can use it to describe historical timeframes • I can accurately place a variety of historical dates in chronological order. • I can calculate time durations • I can discuss many links with other civilisations and time periods studied. • I can understand concept of change over time. • I have a secure understanding of AD and BC. •Make deductions about the past from a source •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes •I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence and topic related vocabulary •I can develop a chronologically secure knowledge and understanding of British and local history. •I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time

What comes after?

World History studies on Ancient civilisations, Ancient Egypt, Mayans and local history on the Siege of Colchester •I can understand the concepts of continuity of change over time, representing on different forms of timeline •I can identify links with other periods of study •I can describe the main technological, social and religious changes of a period of history using correct terms •I can describe different accounts for an historical event •I can suggest causes and consequences of a main event in local history and changes for the people •I can show understanding that aspects of the past have been represented in different ways •I can use sources of evidence to form deductions •I can use appropriate historical vocabulary to communicate •I can make links between features within and across different periods •I can develop a secure knowledge of chronology and apply to British, local and world history and use it to answer historically valid questions •I can use evidence through sources to explain a clear narrative within and across periods of study •I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, using sources as necessary.

Key vocabulary

Significant, hidden, impact, computing, code cracking, barriers, science, NASA, contribution, issues, segregation, inequalities, workplace, 1930s – 1960s, Katharine Johnson,

Geography

Key Knowledge

I know how to plan a fieldwork investigation based on my work of the wars. I know how to use OS maps to plot a walk. I know how to annotate a digimap (os map) with images I have taken on my walk. I know how to use maps, globes and digital maps to locate countries. I know how to locate key countries of the Cold War on a map. I now how time zones vary over the world. I know what lines of longitude and latitude are on our earth. I know why lines and longitude and latitude are important. I know how to read and write 4 and 6 figure grid references.

Key Skills

I can: Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, •Use and recognise OS map symbols regularly• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the eight points of a compass, four figure grid references, symbols and key (including the use of digital Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

What came before?

I know how to collect data on a fieldtrip. I know how to sketch and take photographs of geographical findings. I know I can learn factual information about the environment from my geographical enquiry.

What comes after?

I know how to use digital maps to map out a journey. I know how to use different digital tools to add in photos of the fieldwork map. I know how to measure routes using online maps. I know how to use ordinance surveys for a purpose. I know how to use data collected on a fieldtrip to make informed decisions.

Key vocabulary

Region, settlement, community, population, land use, trade, urban, rural, facilities, architecture, recreation, transport

Art

Key Knowledge

Painting I know to mix colours to express mood and separate foreground and background. I know how to use techniques, colours, tones and effects in an appropriate way – brushstrokes, paint sand.

Key Skills

Painting: Mix colours to express mood, divide foreground from background or demonstrate tones.

What came before?

I know how to choose paints and how to apply them appropriately. (thickening paint, scratching, dotting and splashing) . I know that I can experiment with mood, feeling, movement. I know that I can expert with materials and techniques.

What comes after?

I know how to use different techniques, colours and textures when designing and how to explain my work.

Key vocabulary

Propaganda, cold war, space, texture, monoprint, composition, paint wash, mixed media, art medium symbolism, atmosphere

D.T

Key Knowledge

Woodwork I know how to make precise measurements so that joints, holes and openings are in the right place. I know how to build more complex 3D structures. I know that I can apply my knowledge of strengthening techniques to make stronger or more stable

Key Skills

Woodwork: To be able to make precise measurements so that joins, holes and openings are in the right place. To be able to build more complex 3D structures and apply knowledge of strengthening techniques to make stronger or more stable.

What came before?

I know how to use my knowledge of techniques and functions to help me plan and develop my own ideas. I know that I can use techniques to cut, join and finish my work. I know that I can apply what I have learnt to explore my own ideas.

What comes after?

I know how to use a variety of methods to strengthen, stiffen and reinforce structures. I know that I can apply different materials and techniques to refine my work.

Key Vocabulary

Reinforce, cams, linkages, design, control, monitor, joining technique, strengthen

Year 5
Spring term
Fly me to the moon

Science

Earth and Space: Thematic Learning (spring topic)
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
Describe the movement of the Moon relative to the Earth and understand the moon's phases
Describe the Sun, Earth and Moon as approximately spherical bodies
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Understand how seasons are caused by Earth's orbit and rotation

Music

Charanga:
Title: 3 Make You Feel My Love
Style of music: Pop Ballads
Unit theme: Pop Ballads
Title: 4 The Fresh Prince of Bel-Air
Style of music: Old Skool Hip-Hop
Unit theme: Old Skool Hip-Hop

P.E

Tennis: • Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racket games.

Gymnastics:• I am controlled and skilful in actions and movements.
• Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • I practise and perform with control. • Movements include very controlled balances, shapes, levels and actions.

French

Language Angels SOW
Externally taught
Do you have a pet?
At the cafe

Computing

Digital literacy: Project Evolve privacy and online relationships. Online relationships
Information technology: Digital art, video animations and creating e-books •I can select appropriate software to use for a given task •I can confidently use a range of software tools
Computer Science: Using scratch to create a game, formatting tables •I can write increasingly complex programs •I can use loops to repeat tasks within a program •I can use IF statements to alter the way my programs run •I can explain how increasingly complex algorithms solve a given problem

History

Key Knowledge

Know that: the Maya are a civilisation from Central America that existed between 1800BC – 900AD. They built temples and sculptures. They had a form of writing. They had their own calendar. They had their own number system. They worshipped many Gods. They were competitive and took over lands of neighbouring areas. They knew how to clear the forest and live in the jungle. They learned how to trade with others. They had lots of valuable raw materials.

Key Skill

•I can identify links with other periods of study, demonstrating global perspective •I can show understanding that aspects of the past have been represented in different ways •I can use sources of evidence to form deductions •I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence, justify, deduce, infer, century, decade, legacy, theory, reliability and topic related vocabulary •I can use original ways to present information and ideas •I can make links between features within and across different periods from prior knowledge •I can develop a secure knowledge of chronology and apply to British, local and world history and use it to answer historically valid questions

What came before?

British and World history study on World War 1, World War 2 and Hidden Figures of the 20th Century •I can understand the concepts of continuity of change over time, representing on a timeline •I can describe the main geopolitical changes of a period of history using correct terms •I can use dates and terms accurately when describing events •I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can develop a secure knowledge of chronology and apply to British, local and world history •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

What comes after?

Study of local history and its impact on the local History of Colchester
Secondary school
KS3 curriculum
medieval British History, including the Anglo-Saxons and the Normans, the reign of King John, the Crusades and the Wars of the Roses.

Key vocabulary

Topic: hieroglyph, Maya, settlement, civilisation, ritual, sacrifice, labourer, society, monarchy, artefacts, excavate, codex, archaeologist, city-state, aqueducts, Motif, monument, number system abandon Classic period decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest
Enquiry: records, reliability, trustworthy, criteria, significance, historical investigation, transcribe

Geography

Key knowledge

I know which countries are in North and South America. I know there are 23 countries in north America. I know the characteristics of different countries in North/South America vary significantly, including weather, land use and flora/fauna. I know what the Koppen system is: the five main groups are temperate, continental, polar, tropical and dry. I know the physical geography of Ecuador. I know how the UK is similar and different to Ecuador. I know the eight points on a compass. I know how to use map symbols to read maps accurately. I know how to use eastings and northings to locate places of interest on an ordinance survey map. I know what grid references are on a map. I know why we have ordinance survey maps. I knowhow to read and write 4 and 6 digit grid references. I know how grid references change on the other side of the Equator. I know how the climate is different in places like Ecuador and the Galapagos. I know why places like the Galapagos are important archipelagos.

Key Skills

I can: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements •Use photographic evidence in their investigations •Evaluate the usefulness of the images •Map knowledge Locate the world's countries, focus on North or South America •Map knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages •Making maps Draw plans of increasing complexity •Begin to use and recognise atlas symbols• locate the world's countries, using maps to focus on) North or South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North or South America.

What came before?

Study of Iceland and European states in the Wars
Iceland comparison to the UK (European study)
I know that near tectonic hazards, there is fertile soil, geothermal energy and opportunities for mining. I know how people organise their towns and cities in Iceland as a result of volcanic activity. I know how the UK and Iceland are similar and different based on their geography.

What comes after?

In-depth study of Colchester's geography with fieldwork and map work
KS3 curriculum UK Geography, Settlement, the Global Common of Antarctica and Glaciation. Fieldwork then introduces them to Map Skills.

Key vocabulary

Continent, climate, country, equator, flora/fauna, latitude, longitude, weather, rivers, mountains, volcanoes, oceans, coastlines, language, religion, buildings, land use, currency, climate zone, Koppen System, temperate, continental, polar, tropical, dry, archipelago, importance, protected.

Art

Key Knowledge

Art greats: Georgia O'Keeffe

Drawing: I know how to use tone and shading to represent things imagined in three dimensions.

Painting: I know how to use different techniques, colours and textures when designing and how to explain my work.

Key Skills

Drawing: Begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective using a focal point and horizon.
Create intricate printing patterns by simplifying and modifying sketchbook designs.
Painting: Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of grass, stippling to paint sand, water colour bleeds to show clouds.
Use different techniques, colours and textures when designing and making pieces of work and explain his/her choice.

What came before?

Drawing: Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.
Painting: •Mix colours to express mood, divide foreground from background or demonstrate tones.

What comes after?

Printing
Drawing perspective
KS3 curriculum The Key Stage 3 curriculum offers pupils the opportunity to experience a broad range of Art and Design disciplines, including Fine Art, Graphic Design and 3D Design.

Key vocabulary

Artist, Compositions, Evaluation, Medium, Mixed media, Technique, Translate, Analyse, Meaning, Narrative, Interpret, Justify, Inference, Respond, Macro

D.T

Key Knowledge

Textiles

I know how to use all my skills and knowledge I have learnt to create, design, evaluate and improve a product.

Design

I know how to refine and improve functionality and qualities of a product. I know that I can generate, model and discuss my ideas through discussions, sketches, diagrams, prototypes, patterns pieces and computers. I know that I can use research I have done to inform my own designs and how to explain my designs.

Key Skills

Textiles

Design, make, evaluate and improve a product

Design

To be able to use technical knowledge and accurate skills to problem solve during the making process. To be able to refine and improve functionality and aesthetic qualities of a product.

What came before?

Textiles: Design, make, evaluate and improve a product.
Design
Create prototypes to show intentions.
To be able to design and plan stages of design demonstrating knowledge of materials, tools and techniques.

What comes after?

KS3 curriculum – woodwork (resistant materials) design, food and nutritional studies, electronics and graphic design on a termly rota.

Key vocabulary

Choose, textiles, make, attractive, strong, prototype, joining technique, stitch, running stitch, beginning stitch, reinforce, strengthen, product design, consumer, opinion

Year 6 Spring term Galapagos

Science

Evolution: Recognise that living things have changed over time and that fossils provide info about living things that inhabited Earth millions of years ago Recognise that living things produce offspring of the same kind but they vary and aren't identical to parents Identify how animals and plants are adapted to suit their environment in different ways and that this leads to evolution Living things: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics

Music

Charanga:
Title: 3 a New Year Carol
Style of music: classical or urban Gospel
Unit theme: Benjamin Britten's music *Music great!)

Title: 4 You've got a friend
Style of music: 70s Ballad/Pop
Unit theme: The music of Carole King 9music great)

P.E

Cricket:• Link skills, techniques and ideas and apply them accurately and appropriately.• Choose the most appropriate tactics in a game.• Use forehand and backhand when playing racket games.• Field well.• Use a variety of techniques to pass.• Strike a bowled ball.• Work with a team or alone to gain possession of the ball.• Combine running and jumping well.
Gymnastics:• I am controlled and skilful in actions and movements. • Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • I practise and perform with control. • Movements include very controlled balances, shapes, levels and actions.

French

Language Angels SOW
Externally taught
At the weekend
Clothes

Computing

Digital literacy: Project Evolve privacy and online relationships. Online relationships
Information technology:
Computer Science:

Summer Term

History

Key knowledge

I know what the seaside was like in the past. I know what the Victorian times means. I know how life at the beach has changed. I know how people were entertained at the beach in the past. I know that photographs and artefacts tell me about the past. I know how holidays have changed. I know what a traditional lunch would be at the beach in the Victorian times. I know about significant individuals of the past and why they are important. I know about the life of Grace Darling.

Key Skills

•I can recount changes that have occurred in their lifetime •I can use dates where appropriate •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •I can identify what is the same and what is different about the item from the past to today. •I can use words and phrases to describe similarities and differences between now and the past •I can show knowledge and understanding of aspects of the past within living memory •I can use topic vocabulary •I can use a good selection of vocabulary for everyday historical terms •I can begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

What came before?

I can talk about past and present events in their own lives and in the lives of family members
I can answer 'how' and 'why' questions about their experiences and in response to events in lifetimes or through stories.

What comes after?

•I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary •I can to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

Key vocabulary

Topic: holiday, Victorian, Queen Victoria, deckchair, bathing machine, promenade, pier, brass band, band stand, helter skelter, carousel, souvenir, penny lick, steam train, postcards, Fleetwood, Blackpool, Lytham, St Annes, Morecambe, about 100 years ago (century), Punch and Judy Enquiry: ask investigate explain question artefacts object sort group compare/ comparison photograph similar/similarity different/ difference change same
CA: memory within living memory beyond living memory old new sequence modern after long ago dates before lifetime past present

Geography

Key knowledge

I know where our local beach is. I know how to stay safe at the beach. I know people visit the beach for a holiday. I know tourists visit seaside resorts. I know the seaside has physical and human features. I know the physical, natural features are the sea, cliffs, and the beach. I know these were made by nature. I know there are lots of things to do at the beach: making sandcastles, paddling or donkey rides. I know the pier, the promenade, cafes/restaurants, ice cream vans the fairground are human features. I know tourists like to visit these places. I know these are called attractions. I know there are often towns next tot h sea called seaside towns. I know a harbour is used for boats. I know there are 5 seas around the United Kingdom and can name them.

Key Skills

I can: • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK,
•identify seasonal and daily weather patterns in the United Kingdom
• use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather
key human features, city, farm, house, shop

What came before?

Draw information from a simple map
Recognise and explain some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
•Understand some important processes and changes in the natural world around them, including the seasons.

What comes after?

the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Map knowledge:
•Use world maps to identify the 7 continent and 5 oceans of the world. Making maps : •Draw basic maps, including appropriate symbols and pictures to represent places or features of local area. •Use photographs and maps to identify features

Key vocabulary

Beach, seaside, physical features, sea, cliffs, tourists, promenade, pier, lighthouse, fairground, human feature, local,

Art

Key Knowledge

Art great: Van Gogh
Printing: I know marks can be found in objects.
I know about repeating patterns.
Painting : I know the difference between primary and secondary colours.
I know the different types of paint. I know that I can mix colours to get a range of colours. I know that I can name the colours.

Key Skills

•Make marks in print using found objects and basic tools and use these to create repeating patterns. •Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. •Make structures by joining simple objects together. •Using a variety of materials to build structures based on design and evaluation. •Experiment with basic tools on rigid and flexible materials, evaluating and changing materials if necessary based on justified reasoning. Recognise primary colours and use colour mixing to discover secondary colours.

What came before?

Explore different materials freely in order to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use.

What comes after?

Understand prints are made by transferring an image from one surface to another.
Use rollers or the backs of spoon to create pressure to make a print.

Key vocabulary

Hue, Shade, Primary colour, Secondary colour, Pattern, Mix, Blend, Print, Shape, Kaleidoscope, Texture, Space, Thick

D.T

Key Knowledge

Mechanisms : I know how wheels and axels work. I know that I can use wheels to move objects. I can link this to what I have seen in my experiences.
Textiles: I know how to design, make and improve on a product.

Key Skills

Mechanisms: To be able to use wheels and axles in a product and understand how they work together
Textiles: •To be able to design, make and improve on a product.

What came before?

Creating with materials:
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used

What comes after?

•To be able to use basic stitching on a product To be able to use levers, pulleys and sliders.

Key vocabulary

Make, model, strong, textile, material, feel, glue, join, bead, fabric, scissors, sew

Year 1
Summer term
Beside the Seaside

Science

Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Identify and describe the basic structure of a variety of common flowering plants, including trees.
Observe changes across the four seasons.
Observe and describe weather associated with the seasons and how day length varies.
Seasonal changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

Music

Charanga:
Title: 5 You imagination
Style of music: Pop
Unit theme: using your imagination

Title: 6 Rewind, reflect and replay
Style of music: Classical
Unit theme: The history of music

P.E

Athletics: Repeat and explore skills.
• Move with some control and care.
Swimming • With help can swim up to 20 metres with floats. • Swim up to 5 metres without floats. • Put head in the water. • I join in water activities at the pool. • I explore different ways of moving in water. • Swim up to 20 metres using arms and legs to move. • I use one basic stroke to swim, breathing properly. • Using floats, I swim with a controlled leg kick. • I describe different swimming strokes.

French

Language angels
Under the sea
Nursery rhymes

Computing

Computing skills
Animation
Internet safety
Digital literacy:
Information technology:
Computer Science:

History

Key Knowledge

I know some of the ways in which London has changed
I know some of the ways in which how we live now, is different and similar, to how people lived in 1666 I can find out about how the Great Fire started and spread across London. I know that the Great Fire of London happened in 1666 in the city of London. I know how we know about the Great Fire of London I know how London was rebuilt after the Great Fire. I can show what I have learned about the Great Fire of London I know that the fire spread quickly because the buildings were made of wood and were close together. I know that the Great Fire of London started in a bakery on Pudding Lane. I know how fire safety measures (putting out fires) has changed over time.

Key Skills

•I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory • I can confidently use topic vocabulary
I can organise historical events from the past, outside of living memory. •I can observe or handle evidence to ask questions about an object or event •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •I can answer questions based on simple observation using artefacts, photos or books •I can identify different ways the past is represented •I can identify similarities and differences between ways of life in different periods

What came before?

•I can use words and phrases to describe similarities and differences between now and the past •I can show knowledge and understanding of aspects of the past within living memory •I can use topic vocabulary •I can use artefacts, pictures, stories, online sources etc to find out about some facts about the past •Answer questions based on simple observation •I can identify what is the same and what is different about the item from the past to today.

What comes after?

British and World History: Stone Age to Iron Age, Celts and Romans
•I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes • I can use the term chronological order to describe •I can begin to place events in chronological order •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods including AD and BC •I can develop a chronologically secure knowledge and understanding of British, local and world history •I can explain the narratives within and across the periods they study

Key vocabulary

Topic: bakery, diary, Samuel Pepys, fire engine, fire fighter, St Paul's Cathedral, Pudding Lane, rebuilt, design, River Thames, spread, housing, monarch, flames, fire, safety, escape, flammable, ignite
Enquiry: sources primary source evidence contrast historic historically significant eye witness account eye witness
CA: 17th Century, 1666

Geography

Key Knowledge

I know how London's geography has changed over time. I know how to read simple maps of London. I know how London's geography is different and similar to Colchester. I know how to read historical maps. I know that London is the capital city of England and is located in the southeast of the United Kingdom. I know how to find London on a map of the UK. I know that maps can show cities, rivers, and other landmarks like St. Paul's Cathedral and the River Thames. I know that the River Thames runs through London and was important during the Great Fire of London. I know that in 1666, London was much smaller than it is today. I know that maps can show how places change over time, and I can compare maps of London from 1666 and today. II know how to use map symbols and a key to mark important locations, like the River Thames and the Tower of London. I know that firebreaks were created to stop the fire from spreading, and I can show this on a map. I know how to compare modern-day London with London in 1666 using maps and pictures. I know that the fire changed the way buildings and streets were planned in London. I know how to use an atlas or digital map to find other capital cities in the UK and compare them to London. I know how to identify and label landmarks in London today, such as the Shard, the Houses of Parliament, Buckingham Palace, the Tower of London and St. Paul's Cathedral.

Key Skills

I can: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. •Use a simple picture map to move around the local environment. •Use relative vocabulary such as bigger, smaller, like, dislike. Use photographs and maps to identify features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

What came before?

I know where our local beach is. I know how to stay safe at the beach. I know people visit the beach for a holiday. I know tourists visit seaside resorts. I know the seaside has physical and human features. I know the physical, natural features are the sea, cliffs, and the beach. I know these were made by nature. I know there are lots of things to do at the beach: making sandcastles, paddling or donkey rides. I know the pier, the promenade, cafes/restaurants, ice cream vans the fairground are human features. I know tourists like to visit these places. I know these are called attractions. I know there are often towns next tot h sea called seaside towns. I know a harbour is used for boats. I know there are 5 seas around the United Kingdom and can name them.

What comes after?

I know there are similarities and differences between the UK and Italy. I know types of human settlement across Europe for the Celts and Romans. I know where Italy is and can show this on a map. I know that Italy played a key role in trade links for the Romans and can identify why this was so. I know the different movements of the Celts and Romans across the UK. I know the physical geography of Italy and the UK have differences due to their region and climate. I know that Mount Vesuvius played an important role in human settlement because of the nutrients surrounding it. I know how to use maps, atlases and globes to locate countries within Europe and continents. I know how to use fieldwork to observe, measure and record human and physical features in my local area and link this to historical features. I can sketch maps and use eight points of a compass and four-grid references to plot areas of significance for Roman artefacts in Colchester and the surrounding area.

Key vocabulary

London, streets, roads, maps, change, Pudding Lane, Buckingham Palace, Shard, St Paul's Cathedral, Tower of London, Houses of Parliament, atlas, digital maps, firebreaks, rivers, River Thames, landmarks, compare, symbols

Art

Key Knowledge

Painting: I know how to apply my learnt skills to a project. I know that I can use a sketchbook to practise skills and record knowledge.
Marbling - I know what marbling is. I know how to marble paper. I know how to make different marbling patterns.

Key Skills

Painting •Continue to mix colours experientially •Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project. •Explore painting on different surfaces, such as fabric
Exploring • Share work to others in small groups, and listen to what they think about what you have made. • Feel able to express and share an opinion about the artwork.

What came before?

Painting: Recognise primary colours and use colour mixing to discover secondary colours. Enjoy discovering the interplay between materials

What comes after?

Painting: Explore shadow and proportions using shadow and tone. Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.
Exploring: Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.

Key vocabulary

Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract,
Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate

D.T

Key Knowledge

Materials: I know how to build structures and how I can use different materials to explore different variables. I know that by selecting different tools and equipment I can perform certain skills. (Cutting, sticking, joining, shaping, finishing.)
Cooking: I know how to use simple tools to help prepare food safely.

Key Skills

Materials:
build structures and explore strength and stability
Cooking:
use simple tools to help prepare food safely

What came before?

Materials: Use a variety of tools to safely cut, join and finish a product. Select from a range of tools and equipment to perform skills
Cooking: talk about what food is eaten at home and begin to discuss what healthy foods are. Talk about where food comes from and give examples of what food is grown

What comes after?

Materials: safely measure, mark out, cut, assemble and join with some accuracy. I can use techniques to cut, join and finish my work including cutting internal shapes and slots.
Cooking: Talk about the different food groups and name food from each group. Understand that food is grown, farmed or caught in Europe and the wider world. Use a wide variety of ingredients and techniques to prepare and combine these safely.

Key vocabulary

Weigh, Ingredients, Recipe, Describe, Explain, Hygiene/hygienic, Kitchen

Year 2
Summer term
Fire! Fire!
London's Burning

Science

Animals including humans Understand that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Understand that offspring are very much (but not exactly) like their parents Understand that most animal babies need to be fed and cared for by their parents, especially human babies Recognise that pets have special needs and must be cared for Plants consolidation (see autumn term)

Music

Charanga:
Title: 5 Friendship Song
Style of music: Pop
Unit theme: A song about being friends
Title: 6 Rewind, reflect and replay
Style of music: Classical
Unit theme: The history of music

P.E

Basketball• Copy and remember actions.• Repeat and explore skills.
Cricket• Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Hit a ball with a bat.
Swimming • With help can swim up to 20 metres with floats. • Swim up to 5 metres without floats. • Put head in the water. • I join in water activities at the pool. • I explore different ways of moving in water. • Swim up to 20 metres using arms and legs to move. • I use one basic stroke to swim, breathing properly. • Using floats, I swim with a controlled leg kick. • I describe different swimming strokes.

French

Language angels
Animals
Little Red Riding Hood

Computing

Digital literacy Project Evolve: Managing online information. Copyright and Ownership **Information technology:** using software to enhance leaning such as greenscreens, piccolage and shadow puppet **Computer Science:** coding using unplugged coding and using algorithms in a game **Digital literacy Project Evolve:** Managing online information. Copyright and Ownership **Information technology:** using software to enhance leaning such as greenscreens, piccolage and shadow puppet **Computer Science:** coding using unplugged coding and using algorithms in a game

Year 3 Summer term Doomed Dinosaurs

History

Key knowledge
I know how to identify and name different dinosaurs and I know where these are placed in the correct era of time. I know how observations of fossils teach us about the past. I know how animals, flora and fauna become fossils and how historians use these. I know what a secondary source is. I know historical facts about different types of dinosaur from my own research. I know the different eras from time that the dinosaurs lived through. I know how historical evidence is used to make claims (did the dinosaurs die because of the asteroid strike?). I know how to ask historically valid questions. I know how to give historically valid answers to my questions.

Key Skills
Chronology
•I can use appropriate historical vocabulary •I can use appropriate historical vocabulary to communicate including dates, time period, chronology and topic related vocabulary •I can make conclusions about the past using artefacts and different sources •I can begin to give reasons for and results of events and changes• I can use the term chronological order to describe •I can begin to place events in chronological order •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods •I can use dates and terms to describe events

What came before?
Historical events beyond living memory: Great Fire of London, Exploration and Queens •I can place artefacts on a timeline •I can sequence events and historical figures on a timeline •I can organise historical events from the past, outside of living memory. •I can use words and phrases to describe passing of time •I can show knowledge and understanding of aspects of the past beyond living memory •I can confidently use topic vocabulary •I can identify similarities and differences between ways of life in different periods •I can use a wide vocabulary of everyday historical terms •I can to ask and answer questions

What comes after?
World and British History: Anglo Saxons and Vikings
I can develop a chronologically secure knowledge and understanding of British and local history. •I can explain, in detail, the narratives within and across the periods they study •I can identify links between different features of past situations connections, contrasts and trends over time •I can use appropriate historical vocabulary to communicate •Make deductions about the past from a source •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes • I can accurately place a variety of historical dates in chronological order. • I can discuss many links with other civilisations and time periods studied. • I can understand concept of change over time. •I have a secure understanding of AD and BC.

Key vocabulary:
Palaeolithic, stone age, Mesolithic, middle part, Neolithic, late, pre-history, period, recorded events, hunter gatherers, harvesting, domestication, Skara Brae, tools, weapons, materials, development, advancement

Geography

Key Knowledge
I know how to create a map to identify key features of my local area. I know how to identify and classify different types of plant and animal in my local environment. I know how to collect and record data about my findings. I know how to use a weather chart to record daily weather observations. I know how to identify different types of weather pattern. I know how to identify human impact on the habitats in the local area. I know where Colchester is on a map. I know how to locate places in Colchester on a map.

Key Skills
I can: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips •Use a database to present findings •Use appropriate terminology Sketching: •Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction
Audio/Visual: •Select views to photograph
•Consider how photo's provide useful evidence use a camera independently

What came before?
I know how London's geography has changed over time. I know how to read simple maps of London. I know how London's geography is different and similar to Colchester. I know that maps can show how places change over time, and I can compare maps of London from 1666 and today. I know how to use map symbols and a key to mark important locations. I know how to compare modern-day London with London in 1666 using maps and pictures. I know that the fire changed the way buildings and streets were planned in London. I know how to use an atlas or digital map to find other capital cities in the UK and compare them to London. I know how to identify and label landmarks in London today.

What comes after?
I know there are different habitats around the world. I know there are different types of habitat in the UK. I know there are different types of habitat in our locality of Colchester. I know how to locate different habitats on an OS map in my locality. I know what symbols represent different habitats on a map. I know how to read a simple OS map. I know how to read and write coordinates from a map to locate different habitats. I know that there are different climate patterns in our world. I know how the climate patterns of the world impact different habitats and the animals within them. I know how to plan a fieldwork investigation in my local area to identify different habitats.

Key Vocabulary:
Atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW)

Art

Key Knowledge
I know paleo artists bring art and science together to create an image of prehistoric life. I know paleo artists such as Mary Parih study living animals and work with scientists to develop examples of prehistoric life. I know how to use botanical foliage to create a form of dinosaur artwork in the style of Raku Inoue. I know how to use techniques observed from great artists in my own work. I know who Mary Parrish is and why her artwork is important. I know who Raku Inoue is and I know what techniques they use in their artwork.

Key Skills
I can understand that animators make drawings that move.
I can explore a variety of drawing starting points (figurative, still life and landscape) I can explore shading, using different media. Use colour, composition, elements, line, shape to create pattern.

What came before?

What comes after?

Key vocabulary
Paleo painting: Charcoal, Composition, Negative image, Pigment, Positive image, Prehistoric, Proportion, Smudging, Scaled up, Sketch, Texture, Tone

D.T

Key Knowledge
Design: I know how to create designs, sketches and diagrams and how I can annotate them to explain what I think. I know how to investigate and evaluate existing products and those made considering a range of factors. I know that because I can create designs using computer programmes as well as my sketchbook

Key Skills
Design: I can use knowledge of existing products to design their own functional products.
See computing curriculum

What came before?
Design: To be able to create simple designs for a product. Use pictures and words to describe their product.

What comes after?
Design: Use knowledge of existing products to design a functional product for a particular purpose and audience. Evaluate finished products, suggest improvements and consider how well they meet the intended user's needs.

Key vocabulary
Follow, Plan, Equipment, Materials, Select, Appropriate, Tools, Techniques, Product, Mechanical component, Accurate, Measure, Cut, Holes, Shape, Mould

Science

Rocks: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter
Light: Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change.

Music

Charanga:
Title: 5 Bringing us together
Style of music: Disco
Unit theme: Disco, friendship, hope and unity

Title: Reflect, rewind and replay
Style of music: Classical
Unit theme: history of music

P.E

Rounders• Throw and catch a ball with control and accuracy.• Strike a ball and field with control. • Throw with accuracy to hit a target.
Athletics • Jump in several ways, sometimes using a short run-up• Sprint over a short distance. • Run over a longer distance, conserving energy

French

Language Angels SOW
Externally taught
Ice-creams
Fruits

Computing

Digital literacy Project Evolve: Managing online information. Copyright and Ownership
Information technology: using the internet, using software to animate •I can use a search engine to find web pages •I understand that not all websites are as reliable as others I can make choices on which program is best for a given task
Computer Science: coding project using scratch • I can produce a simple program that completes a

History

Key knowledge

I know where the Anglo-Saxons sit on a British timeline of history. I know where the Anglo-Saxons settled. I know that place names indicate where the Anglo-Saxons settled. I know there were 3 tribes in British Anglo-Saxon times: Jutes, Saxons and Angles. I know the name 'Angles' eventually became 'English and their land became 'Angle-land/England'. I know the Anglo-Saxons came to Britain in the middle of the 5th Century. I know England was not one country but a series of small kingdoms across the land. I know the Anglo-Saxo period ended in C.1066 when the Normans invaded Britain. I know key events in the Anglo-Saxon era. I know how to use sources to find out about Anglo-Saxon past. I know about the lives of significant Anglo-Saxon individuals including Offa, Bede and Gildas. I know how life was different and similar between the Romans and the Anglo Saxons. I know that Anglo-Saxons lived in round houses. I know why the hoard at Sutton Hoo is significant for historians in telling us about the past.
I know where the Vikings came from. I know how and why the Vikings invaded Britain. I know how some kings in Britain dealt with the Viking invaders
I know how Vikings lived and worked. I know what happened during the Viking invasions and know what Viking warriors were like. I can identify and describe Viking artefacts . I know about Viking gods and what they represent

Key skills

• I can understand the term chronology and I can use it to describe historical timeframes • I can accurately place a variety of historical dates in chronological order. • I can calculate time durations • I can discuss many links with other civilisations and time periods studied.
• I can understand concept of change over time. • I have a secure understanding of AD and BC. •Make deductions about the past from a source •Understand primary and secondary sources and how they're different •I can give reasons for and results of events and changes, I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence and topic related vocabulary •I can develop a chronologically secure knowledge and understanding of British and local history.
•I can explain, in detail, the narratives within and across the periods they study
•I can identify links between different features of past situations
connections, contrasts and trends over time

What came before?

British and world history studies of Romans, Celts, Stone Age and Iron Age
•I can develop a chronologically secure knowledge and understanding of British, local and world history •I can explain the narratives within and across the periods they study •I can identify links between different features of past situations
and trends over time •I can use appropriate historical vocabulary •I can ask valid questions about a source •I can make conclusions about the past using artefacts and different sources
•I can begin to give reasons for and results of events and changes• I can use the term chronological order to describe •I can begin to place events in chronological order, using dates and term to describe events •I can begin to develop understanding of duration •I can discuss some links with other civilisations and time periods •I can understand BC and AD

What comes after?

British and World history study on World War 1, World War 2 and Hidden Figures of the 20th Century
•I can understand the concepts of continuity of change over time, representing on a timeline •I can describe the main geopolitical changes of a period of history using correct terms •I can use dates and terms accurately when describing events •I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can develop a secure knowledge of chronology and apply to British, local and world history •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

Key vocabulary

Topic: Angles Saxons Jutes Picts invasion Britons Romans empire long ships wattle and daub Wessex claimants kingdom Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut trader engineer raider Anglo-Saxon chronicle ballast hull keel mast longboat oars Rudder garnet Hedeby
Enquiry: observation inference deduction significant one-sided viewpoint perspective cause consequence impact events conclusion evidence
CA: Anglo-Saxons (410 - 1066) Vikings (800 to 1066)

Art

Key Knowledge

Printing: I know how to design patterns of increasing complexity. I know that I can use my sketchbook for recording and developing my ideas.

Key Skills

Printing: Print on fabrics tie-dyes or batiks. Use a variety of techniques, such as marbling, silk screen and cold-water paste.

What came before?

I know how to research, create and refine a print using a wider variety of techniques – marbling, screen printing and layering.

What comes after?

I know how to add a collage to a painting, drawing or printed background using a range of medias. I know how to chose a printing method appropriate for the task. I know that I can chose ink and overlay styles. I know that I can alter and modify my work.

Key vocabulary

Collaborate, Collaboratively, Printmaking, Abstract, Figurative, Monoprint, Block print

D.T

Key Knowledge

Textiles: I know how to design and make a product.
I know that I can use my own evaluation of a product to improve it.

Key Skills

Textiles: Design, make, evaluate and improve a product.

What came before?

I know how to design and make a product. I know that I can use my own evaluation of a product to improve it.

What comes after?

I know how to design and make a product. I know that I can evaluate my product to help improve it.

Key vocabulary

Make, Product, strong, Devise, Template

Year 4 Summer term Anglo Saxons and Vikings

Science

Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear, and that sound waves are slower than light waves Find patterns between the pitch of sounds and features of the object/speed of vibration Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as distance from source increases Electricity Identify common appliances that run on electricity Make simple series circuit - cells, wires, bulbs, switches and buzzers Identify if a lamp will light in a simple circuit, based on being part of a complete loop with a battery Recognise that a switch opens/closes a circuit and associate this with whether or not a lamp lights in a series circuit Recognise conductors & insulators

Music

Orchestra

P.E

Athletics • Sprint over a short distance. • Run over a longer distance, conserving energy. • Jump in several ways, sometimes using a short run-up
Badminton• Move with co-ordination and control. • Have a range of throwing techniques (underarm, over arm, putting and hurling). • Select and use the most appropriate skills, actions and ideas.
• Choose the appropriate tactics to cause a problem for the opposition.
• Follow rules in a game.
• Keep possession of a ball (feet, hockey stick

French

Language Angels SOW
Externally taught
What is the weather?
Goldilocks

Computing

Digital literacy Project Evolve: Managing online information. Copyright and Ownership
Information technology:
Computer Science:

Geography

Key Knowledge

Volcanoes I know the structure of the earth. I know the earth is made of a crust, mantle, outer core and inner core. I know what each layer is made of. I know the earth has tectonic plates, which fit together like a puzzle. I know most tectonic activity occurs along a plate boundary (convergent, divergent and transform). I know some volcanoes form over hotspots in the mantle (Hawaii). I know there is a horse-shoe-shaped belt of tectonic activity known as The Ring of Fire. I know the Ring of Fire outlines the Pacific ocean and traces many plate boundaries. I know there are at least 452 volcanoes on the Ring of Fire. I know how volcanoes form. I know that pressure builds up below the earth's crust, alongside the plate boundaries, where magma, hot ash and gas rise and escape forming a volcano. I know the shape of a volcano depends on the type of eruption. I know that composite volcanoes are cone shaped with steep sides; they have sticky magma. I know shield volcanoes are bowl shaped with gentle sides; they have runny lava. I know the parts of a volcano including ask clouds, vents magma chambers, conduit and layers of ash/lava. I know earthquakes are the shaking of the earth's crust. I know when tectonic plates scrape or slip against one another, friction builds up deep underground. I know earthquakes create fault lines which are cracks in the earth's surface. I know earthquakes cause severe damage to roads and buildings. I know how earthquakes are measured by scientists. I know what the Mercalli scale is. I know that near tectonic hazards, there is fertile soil, geothermal energy and opportunities for mining. I know how people organise their towns and cities in Iceland as a result of volcanic activity. I know how the UK and Iceland are similar and different based on their geography.

Key Skills

I can: •Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales •Map knowledge Locate the world's countries, focusing on Volcanoes.
•Identify the position and significance of lines of longitude & latitude •Making maps Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, •Use and recognise OS map symbols regularly • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use the eight points of a compass, four figure grid references, symbols and key (including the use of digital Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• locate the world's countries, using maps to focus on Europe (including the location of Russia). • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including mountains), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Pupils should be taught to: • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

What came before?

I know there a many rivers in Britain. I know how to locate the different rivers on a map. I know, through looking on the map, how to determine which river is the largest. I know the location and journey of the River Thames. I know how to identify key features along the journey of the River Thames and use correct vocabulary to describe human features. I know grid references are used to locate different features on a map. I know how to use 6 figure grid references to explore different features on a map. I know the 7 continents and can identify them on a map. I know how to recognise the different continents by there shape and identify different features nearby and beyond the UK.

What comes after?

I know what coastal erosion is. •I know how to explain what happens during coastal erosion, why coastal erosion happens, how to stay safe, how humans protect the coastline with different defence mechanisms and what long shore drift is •I know how to Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected. •I know how to use graphs to display data collected •I know how to evaluate the quality of evidence collected and suggest improvements •I know coastal defence systems are widely used in coastal towns. •I know how to carry out an investigation to show the impact that defences have on coastal towns. •I know the impact of coastal erosion on humans in a different place in North Norfolk.

Key vocabulary

Mercalli scale, Richter scale, fault, seismic wave, seismograph, crust, epicentre, magnitude, mantle, plate tectonics, destruction, disaster, emergency, rescue, tremors, rubble, continent volcanoes, ash cloud, magma, ring of fire, lava, sill, extinct, vent, eruption, conduit, dormant, ash, active, crater,

Art

Key knowledge

Printing I know how to add a collage to a painting, drawing or printed background using a range of medias.
I know how to chose a printing method appropriate for the task. I know that I can chose ink and overlay styles. I know that I can alter and modify my work.

Key Skills

Printing: Add collage to a painted, drawn, or printed background using a range of media, different techniques, colours and textures. Be able to explain some techniques learned throughout school. Choose a printing method appropriate to task. Organise work using pattern, repetition, symmetry or random printing styles.
Choose ink and overlay styles

What came before?

I know how to choose paints and how to apply them appropriately. (thickening paint, scratching, dotting and splashing) . I know that I can experiment with mood, feeling, movement. I know that I can expert with materials and techniques.

What comes after?

I know how to use different techniques, colours and textures when designing and how to explain my work.

Key vocabulary

Composition, Carbon paper, Transfer, Printmaking, Monoprint, Mixed media, Multi media, Justify, Research, Evaluate, Represent, Atmosphere, Art medium, print making, transfer, technique

D.T

Key Knowledge

Textiles I know how to design and make a product.
I know that I can evaluate my product to help improve it. I know that I can design and plan stages of design demonstrating using my knowledge of materials, tools and techniques. I know how to join fabrics in different ways including stitching. I know that there are different uses for materials.

Key Skills

Textiles: I can design, make, evaluate and improve a product.

What came before?

I know about different collage techniques including overlapping. I know that I can develop my skills in stitching, cutting and joining.

What comes after?

know how to use different colours and textures when designing.

Key vocabulary

Join, measure, cut, choose, appearance, qualities, sewing, reinforce, stitch

Year 5 Summer term Iceland: land of fire and ice

Science

Changing state: Compare and group together everyday materials on the basis of their properties Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (solute/solvent) Use knowledge of solids, liquids and gases to decide how mixtures might be separated Give reasons for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.
All living things: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals

Music

Charanga:
Title: 5 Dancing in the Street
Style of music: Motown
Unit theme: Motown

Title: 6 Reflect, rewind, Replay
Style of music: Classical
Unit theme: history of music

P.E

Athletics:
Rounders:

French

Language Angels SOW
Externally taught
Clothes
Romans

Computing

Digital literacy Project Evolve:
Managing online information.
Copyright and Ownership
Information technology:
Stop motion animation
VR
Computer Science:

History

Key Knowledge
I know what the Siege of Colchester is
I know the significant places in our town where the people were impacted by the siege
I know what caused the siege of Colchester
I know what happened as a result of the siege on the people and the town
I know how to analyse primary and secondary sources of history
I know how sources of history can influence people.

Key Skills
•I can understand the concepts of continuity of change over time, representing on different forms of timeline •I can describe the main technological, social and religious changes of a period of history using correct terms •I can describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of a main event in local history and changes for the people •I can use appropriate historical vocabulary to communicate including dates, time period, chronology, primary source, secondary source, evidence, justify, deduce, infer, century, decade, legacy, theory, reliability and topic related vocabulary •I can use original ways to present information and ideas •I can develop a secure knowledge of chronology and apply to British, local and world history and use it to answer historically valid questions •I can use evidence through sources to explain a clear narrative within and across periods of study •I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance, using sources as necessary.

What came before?
British and World history study on World War 1, World War 2 and Hidden Figures of the 20th Century •I can understand the concepts of continuity of change over time, representing on a timeline •I can describe the main geopolitical changes of a period of history using correct terms •I can use dates and terms accurately when describing events•I can begin to describe different accounts for an historical event, explaining some of the reasons why accounts may differ •I can suggest causes and consequences of some main events and changes in history •I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this. •I can use appropriate historical vocabulary to communicate •I can develop a secure knowledge of chronology and apply to British, local and world history •I can use of accurate historical terms •I can apply a secure knowledge of the past through sources

What comes after?
KS3 medieval British History, including the Anglo-Saxons and the Normans, the reign of King John, the Crusades and the Wars of the Roses.

Key vocabulary
Topic: politicians, parliament, monarchy, parliamentarians, round heads, royalists, Charles Lucas, George Lisle, Thomas Fairbank, local history, historical landmarks, defence systems, impact religious implications
Enquiry: records, reliability, trustworthy, criteria, significance, historical investigation, transcribe
CA: 16th Century, early modern, advancement

Geography

Key Knowledge
I know how to use digital maps to map out a journey. I know how to use different digital tools to add in photos of the fieldwork map. I know how to measure routes using online maps. I know how to use ordinance surveys for a purpose. I know how to use data collected on a fieldtrip to make informed decisions.

Key Skills
I can: • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies• Evaluate the usefulness of the images •Follow a short route on a OS map

What came before?
Study of Iceland and European states in the Wars
I know how to use maps, globes and digital mapping to locate countries of the world. I know how some of these countries' borders have changed over time. I know how and why maps change over time.

What comes after?
KS3 curriculum
UK Geography, Settlement, the Global Common of Antarctica and Glaciation. Fieldwork then introduces them to Map Skills.

Key vocabulary
Digital maps, routes, ordinance survey maps, symbols, compass points, journey, evaluate, questionnaire, data

Art

Key Knowledge
Perspective drawing: I know how to use tone and shading to represent things imagined in three dimensions. I know how to use a simple perspective as a focal point.

Key Skills
Drawing: Begin to develop an awareness of composition, scale and proportion in their work. Use simple perspective using a focal point and horizon. Create intricate printing patterns by simplifying and modifying sketchbook designs.
Sketch books: Explore how ideas translate and develop through different medium (i.e. a drawing in pencil or a drawing in charcoal). Using the grid method to scale up an image

What came before?
Sketchbooks
Increasingly see the sketchbook as a place which raises questions which can be explored /answered outside the sketchbook
Drawing: Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.

What comes after?
The Key Stage 3 curriculum offers pupils the opportunity to experience a broad range of Art and Design disciplines, including Fine Art, Graphic

Design and 3D Design.

Key vocabulary
Composition, scale, realistic, view, cityscape, technique, point, perspective, one-point perspective, 2 point perspective, horizon, horizon line, vanishing points

D.T

Key Knowledge
Cookery: know how to prepare and cook savoury dishes. I know how to use seasoning. I know that I can apply my knowledge of ingredients and technical skills. I know that I can use information on food labels to inform my choices. I know that I can plan a series of healthy meals based on a varied diet.

Key Skills
Cookery Prepare and cook savoury dishes
Understand and apply the principles of a healthy lifestyle, planning a series of healthy meals based on a varied diet. Understand seasonality. To be able to use information on food labels to inform choice. Apply knowledge of ingredients and technical skills.

What came before?
Cooking: Understand the main food groups and the nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe, palatable and tasty to eat. Select appropriate ingredients and use learned

techniques to combine them.

What comes after?
KS3 curriculum
KS3 curriculum – woodwork (resistant materials) design, food and nutritional studies, electronics and graphic design on a termly rota.

Key vocabulary
explain, Storage, Ingredients , Create meal, Savoury, Sweet, Grow

Year 6 Summer term Lights, camera, ACTION!

Science
Animals including humans: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.
Light: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Music
Charanga:
Title: 5 Music and Me
Create your own music inspired by identity and women in the music industry
Title: 6 reflect, rewind and replay
Style of music: classical
Unit theme: history of music

P.E
Badminton:
• Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racket games.
Athletics: Combine running and jumping well. • Show accurate control, speed, strength and stamina in my athletics
Extra: Bikeability , catch up swimming

French
Language Angels SOW
Externally taught
Vikings
Me in the world

Computing
Digital literacy Project Evolve: Managing online information. Copyright and Ownership
Information technology:
Computer Science: