

Lynn Harrison and Fiona Sweetman June 2014

Year A Spring Term Tudors	Class 1	Class 2	Class 3
Art	<p>Painting, large group work, 3D picture, oil pastels, gilt frames</p> <p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Painting, large group work, 3D picture, oil pastels, gilt frames</p> <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
Computing	<p>Creativity and computer networks</p>	<p>Creativity and computer networks</p>	<p>Y4 & Y5 Creativity and computer networks Y6 Productivity and communication / collaboration</p>
	<p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		<p>Key stage 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
D&T	<p>Ingredients – Tudor banquet Construction – Tudor houses</p> <p>KS1</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components: construction materials and ingredients <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p>		<p>Ingredients – Tudor banquet Construction – Tudor houses</p> <p>KS2</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, construction materials and ingredients <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of

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	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	<p>others to improve their work</p> <ul style="list-style-type: none"> • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
History	Lives of significant individuals	Lives of significant individuals	An aspect of British History – The Tudors
	<p>KS1</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<p>KS2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	
Languages French	<p>KS2 only</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 		
Music	<p>Music Express</p> <p>Key stage 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Music Express</p> <p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory 	

		<ul style="list-style-type: none"> • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
<p>PSHE</p>	<p>Bullying and Cyber safety / keeping safe <u>KS1</u> <u>Breadth of Study</u> 5g Consider social and moral dilemmas that they come across in everyday life 5h Ask for help 5a Opportunity to take and share responsibility 5b Feel positive about themselves. 5c Take part in discussions <u>Knowledge and Understanding</u> 1c I recognise, name and deal with my feelings in a positive way. 2c I recognise choices I can make, and recognise the difference between right and wrong. 2d I agree and follow rules for my group and classroom, and understand how rules help me. 2e I realise that people and other living things have needs, and that I have responsibilities to meet them. 3a I make simple choices that improve or maintain my health and well-being. 3g I know and understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help me to stay safe. 4a I recognise how my behaviour affects other people. 4b I listen to other people, and play and work co-operatively. 4c I identify and respect the differences and similarities between people. 4d I understand that family and friends should care for each other. 4e I understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>Bullying and Cyber safety / keeping safe <u>KS2</u> 1 Develop confidence and responsibility and make the most of their abilities eg looking after the environment, acting as a peer to younger pupils. 2 Preparing to take an active role as citizens eg debate topical issues rules bullying racism and democracy. 3 Developing healthy safer lifestyle eg exercise and healthy eating, drugs puberty peer pressure 4 Developing good relationships and respecting the difference between people eg points of view values customs relationships stereotypes responding to bullying 5a Take responsibility 5b Feel positive about themselves 5c Participate 5d Make real choices and decisions 5e Meet and talk with people 5f Develop relationships 5g Consider social and moral dilemmas 5h Find information and advice 5i Prepare for change <u>Knowledge and Understanding</u> 1c I face new challenges positively by collecting information, looking for help, making responsible choices, and taking action 1d I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others' in a positive way. 2a I research, discuss and debate topical issues, problems and events. 2c I realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. 2i I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 2k I explore how the media present information. 3a I understand what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. 3e I recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong. 4a I understand that my actions affect myself and others', and care about other people's feelings and to try to see things from their points of view. 4b I think about the lives of people living in other places and times, and people with different values and customs. 4c I am aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships. 4e I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help. 4f I recognise and challenge stereotypes. 4g I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. 4h I know where individuals, families and groups can get help and support.</p>

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<p>PE</p>	<p>Multi skills / Netball, football, team games</p> <p>Key stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending 		<p>Multi skills / Netball, football, team games</p> <p>Key stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>RE</p>	<p>Christianity and aspects of all religions, focussing on festivals and rituals Easter</p>	<p>Christianity and aspects of all religions, focussing on festivals and rituals Easter</p>	<p>Christianity and aspects of all religions, focussing on festivals and rituals Easter</p>
	<p>KS1</p> <p>Themes</p> <ul style="list-style-type: none"> • what people believe about God, humanity and the natural world • how and why some stories are sacred and important in religion • how and why celebrations are important in religion • how and why symbols express religious meaning • figures who have an influence on others <p>Experiences and opportunities</p> <ul style="list-style-type: none"> • visiting places of worship and focus on symbols and feelings <p>Learning about religion</p> <ul style="list-style-type: none"> • explore a range of religious stories and sacred writings and talk about their meanings • name and explore a range of celebrations, worship and rituals in religion noting similarities where appropriate • identify the importance for some people of belonging to a religion and recognise the difference that this makes to their lives <p>Learning from religion</p> <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts such as worship 		<p>KS2</p> <p>Themes</p> <ul style="list-style-type: none"> • how people’s belief about God, the World and others impact on their lives • what sacred texts and other sources say about God, the world and human life • pilgrimage and sacred places – where, how and why people worship at particular sites • how religious and spiritual ideas are expressed • figures from whom believers find inspiration <p>Experiences and opportunities</p> <ul style="list-style-type: none"> • encountering religion through visitors and visits to places of worship • discussing religious and philosophical questions giving reasons for their own beliefs and those of others <p>Learning about religion</p> <ul style="list-style-type: none"> • describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others • use specialist vocabulary in communicating their knowledge and understanding <p>Learning from religion</p> <ul style="list-style-type: none"> • reflect on what it means to belong to a faith community • recognise how commitment to a religion is shown in a variety of ways