Lynn Harrison and Fiona Sweetman June 2014

| Year B Summer Term Madagascar | Class 1 | Class 2 | Class 3 |
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| Science | Working scientifically KS1<br>• asking simple questions and recognising that they can be answered in different ways<br>• observing closely, using simple equipment<br>• performing simple tests<br>• identifying and classifying<br>• using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions | Working scientifically LKS2<br>• asking relevant questions and using different types of scientific enquiries to answer them<br>• setting up simple practical enquiries, comparative and fair tests<br>• making systematic and careful observations and, where appropriate, taking accurate<br>• measurements using standard units, using a range of equipment, including<br>• thermometers and data loggers<br>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions<br>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• reporting on findings from enquiries, including oral and written explanations, displays<br>or presentations of results and conclusions<br>• using results to draw simple conclusions, make predictions for new values, suggest<br>improvements and raise further questions<br>• identifying differences, similarities or changes related to simple scientific ideas and processes<br>• using straightforward scientific evidence to answer questions or to support their findings. | Working scientifically UKS2<br>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>• recording data and results of increasing complexity using scientific diagrams and<br>• labels, classification keys, tables, scatter graphs, bar and line graphs<br>• using test results to make predictions to set up further comparative and fair tests<br>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>• identifying scientific evidence that has been used to support or refute ideas or arguments. |
| | Plants<br>Y1<br>Pupils should be taught to:<br>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>• identify and describe the basic structure of a variety of common flowering plants, including trees. | Plants<br>Y2<br>Pupils should be taught to:<br>• observe and describe how seeds and bulbs grow into mature plants<br>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.<br><br>Y3<br>Pupils should be taught to:<br>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant<br>• investigate the way in which water is transported within plants<br>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | Earth and space<br>Y5 Pupils should be taught to:<br>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>• describe the movement of the Moon relative to the Earth<br>• describe the Sun, Earth and Moon as approximately spherical bodies<br>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br>Light<br>Y6<br>Pupils should be taught to:<br>• recognise that light appears to travel in straight lines<br>• 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<br>• 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<br>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |

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| Art | Painting, collage, Cumberland Show<br>Key stage 1<br>Pupils should be taught:<br>• to use a range of materials creatively to design and make products<br>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination<br>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space<br>• 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. | | Painting, collage, Cumberland Show<br>Key stage 2<br>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.<br>Pupils should be taught:<br>• to create sketch books to record their observations and use them to review and revisit ideas<br>• 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]<br>• about great artists, architects and designers in history. |
| Computing | Communication / collaboration and Productivity | Communication / collaboration and Productivity | Y4 & Y5 Communication / Collaboration and Productivity<br>Y6 Programming and Creativity |
| | Key stage 1<br>Pupils should be taught to:<br>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions<br>• create and debug simple programs<br>• use logical reasoning to predict the behaviour of simple programs<br>• use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>• recognise common uses of information technology beyond school<br>• 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. | | Key stage 2<br>Pupils should be taught to:<br>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs<br>• 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<br>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content<br>• 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<br>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| D&T | Ingredients – Fair trade bake off / picnic, healthy eating<br>KS1<br>Design<br>• design purposeful, functional, appealing products for themselves and other users based on design criteria<br>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br>Make<br>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br>• select from and use a wide range of materials and components: ingredients<br>Evaluate<br>• explore and evaluate a range of existing products<br>• evaluate their ideas and products against design criteria<br>Cooking and nutrition<br>• use the basic principles of a healthy and varied diet to prepare dishes<br>• understand where food comes from. | | Ingredients – Fair trade bake off / picnic, healthy eating<br>KS2<br>Design<br>• 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<br>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design<br>Make<br>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>• select from and use a wider range of materials and components, ingredients<br>Evaluate<br>• investigate and analyse a range of existing products<br>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>• understand how key events and individuals in design and technology have helped shape the world<br>Cooking and nutrition |

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| | | • understand and apply the principles of a healthy and varied diet<br>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| Geography | Mapping<br>Life in the rainforest – tribes and animals<br>Locational knowledge<br>• name and locate the world's seven continents and five oceans<br>Place knowledge<br>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country<br>• Human and physical geography<br>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>Geographical skills and field work<br>• use world maps, atlases and globes<br>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<br>• 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 | Mapping<br>Life in the rainforest – physical geography<br>Locational knowledge<br>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)<br>Human and physical geography<br>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<br>Geographical skills and fieldwork<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• 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 |
| Languages<br>French | KS2 only<br>Pupils should be taught to:<br>• listen attentively to spoken language and show understanding by joining in and responding<br>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words<br>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br>• speak in sentences, using familiar vocabulary, phrases and basic language structures<br>• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*<br>• present ideas and information orally to a range of audiences*<br>• read carefully and show understanding of words, phrases and simple writing<br>• appreciate stories, songs, poems and rhymes in the language<br>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary<br>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly<br>• describe people, places, things and actions orally* and in writing<br>• 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 | Music Express<br>Key stage 1<br>Pupils should be taught to:<br>• use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>• play tuned and untuned instruments musically<br>• listen with concentration and understanding to a range of high-quality live and recorded music<br>• experiment with, create, select and combine sounds using the inter-related dimensions of music. | Music Express<br>Key stage 2<br>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.<br>Pupils should be taught to:<br>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br>• improvise and compose music for a range of purposes using the inter-related dimensions of music<br>• listen with attention to detail and recall sounds with increasing aural memory |

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| | | | • use and understand staff and other musical notations<br>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians<br>• develop an understanding of the history of music. |
| PSHE | Environment and recycling<br>KS1<br>Breadth of Study<br>5a Opportunity to take and share responsibility<br>Knowledge and Understanding<br>2a I take part in discussions with one other person and the whole class.<br>2b I take part in a simple debate about topical issues.<br>2e I realise that people and other living things have needs, and that I have responsibilities to meet them.<br>2g I know what improves and harms my local, natural and built environments and about some of the ways people look after them.<br>2h I contribute positively to the life of the class and school. | | Environment and recycling<br>KS2<br>Breadth of Study<br>1 Develop confidence and responsibility and make the most of their abilities eg looking after the environment, acting as a peer to younger pupils.<br>2 Preparing to take an active role as citizens eg debate topical issues rules bullying racism and democracy.<br>5g Consider social and moral dilemmas<br>5a Take responsibility<br>Knowledge and Understanding<br>2a I research, discuss and debate topical issues, problems and events.<br>1a I talk and write about my opinions, and explain my views, on issues that affect society and myself.<br>2a I research, discuss and debate topical issues, problems and events.<br>1a I talk and write about my opinions, and explain my views, on issues that affect society and myself.<br>2j I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.<br>2k I explore how the media present information. |
| PE | Athletics / Bat and ball / Sports Day | Athletics / Rounders / Sports Day | Athletics / Rounders / Sports Day / Outdoor Ed |
| | Key stage 1<br>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<br>increasingly challenging situations.<br>Pupils should be taught to:<br>• 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<br>• participate in team games, developing simple tactics for attacking and defending | | Key stage 2<br>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.<br>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.<br>Pupils should be taught to:<br>• use running, jumping, throwing and catching in isolation and in combination<br>• 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<br>• develop flexibility, strength, technique, control and balance [for example, through gymnastics]<br>• take part in outdoor and adventurous activity challenges both individually and within a Roman Godsteam<br>• compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| RE | Pilgrimage | Pilgrimage | Pilgrimage |
| | KS1<br>Themes<br>• what people believe about God, humanity and the natural world<br>• how and why some stories are sacred and important in religion<br>• how and why celebrations are important in religion<br>• how and why symbols express religious meaning<br>• figures who have an influence others<br>Experiences and opportunities<br>• using art and design, music, dance and drama to develop their creative talents and imagination<br>Learning about religion<br>• explore a range of religious stories and sacred writings and talk about their meanings<br>• name and explore a range of celebrations, worship and rituals in religion noting similarities | | KS2<br>Themes<br>• how people's belief about God, the World and others impact on their lives<br>• what sacred texts and other sources say about God, the world and human life<br>• how religious and spiritual ideas are expressed<br>• figures from whom believers find inspiration<br>• what is expected of a person in following a religion or belief<br>• worship, pilgrimage and sacred places – where, how and why people worship at particular sites<br>• why some occasions are sacred to believers and what people think about life after death<br>Experiences and opportunities<br>• discussing religious and philosophical questions giving reasons for their own beliefs and those of others |

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| | where appropriate<br>Learning from religion<br>• reflect on and consider religious and spiritual feelings, experiences and concepts such as worship<br>• reflect on how spiritual and moral values affect their own behaviour (Pilgrims) | • expressing and communicating their own and others' insights through art and design, music and dance<br>Learning about religion<br>• use specialist vocabulary in communicating their knowledge and understanding<br>• use and interpret information about religions from a range of sources<br>Learning from religion<br>• reflect on what it means to belong to a faith community<br>• recognise how commitment to a religion is shown in a variety of ways |