

TWO YEAR ROLLING PROGRAMME

	AUTUMN 1A	AUTUMN 1B	SPRING 1A	SPRING 1B	SUMMER1A	SUMMER 1B	AUTUMN 2A	AUTUMN 2B	SPRING 2A	SPRING 2B	SUMMER2A	SUMMER2B
	Conflict and Resolution		Knowledge is Power		In the Beginning		It's a Wonderful World		Horrible Histories and Herstories		From Pirates to Cream Teas! (and all things Cornish)	
SCIENCE	Forces (Y5 objs but adapt)	Materials (Y1,2 objectives)	Electricity (Y4 objs but adapt)	Forces & Magnets (Y3)	Living things & habitats (Y2 objs)	Rocks (Y3 obj - fossils element)	Plants (Y1,2,3)	Seasonal change (Y1 obj)	Animals incl humans (Y1 obj)	Animals incl humans (Y2,3)	Living things & habitat Y2 objs)	Rocks (Y3 - rock types & soil)
	Forces (Y5 obj)	Materials (Y4,5 obj)	Space (Y5 objs)	Electricity (Y3,4,5 obj)	Living things & habitats (Y4 objs)	Evolution & Inheritance (Y6 objs)	Light (Y3 objs)	Sound (Y4 objs)	Animals incl humans (Y3,4)	Animals incl humans (Y5,6)	Living things & habitat (Y5 objs)	Living things and habitats (Y6 objs)
HISTORY KS1	1a Place events and objects within a chronological timeline 1b Use common words and phrases about the passing of time 2a Recognise why people did things, why events happened and what happened as a result 2b Identify differences between ways of life at different times 3a Identify different ways in which the past is represented 4a Find out about the past from a range of sources 4b To ask and answer questions about the past 5a Select from their knowledge of history and communicate in a variety of ways.		1a Place events and objects within a chronological timeline 1b Use common words and phrases about the passing of time 2a Recognise why people did things, why events happened and what happened as a result 2b Identify differences between ways of life at different times 3a Identify different ways in which the past is represented 4a Find out about the past from a range of sources 4b To ask and answer questions about the past 5a Select from their knowledge of history and communicate in a variety of ways.		1a Place events and objects within a chronological timeline 1b Use common words and phrases about the passing of time 2a Recognise why people did things, why events happened and what happened as a result 2b Identify differences between ways of life at different times 3a Identify different ways in which the past is represented 4a Find out about the past from a range of sources 4b To ask and answer questions about the past 5a Select from their knowledge of history and communicate in a variety of ways.		1a Place events and objects within a chronological timeline 1b Use common words and phrases about the passing of time 2a Recognise why people did things, why events happened and what happened as a result 2b Identify differences between ways of life at different times 3a Identify different ways in which the past is represented 4a Find out about the past from a range of sources 4b To ask and answer questions about the past 5a Select from their knowledge of history and communicate in a variety of ways.		1a Place events and objects within a chronological timeline 1b Use common words and phrases about the passing of time 2a Recognise why people did things, why events happened and what happened as a result 2b Identify differences between ways of life at different times 3a Identify different ways in which the past is represented 4a Find out about the past from a range of sources 4b To ask and answer questions about the past 5a Select from their knowledge of history and communicate in a variety of ways.		1a Place events and objects within a chronological timeline 1b Use common words and phrases about the passing of time 2a Recognise why people did things, why events happened and what happened as a result 2b Identify differences between ways of life at different times 3a Identify different ways in which the past is represented 4a Find out about the past from a range of sources 4b To ask and answer questions about the past 5a Select from their knowledge of history and communicate in a variety of ways.	

TWO YEAR ROLLING PROGRAMME

	AUTUMN 1A	AUTUMN 1B	SPRING 1A	SPRING 1B	SUMMER 1A	SUMMER 1B	AUTUMN 2A	AUTUMN 2B	SPRING 2A	SPRING 2B	SUMMER 2A	SUMMER 2B
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History KS2	<p>1a Place events, people and changes into correct periods of time.</p> <p>1b Use dates and vocabulary relating to the passing of time.</p> <p>2a Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>2b Social, ethnic, cultural, religious diversity of the societies studied.</p> <p>2c Identify and describe reasons for, and results of events and changes.</p> <p>2d Describe and make links between events, and changes across periods.</p> <p>3a Recognise the past is represented and interpreted in different ways, and give reasons for this.</p> <p>4a Use a variety of sources to find out about events, people and changes.</p> <p>5b Use dates and historical vocabulary to describe the period.</p> <p>5c Communicate their knowledge and understanding in a variety of ways.</p>	<p>1a Place events, people and changes into correct periods of time.</p> <p>1b Use dates and vocabulary relating to the passing of time.</p> <p>2d Describe and make links between events, and changes across periods.</p> <p>4b Ask and answer questions. Select and record relevant information.</p> <p>5a Recall, select and organize information.</p> <p>5b Use dates and historical vocabulary to describe the period.</p> <p>5c Communicate their knowledge and understanding in a variety of ways.</p>	<p>1a Place events, people and changes into correct periods of time.</p> <p>1b Use dates and vocabulary relating to the passing of time.</p> <p>2a Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>2b Social, ethnic, cultural, religious diversity of the societies studied.</p> <p>2c Identify and describe reasons for, and results of events and changes.</p> <p>2d Describe and make links between events, and changes across periods.</p> <p>3a Recognise the past is represented and interpreted in different ways, and give reasons for this.</p> <p>4a Use a variety of sources to find out about events, people and changes.</p> <p>5b Use dates and historical vocabulary to describe the period.</p> <p>5c Communicate their knowledge and understanding in a variety of ways.</p>	<p>1a Place events, people and changes into correct periods of time.</p> <p>1b Use dates and vocabulary relating to the passing of time.</p> <p>2a Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>2b Social, ethnic, cultural, religious diversity of the societies studied.</p> <p>2c Identify and describe reasons for, and results of events and changes.</p> <p>2d Describe and make links between events, and changes across periods.</p> <p>4b Ask and answer questions. Select and record relevant information.</p> <p>5a Recall, select and organize information.</p> <p>5b Use dates and historical vocabulary to describe the period.</p> <p>5c Communicate their knowledge and understanding in a variety of ways.</p>	<p>1a Place events, people and changes into correct periods of time.</p> <p>1b Use dates and vocabulary relating to the passing of time.</p> <p>2a Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>2b Social, ethnic, cultural, religious diversity of the societies studied.</p> <p>2c Identify and describe reasons for, and results of events and changes.</p> <p>2d Describe and make links between events, and changes across periods.</p> <p>3a Recognise the past is represented and interpreted in different ways, and give reasons for this.</p> <p>4a Use a variety of sources to find out about events, people and changes.</p> <p>5b Use dates and historical vocabulary to describe the period.</p> <p>5c Communicate their knowledge and understanding in a variety of ways.</p>	<p>1a Place events, people and changes into correct periods of time.</p> <p>1b Use dates and vocabulary relating to the passing of time.</p> <p>2d Describe and make links between events, and changes across periods.</p> <p>4b Ask and answer questions. Select and record relevant information.</p> <p>5a Recall, select and organize information.</p> <p>5b Use dates and historical vocabulary to describe the period.</p> <p>5c Communicate their knowledge and understanding in a variety of ways.</p>
Geography	<p>1a Ask geographical questions</p> <p>1b Observe and record</p> <p>1c Express own views about people, places and environments in the United Kingdom</p> <p>2a Use geographical language to describe features</p> <p>2a Use geographical language to describe features</p>	<p>1a Ask geographical questions</p> <p>1b Observe and record</p> <p>1c Express own views about people, places and environments in the United Kingdom</p> <p>2a Use geographical language to describe features</p> <p>3c Recognise how places have become the way they are and how they are changing</p>	<p>1a Ask geographical questions</p> <p>1b Observe and record</p> <p>1c Express own views about people, places and environments in the United Kingdom</p> <p>2a Use geographical language to describe features</p> <p>3d Recognise how places compare with other places within the UK and another non-</p>	<p>1a Ask geographical questions</p> <p>1b Observe and record</p> <p>1c Express own views about people, places and environments in the United Kingdom</p> <p>2a Use geographical language to describe features</p> <p>2b I can use compass</p>	<p>1a Ask geographical questions</p> <p>1b Observe and record</p> <p>1c Express own views about people, places and environments in the United Kingdom</p> <p>2a Use geographical language to describe features</p> <p>2a Use geographical language to describe features</p>	<p>1a Ask geographical questions</p> <p>1b Observe and record</p> <p>1c Express own views about people, places and environments in the United Kingdom</p> <p>2a Use geographical language to describe features</p> <p>2d Use simple fieldwork and</p>

	<p>3a Identify and describe what places are like 3b Identify and describe where places are</p> <p>1a Ask geographical questions 1b collect and record evidence and analyse evidence and draw conclusions 1c identify and explain different views that people, including themselves, hold about topical issues 1d communicate in ways appropriate to the task and audience 2a Use appropriate geographical vocabulary 2d Use secondary sources of information, including aerial photographs 2e draw maps and plans at a range of scales 3a Identify and describe what places are like. 3b The location of places and environments they study and other significant places and environments 4bDescribe and understand key aspects of human geography including; settlement and land use, economic activity (trade links), distribution of natural resources including energy, food, minerals and water</p>	<p>4a Make observations about where things are located and about other features in the environment 4b Recognise changes in physical and human features 4c Identify seasonal and daily weather patterns</p> <p>1a Ask geographical questions 1b collect and record evidence and analyse evidence and draw conclusions 1c identify and explain different views that people, including themselves, hold about topical issues 1d communicate in ways appropriate to the task and audience 2a Use appropriate geographical vocabulary 2f use ICT to help in geographical investigations 2g Decision making skills 3c Describe where places are 4bDescribe and understand key aspects of human geography including; settlement and land use, economic activity (trade links), distribution of natural resources including energy, food, minerals and water</p>	<p>European country</p> <p>1a Ask geographical questions 1b collect and record evidence and analyse evidence and draw conclusions 1c identify and explain different views that people, including themselves, hold about topical issues 1d communicate in ways appropriate to the task and audience 2a Use appropriate geographical vocabulary 3d Explain why places are like they are 3e Identify how and why places change 3f Describe and explain how and why places are similar and different from other places in the same country or other places in the world 4aDescribe and understand key aspects of physical geography including climate , biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes 4bDescribe and understand key aspects of human geography including; settlement and land use, economic activity (trade links), distribution of natural resources including energy, food, minerals and water</p>	<p>directions and directional language 2c Use globes, maps and plans 2d Use simple fieldwork and observational skills</p> <p>1a Ask geographical questions 1b collect and record evidence and analyse evidence and draw conclusions 1c identify and explain different views that people, including themselves, hold about topical issues 1d communicate in ways appropriate to the task and audience 2a Use appropriate geographical vocabulary 2b Use appropriate fieldwork techniques 2c Use atlases, globes maps and plans at a range of scales 3g Recognise how places fit within a wider geographical context and are interdependent 4aDescribe and understand key aspects of physical geography including climate , biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes 4bDescribe and understand key aspects of human geography including; settlement and land use, economic activity (trade links), distribution of natural resources including energy, food, minerals and water</p>	<p>1a Ask geographical questions 1b collect and record evidence and analyse evidence and draw conclusions 1c identify and explain different views that people, including themselves, hold about topical issues 1d communicate in ways appropriate to the task and audience 2a Use appropriate geographical vocabulary 3g Recognise how places fit within a wider geographical context and are interdependent 4bDescribe and understand key aspects of human geography including; settlement and land use, economic activity (trade links), distribution of natural resources including energy, food, minerals and water</p>	<p>observational skills 2e make maps with a key</p> <p>1a Ask geographical questions 1b collect and record evidence and analyse evidence and draw conclusions 1c identify and explain different views that people, including themselves, hold about topical issues 1d communicate in ways appropriate to the task and audience 2a Use appropriate geographical vocabulary 4bDescribe and understand key aspects of human geography including; settlement and land use, economic activity (trade links), distribution of natural resources including energy, food, minerals and water</p>
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Art and Design	<p>Textiles 2a, 2b, 3a, 3b, 2a Investigate the possibilities of a range of materials and processes. 2b Try out tools and techniques, including drawing. 3a Review what they and others' have done and say what they think and feel about it. 3b Say what they may change or improve in the future. 4c Describe the differences and similarities in the work of artists, craftspeople and designers in different times and cultures, different practices and disciplines and making links to their own work.</p> <p>Textiles 1a, 1b, 1c, 2b, 3a, 3b, 4c 1a Record from first-hand evidence, experience and imagination for a variety of purposes. 1b Question and make thoughtful observations about starting points for work. 1c Collect visual and other information to develop ideas, including a sketchbook. 2a Investigate and combine visual and tactile qualities and match them to the purpose of their work. 2b Apply and develop use of tools and techniques, including their control and their use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design.</p>	<p>Drawing 1a, b, 4a 1a Record from first-hand evidence, experience and imagination. 1b Ask and answer questions about starting points for work. 3b Say what they may change or improve in the future. 4a Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space.</p> <p>Drawing 1a, 1b, 1c, 4a 1a Record from first-hand evidence, experience and imagination for a variety of purposes. 1b Question and make thoughtful observations about starting points for work. 1c Collect visual and other information to develop ideas, including a sketchbook. 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 4a How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined.</p>	<p>Painting 1a, 1b, 4a 1a Record from first-hand evidence, experience and imagination. 1b Ask and answer questions about starting 4a Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space.</p> <p>Painting 1a, 1b, 1c, 4a, 4b 1a Record from first-hand evidence, experience and imagination for a variety of purposes. 1b Question and make thoughtful observations about starting points for work. 1c Collect visual and other information to develop ideas, including a sketchbook. 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 4a How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined. 4b How materials and processes can be matched to ideas and intentions.</p>	<p>Printing 2a, 2b, 4a 2a Investigate the possibilities of a range of materials and processes. 2b Try out tools and techniques, including drawing 4a Using visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space</p> <p>Drawing 1a, 1b, 1c, 4a 1a Record from first-hand evidence, experience and imagination for a variety of purposes. 1b Question and make thoughtful observations about starting points for work. 1c Collect visual and other information to develop ideas, including a sketchbook. 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 4a How visual and tactile elements including colour, pattern, texture, line, tone, shape and form can be combined.</p>	<p>Collage 2a, 3a, 3b 2a Investigate the possibilities of a range of materials and processes. 3a Review what they and others' have done and say what they think and feel about it. 3b Say what they may change or improve in the future.</p> <p>Collage 1c, 2a, 3a, 3b 1c Collect visual and other information to develop ideas, including a sketchbook. 2a Investigate and combine visual and tactile qualities and match them to the purpose of their work. 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 3b Adapt work in response to their views and describe how they may develop it further.</p>	<p>3D 2c, 2d, 3a, 3b 2c Represent observations, ideas and feelings, and design and make images and artefacts. 2d Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 3a Review what they and others' have done and say what they think and feel about it. 3b Say what they may change or improve in the future.</p> <p>3D 1c, 2c, 3a, 3b, 4c 1c Collect visual and other information to develop ideas, including a sketchbook. 2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods. 3a Compare methods and ideas used in their own and others' work and say what they think and feel. 3b Adapt work in response to their views and describe how they may develop it further. 4c Artists, craftspeople, architects and designers in different times and cultures.</p>
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	<p>2c Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods.</p> <p>3a Compare methods and ideas used in their own and others' work and say what they think and feel.</p> <p>3b Adapt work in response to their views and describe how they may develop it further.</p> <p>4c Artists, craftspeople, architects and designers in different times and cultures.</p>					
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DESIGN & TECHNOLOGY KS1	<p>1 a Generate ideas from their own and others' experience</p> <p>1c Talk about ideas and plan by suggesting what to do next as ideas develop</p> <p>2f Follow safe procedures for food safety and hygiene</p> <p>3a Talk about ideas, saying what they like and dislike</p> <p>3b Identify what they could have done differently or how they could improve work in the future</p> <p>4a Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger)</p>	<p>1 a Generate ideas from their own and others' experience</p> <p>1c Talk about ideas and plan by suggesting what to do next as ideas develop</p> <p>1d Communicate ideas using a variety of methods, including drawing templates, mock ups and ICT</p> <p>2 a Select tools, techniques and materials from a range selected by the teacher</p> <p>2c Measure, mark out, cut and shape</p> <p>2d Assemble, join and combine materials</p> <p>2e Use simple finishing techniques</p> <p>3a Talk about ideas, saying what they like and dislike</p> <p>3b Identify what they could have done differently or how they could improve work in the future</p> <p>4a Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger)</p> <p>4b How mechanisms can be used in different ways (e.g. wheels and axels that allow movement)</p>	<p>1 a Generate ideas from their own and others' experience</p> <p>2 a Select tools, techniques and materials from a range selected by the teacher</p> <p>3a Talk about ideas, saying what they like and dislike</p> <p>3b Identify what they could have done differently or how they could improve work in the future</p> <p>4a Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger)</p>	<p>1 a Generate ideas from their own and others' experience</p> <p>1b Develop ideas by shaping materials and putting together components</p> <p>1c Talk about ideas and plan by suggesting what to do next as ideas develop</p> <p>1d Communicate ideas using a variety of methods, including drawing templates, mock ups and ICT</p> <p>2b Explore the sensory qualities of materials</p> <p>2c Measure, mark out, cut and shape</p> <p>2d Assemble, join and combine materials</p> <p>3a Talk about ideas, saying what they like and dislike</p> <p>3b Identify what they could have done differently or how they could improve work in the future</p> <p>4a Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger)</p>	<p>1b Develop ideas by shaping materials and putting together components</p> <p>1c Talk about ideas and plan by suggesting what to do next as ideas develop</p> <p>2 a Select tools, techniques and materials from a range selected by the teacher</p> <p>2c Measure, mark out, cut and shape</p> <p>2d Assemble, join and combine materials</p> <p>2e Use simple finishing techniques</p> <p>3a Talk about ideas, saying what they like and dislike</p> <p>3b Identify what they could have done differently or how they could improve work in the future</p> <p>4a Learn about the working characteristics of materials (e.g. folding paper, plaiting yarn to make it stronger)</p>	<p>1 a Generate ideas from their own and others' experience</p> <p>1c Talk about ideas and plan by suggesting what to do next as ideas develop</p> <p>2e Use simple finishing techniques</p> <p>2f Follow safe procedures for food safety and hygiene</p> <p>3a Talk about ideas, saying what they like and dislike</p> <p>3b Identify what they could have done differently or how they could improve work in the future</p>
DESIGN TECHNOLOGY KS2	<p>1a Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and audience</p> <p>2b Suggest alternative ways of making a product if the first attempt fails</p> <p>2c Explore the sensory qualities of materials and how to use them.</p> <p>2f Follow safe procedures for food safety and hygiene</p> <p>2g Understand the principles of a healthy and varied diet</p> <p>2h Understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>2i Prepare and cook a variety of predominantly savoury dishes</p>	<p>1a Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and audience</p> <p>1b Generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>2a Select from a wide range of tools, techniques and materials to perform practical tasks</p> <p>2d Measure, mark out, cut and shape materials accurately</p> <p>3a Investigate and analyse a range of existing products</p>	<p>1a Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and audience</p> <p>1b Generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>2c Explore the sensory qualities of materials and how to use them.</p> <p>2d Measure, mark out, cut and shape materials accurately</p> <p>3b Evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>1a Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and audience</p> <p>1b Generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>2c Explore the sensory qualities of materials and how to use them.</p> <p>2d Measure, mark out, cut and shape materials accurately</p> <p>3b Evaluate their ideas and products against their own design criteria and consider the views of others to</p>	<p>1a Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and audience</p> <p>1b Generate, develop, model and communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design</p> <p>2a Select from a wide range of tools, techniques and materials to perform practical tasks</p> <p>2d Measure, mark out, cut and shape materials accurately</p> <p>3a Investigate and analyse a range of existing products</p>	<p>1a Research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and audience</p> <p>2b Suggest alternative ways of making a product if the first attempt fails</p> <p>2c Explore the sensory qualities of materials and how to use them.</p> <p>2f Follow safe procedures for food safety and hygiene</p> <p>2g Understand the principles of a healthy and varied diet</p> <p>2h Understand seasonality, know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>2i Prepare and cook a variety of predominantly savoury dishes</p>

		<p>3b Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>3c Understand how key events and individuals in design and technology have helped shape the world</p> <p>4a Learn how the working characteristics of materials affect the way they are used</p> <p>4b Learn how materials can be combined and mixed to create more useful properties, to make them stronger, stiffer, or to reinforce them</p> <p>4c Learn how mechanisms can be used to make things move in different ways, using a range of equipment, including ICT control programs (eg. Gears, pulleys, cam, levers and linkages)</p> <p>4d Learn how electrical circuits, including those with switches, can be used . (eg. Bulbs, buzzers, switches and motors)</p>	<p>improve their work</p> <p>3c Understand how key events and individuals in design and technology have helped shape the world</p> <p>4a Learn how the working characteristics of materials affect the way they are used</p>	<p>improve their work</p> <p>3c Understand how key events and individuals in design and technology have helped shape the world</p> <p>4a Learn how the working characteristics of materials affect the way they are used</p>	<p>3b Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>3c Understand how key events and individuals in design and technology have helped shape the world</p> <p>4a Learn how the working characteristics of materials affect the way they are used</p> <p>4b Learn how materials can be combined and mixed to create more useful properties, to make them stronger, stiffer, or to reinforce them</p> <p>4c Learn how mechanisms can be used to make things move in different ways, using a range of equipment, including ICT control programs (eg. Gears, pulleys, cam, levers and linkages)</p> <p>4d Learn how electrical circuits, including those with switches, can be used . (eg. Bulbs, buzzers, switches and motors)</p>	
MFL	<p>1a Listen attentively to spoken language and show understanding by joining in and responding</p> <p>1b Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words</p> <p>1e Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>2c Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>2f Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms (where relevant) and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to</p>	<p>1c Engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>1d Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>2e Describe people, places, things and actions orally and in writing</p>	<p>1f Present ideas and information orally to a range of audiences</p> <p>2a Read carefully and show understanding of words, phrases and simple writing</p> <p>2b Appreciate stories, songs, poems and rhymes in the language</p> <p>2d Write phrases from memory and adapt these to create new sentences, to express ideas clearly</p>	<p>1a Listen attentively to spoken language and show understanding by joining in and responding</p> <p>1b Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words</p> <p>1e Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>2c Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>2f Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms (where relevant) 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</p>	<p>1c Engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>1d Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>2e Describe people, places, things and actions orally and in writing</p>	<p>1f Present ideas and information orally to a range of audiences</p> <p>2a Read carefully and show understanding of words, phrases and simple writing</p> <p>2b Appreciate stories, songs, poems and rhymes in the language</p> <p>2d Write phrases from memory and adapt these to create new sentences, to express ideas clearly</p>

	build sentences; and how these differ from or are similar to English											
MUSIC	1a Use voices expressively and creatively to sing songs, chants and rhymes. 1b Play tuned and untuned instruments musically. 1c Rehearse and perform with others. 3b Make improvements to their own work 1a Sing with clear diction, pitch, phrase and musical expression. 1b Play tuned and untuned instruments with fluency, control and accuracy. 1c Perform to audiences with increasing confidence and control. 1d Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy, fluency, control and expression.		4b Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used. 4c Know that sounds can be made in different ways and described using given and invented signs and symbols. 3b Make improvements to their own work 4b Know how the combined elements of pitch, duration, tempo, timbre, texture and silence can be organized to communicate different moods and effects. 4c Know how music is produced in different ways and understand musical notation		1c Rehearse and perform with others. 3a Explore ideas and feelings about music using movement, dance and musical language. 3b Make improvements to their own work 1c Perform to audiences with increasing confidence and control 1d Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy, fluency, control and expression. 3a Explore ideas and feelings about music using movement, dance and musical language. 3b Make improvements to their own work 4e Develop an understanding of the history of music		1a Use voices expressively and creatively to sing songs, chants and rhymes. 1b Play tuned and untuned instruments musically. 1c Rehearse and perform with others. 3b Make improvements to their own work 1a Sing with clear diction, pitch, phrase and musical expression. 1b Play tuned and untuned instruments with fluency, control and accuracy. 1c Perform to audiences with increasing confidence and control. 1d Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy, fluency, control and expression.		2a Create musical patterns. 2b Explore, choose and organize sounds and musical ideas. 3b Make improvements to their own work 2a Improvise, developing rhythmic and melodic material when performing for a range of purposes. 2b Explore, choose and organize musical ideas within musical structures for a range of purposes. 2c Compose and manipulate ideas and reproduce sounds from aural memory		4a Internalise and recall sounds. 4e Listen with concentration and understanding to a range of high quality live and recorded music. 3b Make improvements to their own work 4a Listen with attention to detail and recall sounds with increasing aural memory 4d How time and place can influence the way music is created, performed and heard. 4f Appreciate and understand a range of high quality live and recorded music from different traditions, composers and musicians	
RELIGIOUS EDUCATION	Exploring people. The Christian way of life	Christmas buildings Hinduism - worship	Chinese new year Cornwall as a place of Christianity	Cornwall as a place of Christianity Exploring books. Significant life events.	Jesus as a historical figure Hinduism - concepts, truths and values.	Sikhism - community and practices. The church	Cornwall as a place of spiritual enquiry Significant life events The Bible	Jesus as a historical figure Jesus	Hinduism - Concepts, truths and values. Sikhism - beliefs and values	Christian way of life Cornwall as a place of spiritual enquiry	Hinduism - family, community and traditions. Sikhism - the gurus. God	Church The church.
ICT	1a Gather information from a variety of sources (block 3 etc- see scheme of work) 1b Enter and store information in a variety of forms 1c Retrieve information that has been stored 4a Review what they have done 4b Describe the effects of		2a To use text, tables, images and sound to develop their ideas. 2b How to select from and add to information they have retrieved for particular purposes. 4a Review what they have done 4b Describe the effects of their actions		3a How to share their ideas by presenting information in a variety of forms. 3b To present their completed work effectively. 4a Review what they have done 4b Describe the effects of their actions 4c Talk about what they might		1a Gather information from a variety of sources (block 3 etc- see scheme of work) 1b Enter and store information in a variety of forms 1c Retrieve information that has been stored 4a Review what they have done 4b Describe the effects of		2a To use text, tables, images and sound to develop their ideas. 2b How to select from and add to information they have retrieved for particular purposes. 4a Review what they have done 4b Describe the effects of		3a How to share their ideas by presenting information in a variety of forms. 3b To present their completed work effectively. 4a Review what they have done 4b Describe the effects of their actions	

	<p>their actions</p> <p>4c Talk about what they might change in the future</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>4c Talk about what they might change in the future</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>change in the future</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>their actions</p> <p>4c Talk about what they might change in the future</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>their actions</p> <p>4c Talk about what they might change in the future</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>4c Talk about what they might change in the future</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>
ICT	<p>1a Talk about what information they need and how they can find and use it.</p> <p>1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying and checking.</p> <p>1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</p> <p>4a Review what they and others' have done to help them develop ideas.</p> <p>4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others'.</p> <p>4c Talk about how they could improve future work.</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>2a How to develop and refine ideas by bringing together, organizing and reorganising, text tables, images and sound.</p> <p>2b To create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them.</p> <p>2c To use simulations and explore models in order to answer 'What if ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships.</p> <p>4a Review what they and others' have done to help them develop ideas.</p> <p>4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others'.</p> <p>4c Talk about how they could improve future work.</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>3a To share and exchange information in various forms including e mail.</p> <p>3b To be sensitive to the needs of the audience and think carefully about content and quality when communicating information.</p> <p>4a Review what they and others' have done to help them develop ideas.</p> <p>4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others'.</p> <p>4c Talk about how they could improve future work.</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>1a Talk about what information they need and how they can find and use it.</p> <p>1b Prepare information for development using ICT, including selecting suitable sources, finding information, classifying and checking.</p> <p>1c Interpret information, to check it is relevant and reasonable and to think about what might happen if there were any errors or omissions.</p> <p>4a Review what they and others' have done to help them develop ideas.</p> <p>4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others'.</p> <p>4c Talk about how they could improve future work.</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>2a How to develop and refine ideas by bringing together, organizing and reorganising, text tables, images and sound.</p> <p>2b To create, test, improve and refine sequences of instructions to make things happen and to monitor events and respond to them.</p> <p>2c To use simulations and explore models in order to answer 'What if ?' questions, to investigate and evaluate the effect of changing values and to identify patterns and relationships.</p> <p>4a Review what they and others' have done to help them develop ideas.</p> <p>4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others'.</p> <p>4c Talk about how they could improve future work.</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>	<p>3a To share and exchange information in various forms including e mail.</p> <p>3b To be sensitive to the needs of the audience and think carefully about content and quality when communicating information.</p> <p>4a Review what they and others' have done to help them develop ideas.</p> <p>4b Describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others'.</p> <p>4c Talk about how they could improve future work.</p> <p>5a Know how to use technology safely (following the e-safety curriculum)</p>
PSHE (SEAL)	<p>Family value, assemblies, circle time etc</p>					

PHYSICAL EDUCATION	Swimming Multi skills Outdoor adventurous Swimming Invasion games (tag Rugby) (uni Hockey)	Swimming High fives Swimming Dance and gym	Dance and gymnastic Outdoor adventurous Football Orienteering	Team games Benchball Multi-skills High-fives Multi-skills	Athletics Ball-skills (inventing games) Althetics cricket	Athletics Net and wall games Strike/field Volleyball/Tenniss	Swimming Multi skills Outdoor adventurous swimming Invasion games Catch ball) (Shuffle ball)	Swimming High fives Swimming Multi-skills Healthy - hearts	Dance and gymnastic Outdoor adventurous Orienteering handball	Teamgames Dodeball Invasion games dodgeball	Yoga Althetics Tennis Judo	Multi-skills Rounders Sportshall althetics
EDUCATIONAL VISITs	Hall for Cornwall				Minack		Hall for Cornwall				Minack	