



Detailed Curriculum Overview

*2014 National curriculum objectives / programmes of study



Woodbury C of E Primary School

Year 1

	Autumn 1 - Sci	Autumn 2 – Hist.	Spring 1 – Sci.	Spring 2 – Hist. / Ge	Summer 1 – Sci.	Summer 2 – Geo/Sci
Topic	The Animal Kingdom <i>*identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>*identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>*describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i> <i>*identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i>	Homes and Toys in the Past <i>*changes within living memory.</i>	Everyday Materials <i>*distinguish between an object and the material from which it is made</i> <i>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>*describe the simple physical properties of a variety of everyday materials</i> <i>*compare and group together a variety of everyday materials on the basis of their simple physical properties</i>	Great Fire of London <i>*events beyond living memory that are significant nationally or globally (H)</i> <i>*understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and contrasting it with another area (G)</i> <i>*use world maps, atlases and globes to identify the United Kingdom and its countries</i>	Plants <i>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>*identify and describe the basic structure of a variety of common flowering plants, including trees</i>	Weather and Seasons <i>*observe changes across the 4 seasons (Sc.)</i> <i>*observe and describe weather associated with the seasons and how day length varies (Sc.)</i> <i>*identify seasonal and daily weather patterns in the United Kingdom (G)</i>
School Value	Respect	Generosity	Love	Forgiveness	Trust	Courage
British Value	Democracy	Mutual respect	Tolerance	Rule of law	Individual liberty	
BLP	Reciprocity	Resourcefulness	Resilience		Reflectiveness	
Maths	Numbers to 10 Number bonds Addition within 10	Subtraction within 10 Positions Numbers to 20	Addition and subtraction within 20 Shapes and patterns	Length and height Numbers to 40 Addition and subtraction word problems	Multiplication Division Fractions Numbers to 100	Time Money Volume, capacity and mass Space
Literacy	Narrative- modern fiction Knock, Knock Open the Door Oi Frog	Narrative – traditional tale Dear Mother Goose Invitation to Nativity	Instructions –to make something It’s My Birthday	Narrative – Modern Fiction Boa’s Bad Birthday The High Street Recount	Non-Chronological report Knights Dino Dinners Reptiles Narrative – Adventure story Nobot	Diary – linked to science
	I Love Bugs		What I Like		Zim, Zam Zoom (animals)	
RE	What does it mean to belong to a faith community?	What do Christians believe God is like? (UC)	Who is Jewish and how do they live?		Who made the world? (UC)	How should we care for others and the world and why does it matter?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DT and Art	Art – drawing and painting Aboriginal animals <i>*To use drawing, painting and sculpture to develop and share their ideas, experience and imagination</i>	DT – Food If you go down to the woods today <i>*use the basic principles of a healthy and varied diet to prepare dishes</i> <i>*understand where food comes from</i>	Art – Mixed media Fire, fire <i>*to use a range of materials creatively to design and make products</i> <i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	DT – Mechanisms Fire engines <i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>*select from and use a range of tools and equipment to perform practical tasks</i> <i>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>*evaluate their ideas and products against design criteria</i>	Art – drawing, painting and textiles Magnified flowers <i>*to use a range of materials creatively to design and make products</i> <i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	DT – Structures Whacky Windmills <i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>*select from and use a range of tools and equipment to perform practical tasks</i> <i>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>*explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i> <i>*evaluate their ideas and products against design criteria</i>
Music	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
PE	Multiskills (movement)	Gymnastics Multiskills (ball skills)	Gymnastics Multiskills (ball skills)	Multiskills (games)	Dance Athletics	Multiskills (racket) Multiskills (striking and fielding)

Year 2

	Autumn 1 - Sci	Autumn 2 – Hist.	Spring 1 – Sci.	Spring 2 – Geo.	Summer 1 – Sci.	Summer 2 – Geo
Topic	Living Things and their Habitats <i>*explore and compare the differences between things that are living, dead, and things that have never been alive</i> <i>*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</i> <i>*identify and name a variety of plants and animals in their habitats, including microhabitats</i> <i>*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</i>	The Moon Landing <i>*the lives of significant individuals in the past who have contributed to national and international achievements.</i>	Everyday Materials <i>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <i>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>	Hot and Cold Places <i>*name and locate the world’s 7 continents and 5 oceans</i> <i>*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</i> <i>*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>	Life Cycles <i>*observe and describe how seeds and bulbs grow into mature plants</i> <i>*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i> <i>*notice that animals, including humans, have offspring which grow into adults</i> <i>*find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>	Tanzania <i>*understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country</i> <i>*use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i> <i>*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</i> <i>*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</i> <i>*use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</i>
School Value	Respect	Generosity	Love	Forgiveness	Trust	Courage
British Value	Democracy	Mutual respect	Tolerance	Rule of law	Individual liberty	
BLP	Reciprocity	Resourcefulness	Resilience		Reflectiveness	
Maths	Numbers to 100 Addition and subtraction	Multiplication and division (2, 5, 10)	Multiplication and division (2,5,10) Length Mass Temperature	Money Picture graphs 2D and 3D shapes	Fractions	Word problems Time Volume
Literacy	Narrative- Traditional Tale The Mouse and the Elephant Mixed Up Fairy Tales Non-Chronological report Creature Features Dinosaurs Penguins	Biography Amelia Earhart (little People, Big Dreams)	Instructions – science How to dress up as a book character How to Wash a Woolly Mammoth Narrative- adventure story Augustus and his Smile The Naughty Bus Traction Man	Narrative – setting description Little Red Riding Hood: Nosy Crow Stuck The Dragon Machine	Letter Recount – school trip	Narrative – traditional tale from another culture Fatou, Fetch the Water
	Zim, Zam, Zoom (space)		Tell Me a Dragon		A First Poetry Book	
RE	Who is a Muslim and how do they live?	Why does Christmas matter to Christians? (UC)	Who is Muslim and how do they live?	Why does Easter matter to Christians? (UC)	What is the good news Jesus brings? (UC)	What makes some places sacred to believers?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DT and Art	Art – Drawings and paintings Henri Rousseau <i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>*to learn 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</i>	DT – Textiles Delightful decorations <i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>*select from and use a range of tools and equipment to perform practical tasks</i> <i>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>*explore and evaluate a range of existing products</i> <i>*evaluate their ideas and products against design criteria</i>	Art – Sculpture Reclaimed <i>*to use a range of materials creatively to design and make products</i> <i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	DT – Food That’s refreshing! <i>*use the basic principles of a healthy and varied diet to prepare dishes</i> <i>*understand where food comes from</i>	Art – collage Look at me! <i>*to use a range of materials creatively to design and make products</i> <i>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>	DT – structures Tanzanian homes <i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>*select from and use a range of tools and equipment to perform practical tasks</i> <i>*build structures, exploring how they can be made stronger, stiffer and more stable</i> <i>*evaluate their ideas and products against design criteria</i>
Music	Hands, Feet, Heart	Ho, Ho, Ho!	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay

PE	Multiskills (movement)	Gymnastics Multiskills (ball skills)	Gymnastics Multiskills (ball skills)	Multiskills (games)	Dance Athletics	Multiskills (racket) Multiskills (striking and fielding)
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Year 3

	Autumn 1 - Sci	Autumn 2 – Hist.	Spring 1 – Sci.	Spring 2 – Hist.	Summer 1 – Sci.	Summer 2 – G (& S)
Topic	Rocks and Fossils <i>*compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> <i>*describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> <i>*recognise that soils are made from rocks and organic matter</i>	Ancient Egypt <i>*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i>	Forces and Magnets <i>*compare how things move on different surfaces</i> <i>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</i> <i>*observe how magnets attract or repel each other and attract some materials and not others</i> <i>*compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</i> <i>*describe magnets as having 2 poles</i> <i>*predict whether 2 magnets will attract or repel each other, depending on which poles are facing</i>	Stone Age to Iron Age <i>*changes in Britain from the Stone Age to the Iron Age</i>	Plants and Light <i>*identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i> <i>*explore the requirements of plants for life and growth and how they vary</i> <i>*investigate the way in which water is transported within plants</i> <i>*explore the part that flowers play in the life cycle of flowering plants</i> <i>*recognise that they need light in order to see things and that dark is the absence of light</i> <i>notice that light is reflected from surfaces</i> <i>*recognise that light from the sun can be dangerous</i> <i>*recognise that shadows are formed when the light from a light source is blocked</i> <i>*find patterns in the way that the size of shadows change</i>	Rivers and Coasts <i>*describe and understand key aspects of:</i> <i>- physical geography, including: rivers, and the water cycle</i> <i>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> <i>*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</i> <i>*identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (S)</i>
School Value	Respect	Generosity	Love	Forgiveness	Trust	Courage
British Value	Democracy	Mutual respect	Tolerance	Rule of law	Individual liberty	
BLP	Reciprocity	Resourcefulness	Resilience		Reflectiveness	
Maths	Numbers to 10,000 Addition and subtraction	Multiplication and division	Length Mass Volume	Money Time	Picture graphs and bar graphs Fractions	Angles Lines and shapes Perimeter of figures
Literacy	Narrative <i>The Beasties</i> <i>Lord of the Forest</i>	Explanation text – linked to topic <i>Until I Met Dudley</i> Narrative – Story from another culture <i>Gregory Cool</i>	Narrative – Dialogue <i>Grendel A Cautionary Tale</i> Instructions – science <i>Grow Your Own Lettuce</i> <i>Marvin and Milo</i>	Setting Description <i>Firebird</i> <i>Paperbag Prince</i>	Information Text <i>Outdoor Wonderland</i> Narrative – modern fiction <i>Ratpunzel</i> <i>Jack and the Dreamsack</i>	Persuasive letter <i>RSBP (Y4 text)</i>
	Paint me a poem		Carry Me Away		A River	
RE	What do Christians learn from the creation story? (UC)	What is it like to follow God? (UC)	How do festivals and worship show what matters to a Muslim?	How do festivals and worship show what matters to Jewish people?	What kind of world did God want? (UC)	How and why do people try to make the world a better place?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DT and Art	DT – food Sandwich snacks <i>*understand and apply the principles of a healthy and varied diet</i> <i>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i>	Art – sculpture Clay cartouche and canopic jars <i>*to create sketch books to record their observations and use them to review and revisit ideas</i> <i>*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]</i> <i>*learn about great artists, architects and designers in history</i>	DT – pneumatics Moving monsters <i>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>*select from and use a wider range of tools and equipment to perform practical tasks accurately</i> <i>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*understand and use mechanical systems in their products</i>	Art – printing That’s symbolic <i>*to create sketch books to record their observations and use them to review and revisit ideas</i> <i>*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]</i> <i>*learn about great artists, architects and designers in history</i>	DT – structures Making mini greenhouses <i>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>*select from and use a wider range of tools and equipment to perform practical tasks accurately</i> <i>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i>	Art -drawing and painting Impressionism <i>*to create sketch books to record their observations and use them to review and revisit ideas</i> <i>*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]</i> <i>*learn about great artists, architects and designers in history</i>

Music	Let Your Spirit Fly	Glockenspiel Stage One	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
PE	OAA Catchball	Dodgeball Tag rugby	Gymnastics Fitness	Hockey Tennis	Dance Athletics	Dartmoor 3 ball Swimming

Year 4

	Autumn 1 - Sci	Autumn 2 – Hist.	Spring 1 – Sci.	Spring 2 – Hist.	Summer 1 – Sci. and G	Summer 2 – Ge
Topic	Inside the Human Body <i>*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</i> <i>*identify that humans and some other animals have skeletons and muscles for support, protection and movement</i> <i>*describe the simple functions of the basic parts of the digestive system in humans</i> <i>*identify the different types of teeth in humans and their simple functions</i>	The Romans <i>*the Roman Empire and its impact on Britain</i>	Sound and Electricity <i>*identify how sounds are made, associating some of them with something vibrating</i> <i>recognise that vibrations from sounds travel to the ear</i> <i>*find patterns between the pitch of a sound and features of the object that produced it</i> <i>*find patterns between the volume of a sound and the strength of the vibrations that produced it</i> <i>*recognise that sounds get fainter as the distance from the sound source increases</i> <i>*identify common appliances that run on electricity</i> <i>construct a simple series electrical circuit, identifying and naming its basic parts</i> <i>*identify whether or not a lamp will light in a simple series circuit</i> <i>*recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i> <i>*recognise some common conductors and insulators, and associate metals with being good conductors</i>	Vikings and Anglo-Saxons <i>*Britain's settlement by Anglo-Saxons and Scots</i> <i>*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	The Rainforest <i>*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</i> <i>*describe and understand key aspects of:</i> <i>- physical geography, including: climate zones, biomes and vegetation belts</i> <i>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> <i>*construct and interpret a variety of food chains, identifying producers, predators and prey (S)</i> <i>*recognise that living things can be grouped in a variety of ways (S)</i> <i>*explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (S)</i> <i>*recognise that environments can change and that this can sometimes pose dangers to living things (S)</i>	France <i>*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</i> <i>*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</i>
School Value	Respect	Generosity	Love	Forgiveness	Trust	Courage
British Value	Democracy	Mutual respect	Tolerance	Rule of law	Individual liberty	
BLP	Reciprocity	Resourcefulness	Resilience		Reflectiveness	
Maths	Numbers to 10,000 Addition and subtraction within 10,000	Addition and subtraction within 10,000 Multiplication and division	Multiplication and division	Graphs Fractions Time	Decimals Money Mass, volume and length	Area of figures Geometry Position and movement Roman numerals
Literacy	Narrative Leon and the Place Between Monster Slayer	Diary A Walk in London Narrative -Myth/Legend Dragons: Truth, Myth and Legends Myth Atlas	Biography Meet the Artist! Alexander Calder Great Women Who Changed the World	Narrative - dialogue Beyond the Stars The Most Wonderful Thing in the World Formal letter- inform	Chronological report (information text) Rainforest Rough Guide An Anthology of Intriguing Animals Setting Description The Great Kapok Tree	Narrative – Story from another culture The Day of Ahmed's Secret
	Poetry Pie		The Works		Carry Me Away	
RE	What is the trinity and why is it important for Christians? (UC)	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'? (UC)	When Jesus left, what was the impact of Pentecost? (UC)	How and why do people mark significant life events?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

DT and Art	<p>DT – textiles</p> <p>Roman purses</p> <p><i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>*select from and use a range of tools and equipment to perform practical tasks</i></p> <p><i>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>*explore and evaluate a range of existing products</i></p> <p><i>*evaluate their ideas and products against design criteria</i></p>	<p>Art – mosaics</p> <p>Marvellous mosaics</p> <p><i>*to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>*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]</i></p> <p><i>*learn about great artists, architects and designers in history</i></p>	<p>DT – electrical systems</p> <p>Terrific torches</p> <p><i>* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>*select from and use a wider range of tools and equipment to perform practical tasks</i></p> <p><i>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>*investigate and analyse a range of existing products</i></p> <p><i>* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>*understand and use electrical systems in their products</i></p>	<p>Art – drawing and painting</p> <p>Mythical beasts</p> <p><i>*to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>*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]</i></p> <p><i>*learn about great artists, architects and designers in history</i></p>	<p>Art – printing</p> <p>Powerful patterns</p> <p><i>*to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>*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]</i></p> <p><i>*learn about great artists, architects and designers in history</i></p>	<p>DT – food</p> <p>Salad Francaise</p> <p><i>*understand and apply the principles of a healthy and varied diet</i></p> <p><i>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>
Music	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
PE	OAA Catchball	Dodgeball Tag rugby	Gymnastics Fitness	Football Tennis	Dance Athletics	Dartmoor 3 ball Paralympics

Year 5

	Autumn 1 - Sci	Autumn 2 – Hist.	Spring 1 – Sci.	Spring 2 – Geog.	Summer 1 – Sci.	Summer 2 – G
Topic	<p>Earth and Space</p> <p><i>*describe the movement of the Earth and other planets relative to the sun in the solar system</i></p> <p><i>*describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies</i></p> <p><i>*use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</i></p> <p><i>*explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>*identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></p> <p><i>*recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</i></p>	<p>Ancient Civilizations</p> <p>The Mayans and the Greeks</p> <p><i>*a non-European society that provides contrasts with British history – Mayan civilization c. AD 900</i></p> <p><i>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p>Changing States</p> <p><i>*compare and group together everyday materials on the basis of their states and their properties</i></p> <p><i>*observe that some materials change state when they are heated or cooled</i></p> <p><i>*know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>*use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>*give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p> <p><i>*demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>*explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</i></p>	<p>Mountains, Volcanoes and Earthquakes</p> <p><i>*describe and understand key aspects of:</i></p> <p><i>- physical geography, including: mountains, volcanoes and earthquakes</i></p> <p><i>*locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>*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), and land-use patterns; and understand how some of these aspects have changed over time</i></p>	<p>Life Cycles</p> <p><i>*describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>*describe the life process of reproduction in some plants and animals</i></p>	<p>South America</p> <p><i>*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</i></p> <p><i>*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)</i></p> <p><i>*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, and a region in North or South America</i></p>
School Value	Respect	Generosity	Love	Forgiveness	Trust	Courage
British Value	Democracy	Mutual respect	Tolerance	Rule of law	Individual liberty	
BLP	Reciprocity	Resourcefulness	Resilience		Reflectiveness	
Maths	Numbers to 1 million Addition and subtraction	Multiplication and division Word problems	Graphs Fractions	Fractions Decimals Percentages	Geometry Position and movement Measurements	Area and perimeter Volume Roman numerals
Literacy	Narrative – Short Story Art – A Word in Your Ear Biography Charles Dickens: Scenes from an extraordinary life Women in Science Cloth Lullaby	Newspaper article	Information Text Ripley's Mighty Machines Narrative- Suspense and Mystery The Shadow Cage	Persuasive Letter The Day the Crayons Quit RSPB	Narrative – dialogue The Tear thief A Thief in the Village and Other Stories	Setting description Classics Unfolded: The Secret Garden Non-Chronological report Everything you need to know about snakes
	Bethlehem: a Christmas poem		Earth Verse		Is this a poem?	
RE	What does it mean if God is loving and holy? (UC)	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah? (UC)	Why is the Torah so important to Jewish people?	What would Jesus do now? (UC)	What matters most to Humanists and Christians?

PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DT and Art	DT – textiles Talking textiles <i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> <i>*select from and use a range of tools and equipment to perform practical tasks</i> <i>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> <i>*explore and evaluate a range of existing products</i> <i>*evaluate their ideas and products against design criteria</i>	DT – structures Mayan temple models <i>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>*select from and use a wider range of tools and equipment to perform practical tasks accurately</i> <i>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i>	Art – sculpture Clay vases <i>*to create sketch books to record their observations and use them to review and revisit ideas</i> <i>*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]</i> <i>*learn about great artists, architects and designers in history</i>	DT – mechanical Crazy cam mechanics <i>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> <i>*select from and use a wider range of tools and equipment to perform practical tasks accurately</i> <i>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <i>*understand and use mechanical systems in their products</i>	Art – drawing and paintings Fabulous Frida Kahlo <i>*to create sketch books to record their observations and use them to review and revisit ideas</i> <i>*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]</i> <i>*learn about great artists, architects and designers in history</i>	DT – food Brazilian street food <i>*understand and apply the principles of a healthy and varied diet</i> <i>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i>
Music	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel Air	Dancing In The Street	Reflect, Rewind and Replay
PE	OAA Netball	Dodgeball Tag rugby	Gymnastics Fitness	Hockey Tennis	Dance Athletics	Cricket Paralympics

Year 6

	Autumn 1 - Sci	Autumn 2 – Hist.	Spring 1 – Sci.	Spring 2 – Geog.	Summer 1 – Sci.	Summer 2 – Sci and G
Topic	Healthy Body, Healthy Mind <i>*describe the changes as humans develop to old age</i> <i>*identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i> <i>*recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i> <i>*describe the ways in which nutrients and water are transported within animals, including humans</i>	How did WW2 affect Woodbury? <i>*a local history study</i> <i>*use the 8 points of a compass, 4- and 6-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 (G)</i> <i>*describe and understand key aspects of human geography such as land use and understand how some of these aspects have changed over time (G)</i>	Was Charles Darwin right? <i>*recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i> <i>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i> <i>*identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i>	Crime and Punishment through the Ages <i>*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	Bright Sparks <i>*recognise that light appears to travel in straight lines</i> <i>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</i> <i>*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</i> <i>*use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i> <i>*associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i> <i>*compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</i> <i>*use recognised symbols when representing a simple circuit in a diagram</i>	The Global Crisis <i>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (S)</i> <i>*give reasons for classifying plants and animals based on specific characteristics (S)</i> <i>*describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i> <i>*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</i>
School Value	Respect	Generosity	Love	Forgiveness	Trust	Courage
British Value	Democracy	Mutual respect	Tolerance	Rule of law	Individual liberty	
BLP	Reciprocity	Resourcefulness	Resilience		Reflectiveness	
Maths	Numbers to 10 million Four operations on whole numbers	Fractions and decimals	Measurements and word problems	Percentages Ratio Algebra	Area and perimeter Volume Geometry	Position and movement Graphs and averages Negative numbers
Literacy	Information text Anatomy: A Cutaway Look Inside the Human Body Narrative – short story How the Whale Became and Other Stories Blackberry Blue The Chronicles of Harris Burdick	Diary entry Where My Wellies Take Me My Secret War Diary	Balanced argument Setting description/story opening The Princess' Blankets	Newspaper article	Explanation text Wallace and Gromit Cracking Contraptions Manual Stuff you should know! Narrative – dialogue Weslandia	Playscripts Persuasive Letter Are Humans Damaging the Atmosphere?

	I am cat		Cloud Busting		Lost for words	
RE	Why do Hindus want to be good?	Why do some people believe in God and some people not?	Creation and Science: Conflicting or complementary? (UC)	What did Jesus do to save human beings? (UC)	What kind of king is Jesus?	How does faith help people when life gets hard?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DT and Art	<p>DT – food Diwali feast</p> <p><i>*understand and apply the principles of a healthy and varied diet</i></p> <p><i>*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>	<p>Art – drawings and paintings In Flanders Fields</p> <p><i>*to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>*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]</i></p> <p><i>*learn about great artists, architects and designers in history</i></p>	<p>DT – textiles Marvellous microbes</p> <p><i>*design purposeful, functional, appealing products for themselves and other users based on design criteria</i></p> <p><i>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><i>*select from and use a range of tools and equipment to perform practical tasks</i></p> <p><i>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><i>*explore and evaluate a range of existing products</i></p> <p><i>*evaluate their ideas and products against design criteria</i></p>	<p>Art – printing Street Art</p> <p><i>*to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>*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]</i></p> <p><i>*learn about great artists, architects and designers in history</i></p>	<p>DT – electrical systems All the fun of the fair</p> <p><i>*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p><i>*select from and use a wider range of tools and equipment to perform practical tasks</i></p> <p><i>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></p> <p><i>*investigate and analyse a range of existing products</i></p> <p><i>*evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>*understand and use electrical systems in their products</i></p>	<p>Art – sculpture and digital art Nature rocks</p> <p><i>*to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>*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]</i></p> <p><i>*learn about great artists, architects and designers in history</i></p>
Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Identity	Reflect, Rewind and Replay
PE	OAA Netball	Dodgeball Tag rugby	Gymnastics Fitness	Football Tennis	Dance Athletics	Rounders Paralympics