

Callow End CE Primary School

2 Yr Curriculum Plan 2014 - 2015 & 2015 - 2016)

	Year 1 2014 - 2015			Year 2 2014 - 2015		
MATHEMATICS	Pupils should be taught POS content as detailed in the National Curriculum for each year group.					
ENGLISH	Pupils should be taught POS content as detailed in the National Curriculum for each year group. The composition of the writing curriculum will be taught through a variety of genres in each class.					
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 1 Year R & Year 1	Non Fiction Recount, reports, instructions, labels and captions. Fiction Traditional tales, repetitive patterns, fantasy Poetry Themes, rhymes, acrostic			Non Fiction Recount, reports, instructions, labels and captions. Fiction Traditional tales, repetitive patterns, fantasy Poetry Themes, rhymes, acrostic		
Class 2 Year 2 & Year 3	Non Fiction Recount in a letter/diary, non chronological reports, instructions, explanations, persuasive adverts and posters Fiction Stories in familiar settings, stories by the same author, traditional tales, adventure stories, playscripts Poetry Performance, shape poetry, themes			Non Fiction Recount in a letter/diary, non chronological reports, instructions, explanations, persuasive adverts and posters Fiction Stories in familiar settings, stories by the same author, traditional tales, adventure stories, playscripts Poetry Performance, shape poetry, themes		
Class 3 Year 4 & Year 5	Non Fiction Recounts in newspapers, information, non chronological reports, explanations, persuasive writing Fiction Folk tales, myths and legends, stories from other cultures, older literature, issues and dilemmas, playscripts Poetry Classical, haiku, figurative			Non Fiction Recounts in newspapers, information, non chronological reports, explanations, persuasive writing Fiction Folk tales, myths and legends, stories from other cultures, older literature, issues and dilemmas, playscripts Poetry Classical, haiku, figurative		
Class 4 Year 6	Non Fiction Recount, biography, auto biography, discussion, persuasion, explanation, information. Fiction Detective/crime/horror, classical, modern, historical Poetry Classic narrative poetry, imagery			Non Fiction Recount, biography, auto biography, discussion, persuasion, explanation, information. Fiction Detective/crime/horror, classical, modern, historical Poetry Classic narrative poetry, imagery		
SCIENCE	Scientific Enquiry Pupils should be taught to use the practical scientific methods, processes and skills through the teaching of the POS content as detailed in the National Curriculum.					
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 1 Year R & Year 1	Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.			Seasonal Changes Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.		

	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. Forest School & Gardening</p>			<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. Forest School & Gardening</p>	
	<p>Animals, including humans Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Life Cycles - Chickens</p>		<p>Everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Life Cycles – Butterflies</p>
<p>Class 2 Year 2 & Year 3</p>	<p>Forces and magnets Compare how things move over different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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.</p>	<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different source of food.</p> <p>Animals, including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>		<p>Light Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light source is blocked by a solid object. Find patterns in the way that the size of shadows changes.</p> <p>Rocks</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and describe the function of different flowering plants: roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>

	<p>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Use of everyday materials Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>		<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p>		
<p>Class 3 Year 4 & Year 5</p>	<p>Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Animals, including humans Describe the simple functions of the basic parts of the digestive system in</p>	<p>Living things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p>	<p>States of matter Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happened in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Properties and changes of materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p>	<p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Earth and space Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies Use the ideas of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>

		<p>humans. Identify the different types of teeth in human and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the changes as humans develop to old age.</p>		<p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids in gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		
<p>Class 4 Year 6</p>	<p>Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and base on similarities and differences, including micro-organisms, plants and animals.</p> <p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and</p>	<p>Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Light Recognise that light appears to travel in straight line. Use the idea that light travels</p>	<p>Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>As Year 1</p>		

	lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	in straight line to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.					
HISTORY							
	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 1 Year R & Year 1	Changes within living memory.				Significant historical events, people and places in our locality.		
Class 2 Year 2 & Year 3	Events beyond living memory that are significant nationally or globally. <i>Great Fire of London</i> Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>Elizabeth I and Queen Victoria</i> The achievement of the Earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of <i>Ancient Egypt</i>		
Class 3 Year 4 & Year 5		A non-European society that provides contrasts with British history – Mayan civilisation c AD 900 A local historical study that investigates a site. <i>Stuarts & Worcester</i>			Ancient Greece – a study of Greek life and achievements and their influence on the western world. Changes in Britain from the Stone Age to the Iron Age		

Class 4 Year 6	A study beyond 1066 World War One		The Roman Empire and its impact on Britain.	As Year 1		
GEOGRPAHY						
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 1 Year R & Yr 1	<p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the counties, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional knowledge to describe the location of features and routes on a map. Use aerial and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features' of its surrounding environment.</p> <p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and it surrounding seas.</p>			<p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the counties, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional knowledge to describe the location of features and routes on a map. Use aerial and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features' of its surrounding environment.</p> <p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and it surrounding seas.</p>		
Class 2 Year 2 & Year 3	<p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the counties, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional knowledge to describe the location of features and routes on a map. Use aerial and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features' of its surrounding environment.</p> <p>Locational knowledge Name and locate the world's seven continents and five oceans.</p>			<p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the counties, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional knowledge to describe the location of features and routes on a map. Use aerial and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features' of its surrounding environment.</p> <p>Locational knowledge Name and locate the world's seven continents and five oceans.</p>		
	<p>Human and physical geography Types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water</p>			<p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country UK/India</p>		
Class 3 Year 4 & Year 5	<p>Geographical skills and fieldwork Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locational knowledge 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</p>			<p>Locational knowledge Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns: and understand how some of these aspects have changed over time.</p>		

	physical and human and characteristics, countries and major cities. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North and South America.	Human and physical geography Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	
Class 4 Year 6	Locational knowledge 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) Geographical skills and fieldwork 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 UK and the wide world	Locational knowledge 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) Geographical skills and fieldwork 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 UK and the wide world	

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MUSIC							
	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 1 Year R & Yr 1	Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music				Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music		
Class 2 Year 2 & Year 3	Experiment with, create, detect and combine sound using the interrelated dimensions of music. Improve and compose music for a range of using the interrelated dimensions of music.				Experiment with, create, detect and combine sound using the interrelated dimensions of music. Improve and compose music for a range of using the interrelated dimensions of music.		
Class 3 Year 4 & Year 5	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control; and expression. Use and understand staff and other musical notations. Improve and compose music for a range of purposes using the interrelated dimension of music Young Voices Play 2 Learn				Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control; and expression. Use and understand staff and other musical notations. Improve and compose music for a range of purposes using the interrelated dimension of music.		
Class 4 Year 6	Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.				Develop an understanding of the history of music. Listen with attention to detail and recall sounds with increasing aural memory.		

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ART & DESIGN							
	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 1 Year R & Yr 1	Use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.				Use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		

Class 2 Year 2 & Year 3	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. The work of a range of artist, craft makers and designers, describing the differences and similarities between different practices and disciplines, an making links to their own work.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Class 3 Year 4 & Year 5	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. To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Great artists, architects and designers in history.	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. To use sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Great artists, architects and designers in history.
Class 4 Year 6	Week before October half term Class 1 & Class 2 – Artist Class 3 – Designer Class 4 - Architect	

DT	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.					
	Autumn	Spring	Summer	Autumn	Spring	Summer
Class 1 Year R & Yr 1	Design Design purposeful, functional, appealing products for themselves and other user based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.			Design Design purposeful, functional, appealing products for themselves and other user based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.		
Class 2 Year 2 & Year 3	Make Select from and use a range of tools and equipment to perform practical tasks. Select form and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food come s from. Healthy Eating Week			Make Select from and use a range of tools and equipment to perform practical tasks. Select form and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria. Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food come s from. Healthy Eating Week		
Class 3	Design			Design		

<p>Year 4 & Year 5</p> <p>Class 4</p> <p>Year 6</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks. Select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how the key events and individuals in design technology have helped shape the world.</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structure</p> <p>Academy Day Understand and use mechanical systems in their products (Link to Forces work in Yr 4 & Yr 5) Understand and use electrical systems in their products (Link to Electricity work in Yr4 & Yr6) Apply the understanding of computing to program, monitor and control products.</p> <p>Cooking and nutrition Use the basic principles of a healthy and varied diet. Prepare and cook a variety of predominantly savour dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Link to Science) Healthy Eating Week</p>			<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks. Select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how the key events and individuals in design technology have helped shape the world.</p> <p>Technical Knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structure</p> <p>Academy Day Understand and use mechanical systems in their products (Link to Forces work in Yr 4 & Yr 5) Understand and use electrical systems in their products (Link to Electricity work in Yr4 & Yr6) Apply the understanding of computing to program, monitor and control products.</p> <p>Cooking and nutrition Use the basic principles of a healthy and varied diet. Prepare and cook a variety of predominantly savour dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Link to Science) Healthy Eating Week</p>		
Computing						
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Class 1</p> <p>Year R & Yr 1</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>			<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>		
<p>Class 2</p> <p>Year 2 & Year 3</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>E-Safety Week – Spring Term Recognise common uses of information technology beyond school</p>			<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>E-Safety Week – Spring Term <i>Recognise common uses of information technology beyond school</i></p>		

	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.		<i>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.</i>
Class 3 Year 4 & Year 5	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Class 4 Year 6	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. E-Safety Week – Spring Term Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. E-Safety Week – Spring Term Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 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.

LANGUAGES						
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	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 2 Year 2 & Year 3		German				German	
Class 3 Year 4 & Year 5		Spanish				Spanish	
Class 4 Year 6		French				French	

RE						
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Taken from the Worcestershire Agreed Syllabus for RE 2105 – 2020							
	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 1 Year R & Yr 1	F1 Which stories are special and why? F3 Which places are special and why? F5 Where do we belong?				F2 Which people are special and why? F4 Which times are special and why? F6 What is special about our world and why?		

	1.1 Who is a Christian and what do they believe? 1.5 What makes some places sacred? <i>(Christians, Muslims and/or Jewish people)</i> 1.7 What does it mean to belong to a faith community. <i>(Christians, Muslims and/or Jewish people)</i>			1.1 Who is a Christian and what do they believe? 1.5 What makes some places sacred? <i>(Christians, Muslims and/or Jewish people)</i> 1.7 What does it mean to belong to a faith community. <i>(Christians, Muslims and Jewish people)</i>			
Class 2 Year 2 & Year 3	1.2 Who is a Muslim and what do they believe? L2.1 What do different people believe about God? <i>(Christians, Hindus and Muslims)</i> L2.7 What does it mean to be a Christian in Britain today? Visit to the Cathedral 1.6 How and why do we celebrate special and sacred times? <i>(Christians, Jewish people and Muslims)</i>			1.3 What can we learn from sacred books? <i>(Christians, Muslims and Jewish people)</i> L2.2 Why is the Bible so important for Christians today? 1.8 How should we care for others and the world, and why does it matter? <i>(Christians, Muslims and Jewish people)</i> L2.4 Why do people pray? <i>(Christians, Hindus and Muslims)</i>			
Class 3 Year 4 & Year 5	L2.3 Why is Jesus inspiring to some people? U2.2 What would Jesus do? (Can we love by the values of Jesus in the twenty-first century?) L2.8 What does it mean to be a Hindu in Britain today? Visit to a Temple L2.5 Why are festivals important to religious communities? <i>(Christians, Hindus, Muslims and Jewish people)</i> L2.6 Why do some people think that life is a journey and what significant experiences mark this? <i>(Christians, Hindus and Jewish people and non-religious responses eg Humanist)</i>			U2.6 What does it mean to be a Muslim in Britain today? Visit to a Mosque L2.9 What can we learn from religions about deciding what is right and wrong? <i>(Christians, Jewish people and non-religious responses eg Humanist)</i> U2.1 Why do some people think God exists? <i>(Christians and non-religious eg Humanists)</i> U2.4 If God is everywhere why go to a place of worship? <i>(Christians, Hindus and or Jewish people)</i>			
Class 4 Year 6	Lifepath – Malvern Priory U2.3 What do religions say to us when life gets hard? <i>(Christians, Hindus and non-religious eg Humanists)</i> U2.7 What matters most to Christians and Humanists? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(Christians, Muslims and non-religious eg Humanists)</i> U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and Ummah (community)? <i>(Christians, Hindus and Muslims)</i>			Lifepath – Malvern Priory U2.3 What do religions say to us when life gets hard? <i>(Christians, Hindus and non-religious eg Humanists)</i> U2.7 What matters most to Christians and Humanists? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>(Christians, Muslims and non-religious eg Humanists)</i> U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and Ummah (community)? <i>(Christians, Hindus and Muslims)</i>			
PSHE & Citizenship							
	Autumn	Spring	Summer		Autumn	Spring	Summer
Class 1 Year R & Yr 1	Me, Feelings and Relationships <i>Me and My Feelings</i> Ground Rules <i>Working and Playing Together</i> Relationships	Healthier and Safer Lifestyles <i>Growing & Changing</i> Responsibilities Keeping Healthy	Healthier and Safer Lifestyles <i>Keeping Safe</i> Medicines Citizenship Rules & Rights Practising Democracy		Me, Feelings and Relationships <i>Me and My Feelings</i> Self awareness <i>Working and Playing Together</i> Emotional Wellbeing	Healthier and Safer Lifestyles <i>Growing and Changing</i> My Body Risks	Healthier and Safer Lifestyles <i>Keeping Safe</i> Asking & Telling Citizenship Me in My Community Similarities and Differences
Class 2 Year 2 & Year 3	Myself and My Relationships <i>Working Together</i> Communications and Participation Self Awareness <i>Friendship and Difference</i> My Relationships Valuing Difference	Citizenship Rules & Rights Understanding and Practising Democracy Me in My Community Similarities and Differences	Healthier and Safer Lifestyles <i>Growing & Changing</i> How my Body Works and Changes Maintaining Personal Hygiene Changing Emotions and Responsibilities		Myself & My Relationships <i>My Emotions</i> Emotional Well being <i>Managing Risk and Change</i> Managing Risk Managing Change	Healthier and Safer Lifestyles <i>World of Drugs</i> Drugs & Their Uses Keeping Healthy Identifying and Reducing Risk	Healthier and Safer Lifestyles <i>Keeping Safe</i> Safety Contexts Personal Safety Dealing with Bullying Helping & Getting Help

			Healthy Lifestyles			
Class 3 Year 4 & Year 5	Myself and My Relationships <i>Working Together</i> Communication and Participation Self Awareness <i>Friendship and Difference</i> My Relationships Valuing Difference	Healthier and Safer Lifestyles <i>Keeping Safe</i> Safety Contexts Personal Safety Dealing with bullying Helping and Getting Help	Healthier and Safer Lifestyles <i>Growing & Changing</i> How my Body Works & Changes Maintaining Personal Hygiene Changing Emotions and Responsibilities Healthy Lifestyles	Myself & My Relationships <i>My Emotions</i> Emotional Well being <i>Managing Risk and Change</i> Managing Risk Managing Change	Citizenship Rules & Rights Understanding and Practising Democracy Me in My Community Similarities and Differences	Healthier and Safer Lifestyles <i>World of Drugs</i> Drugs & Their Uses Keeping Healthy Identifying and Reducing Risk
Class 4 Year 6	Myself and My Relationships <i>Working Together</i> Communications and Participation Self Awareness <i>Friendship and Difference</i> My Relationships Managing Change	Healthier and Safer Lifestyles <i>Keeping Safe</i> Safety Contexts Personal Safety Dealing with bullying Helping and Getting Help	Healthier and Safer Lifestyles <i>Growing & Changing</i> How my Body Works & Changes Maintaining Personal Hygiene Changing Emotions and Responsibilities Healthy Lifestyles	Myself and My Relationships <i>Working Together</i> Communications and Participation Self Awareness <i>Friendship and Difference</i> My Relationships Managing Change	Healthier and Safer Lifestyles <i>Keeping Safe</i> Safety Contexts Personal Safety Dealing with bullying Helping and Getting Help	Healthier and Safer Lifestyles <i>Growing & Changing</i> How my Body Works & Changes Maintaining Personal Hygiene Changing Emotions and Responsibilities Healthy Lifestyles