

Key Stage 2 Topic Cycle

	Year 1	Year 2	Year 3
Autumn A	Myths and Legends	Food Glorious Food	Walk Like an Egyptian
Autumn B	Real Heroes (World War)	Potions (Mixtures and Solutions)	Lost in Space
Spring A	The Sound of Music	The Wild West	Kings and Queens
Spring B	Rise of the Robots (Electricity)	Europe (Earthquakes, Pompei, Romans < Greeks)	Outlaws (crime and punishment)
Summer A	The Stone age and Aztecs	Rumble in the Jungle	Minibeasts
Summer B	Sport and Circus	Down on the Farm	Over the Sea and Under the Sea (Anglo Saxons, Vikings)

Key Stage 2

Year 3-4

[Year 1](#)

[Year 2](#)

[Year 3](#)

Year 5-6

[Year 1](#)

[Year 2](#)

[Year 3](#)

Curriculum Framework Key Stage 2 Years 3 and 4– Year 1

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Myths and Legends	The Sound of Music	The Stone age and Aztecs
English and Maths	Work should be planned around the theme of Myths and Legends. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Sound of Music. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Stone age and Aztecs. It should be differentiated to meet individual needs and include IEP targets.
Scientific Enquiry	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> 👑 asking relevant questions and using different types of scientific enquiries to answer them 👑 setting up simple practical enquiries, comparative and fair tests 👑 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 👑 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 👑 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 👑 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 👑 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 👑 identifying differences, similarities or changes related to simple scientific ideas and processes 👑 using straightforward scientific evidence to answer questions or to support their findings. 		
Science	<p>Animals, including humans</p> <ol style="list-style-type: none"> 1. 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 2. identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Sound</p> <ol style="list-style-type: none"> 1. identify how sounds are made, associating some of them with something vibrating 2. recognise that vibrations from sounds travel through a medium to the ear 3. find patterns between the pitch of a sound and features of the object that produced it 4. find patterns between the volume of a sound and the strength of the vibrations that produced it 5. recognise that sounds get fainter as the distance from the sound source increases. 	<p>Rocks</p> <ol style="list-style-type: none"> 1. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 2. describe in simple terms how fossils are formed when things that have lived are trapped within rock 3. recognise that soils are made from rocks and organic matter.

<p>Computing</p>	<p>1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4. 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</p>	<p>5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6. 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 7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p>History</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 1. Viking raids and invasion 2. resistance by Alfred the Great and Athelstan, first king of England 3. further Viking invasions and Danegeld 4. Anglo-Saxon laws and justice 5. Edward the Confessor and his death in 1066</p>	<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Changes in Britain from the Stone Age to the Iron Age 1. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae 2. Bronze Age religion, technology and travel, for example, Stonehenge 3. Iron Age hill forts: tribal kingdoms, farming, art and culture</p>
<p>Geography</p>	<p>Geographical skills and fieldwork 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance</p>	<p>Locational Knowledge 1. 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 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p>	<p>Locational Knowledge 1. 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 2. name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>

		(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these.	mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic
PSHCE	<p>Develop effective and satisfying relationships</p> <ul style="list-style-type: none"> * Play co-operatively with a friend * Names male/female * Listens to others * To say no when something feels wrong * Develop and be able to practice simple ways of keeping safe and finding help * Recognise how our behaviour affects others * Understand the concept of male/female * Know about personal safety e.g. that there are differences between good and bad touches * Appreciate that individuals have rights over their own bodies *Begin to show respect for others 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g .shops, library etc. * Begin to develop social and moral responsibility * Appreciate and want to care for local environments e.g. classroom, bedroom etc. 	<p>Make the most of their abilities</p> <ul style="list-style-type: none"> * Develop fine and gross motor skills for simple physical activities e.g. running, jumping, ball skills etc. * Know that people feel better when they take regular exercise * Celebrating success * Value achievements
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 		

	<p>2. 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]</p> <p>3. about great artists, architects and designers in history.</p>
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products.
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	6. develop an understanding of the history of music.		
RE	Story - how and why some stories are sacred and important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)	Myself - who I am and my uniqueness as a person in a family and community In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)	Celebrations - how and why celebrations are important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)
Physical Development	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	GYMNASTICS To include: Travelling, Balancing, linking a series of actions	DANCE To include: Composing - directions, speed, levels Performing	GAMES To include: Ball skills - sending, receiving, aiming Elements of games play
	Autumn Term - B	Spring Term - B	Summer Term - B
	Real Heroes World War	Rise of the Robots (Electricity)	Circus and Sport
English and Maths	Work should be planned around the theme of Real Heroes. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Where I Live. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Circus and Sport. It should be differentiated to meet individual needs and include IEP targets.
Science	Sound 1. identify how sounds are made, associating some of them with something vibrating	Electricity 1. identify common appliances that run on electricity	This is an opportunity to re-visit any area to inform assessment.

	<p>2. recognise that vibrations from sounds travel through a medium to the ear</p> <p>3. find patterns between the pitch of a sound and features of the object that produced it</p> <p>4. find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>5. recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>2. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>3. 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</p> <p>4. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>5. recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
Computing	<p>1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>4. 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</p>	<p>5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>6. 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</p> <p>7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
History	A significant turning point in British history, for example, the first railways or the Battle of Britain	Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
Geography	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>	<p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and</p>	Geographical skills and fieldwork

	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. 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</p>	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
PSHCE	<p>Develop effective and satisfying relationships</p> <ul style="list-style-type: none"> * Play co-operatively with a friend * Names male/female * Listens to others * To say no when something feels wrong * Develop and be able to practice simple ways of keeping safe and finding help * Recognise how our behaviour affects others * Understand the concept of male/female * Know about personal safety e.g. that there are differences between good and bad touches * Appreciate that individuals have rights over their own bodies * Begin to show respect for others 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g. shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g. shops, library etc. * Begin to develop social and moral responsibility * Appreciate and want to care for local environments e.g. classroom, bedroom etc. 	<p>Make the most of their abilities</p> <ul style="list-style-type: none"> * Develop fine and gross motor skills for simple physical activities e.g. running, jumping, ball skills etc. * Know that people feel better when they take regular exercise * Celebrating success * Value achievements

<p>Art and Design</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history.
<p>Design Technology</p>	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products.
<p>Music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music

	<p>3. listen with attention to detail and recall sounds with increasing aural memory</p> <p>4. use and understand staff and other musical notations</p> <p>5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>6. develop an understanding of the history of music.</p>		
RE	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion</p> <p>(West Sussex Agreed Syllabus)</p>	<p>Symbols - Places of Worship - how and why symbols express religious meaning</p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion</p> <p>(West Sussex Agreed Syllabus)</p>	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion</p> <p>(West Sussex Agreed Syllabus)</p>
Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS</p> <p>To include:</p> <p>Travelling, Balancing, linking a series of actions</p>	<p>DANCE</p> <p>To include:</p> <p>Composing - directions, speed, levels</p> <p>Performing</p>	<p>GAMES</p> <p>To include:</p> <p>Ball skills - sending, receiving, aiming</p> <p>Elements of games play</p>

Curriculum Framework Key Stage 2 Years 3 and 4 – Year 2

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Food Glorious Food	The Wild West	Rumble in the Jungle
English and Maths	Work should be planned around the theme of Food Glorious Food. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Wild West. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Rumble in the Jungle. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>States and Matter</p> <ol style="list-style-type: none"> 1. compare and group materials together, according to whether they are solids, liquids or gases 2 observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) 3 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Living Things and their Habitats</p> <ol style="list-style-type: none"> 1. recognise that living things can be grouped in a variety of ways 2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 3 recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Plants</p> <ol style="list-style-type: none"> 1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2. 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 3. investigate the way in which water is transported within plants 4. explore the part that flowers play in the life cycle
Computing	<ol style="list-style-type: none"> 1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ol style="list-style-type: none"> 3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4. 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 	<ol style="list-style-type: none"> 5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6. 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 7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

History	Ancient Greece - a study of Greek life and achievements and their influence on the western world	Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Geography	Geographical skills and fieldwork 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Locational Knowledge 1. 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 2. 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic	Place Knowledge 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 within North or South America
PSHCE	Learn to keep themselves and others safe * Develop skills of recognition of some medicines and harmful products e.g. bleach * Decide what to do when things go wrong and when to seek help * Know that all medicines are drugs but not all drugs are medicines * Know that all substances can be harmful if not used properly * Know about different types of medicine and that some people need them to live a normal life	Develop self awareness, positive self esteem and confidence * Begin to make simple choices and express likes/dislikes * Develop skills for dealing with and discussing a range of emotions * To set simple goals *Recognise likes/dislikes, right/wrong, fair/unfair *Recognise a range of simple emotions e.g. happy, upset, sad, angry * Understand the importance of valuing oneself and others *Recognise their uniqueness *Celebrate what they are good at	Develop independence and responsibility * Develop skills for carrying out simple personal routines independently e.g. washing, dressing * Develop skills to enable them to undertake simple preventative health tasks e.g. blowing nose, keeping clean * Performs simple task independently * Understands the need to practise simple personal routines e.g. washing hands, cleaning teeth * To understand they can complete tasks on their own * Be motivated and trusted to work independently

	<p>* Know and understand simple safety rules about medicines, tablets, solvents and household substances</p> <p>* Know the potential dangers in different environments e.g.</p> <p>* Take responsibility for their own safety</p>	*Feel good about themselves	
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		

Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
RE	<p>Celebrations – Food – how and why celebrations are important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs – Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Leaders and Teachers – figures who have an influence on others locally, nationally and globally in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs – Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Believing – what people believe about God, humanity and the natural world In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs – Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>
Physical Development †	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development †	<p>GYMNASTICS To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE To include: Composing – directions, speed, levels Performing</p>	<p>GAMES To include: Ball skills – sending, receiving, aiming Elements of games play</p>

	Autumn Term - B	Spring Term - B	Summer Term - B
	Potions	Europe (Earthquakes, Pompei, Romans, Greeks)	Down on the Farm
English and Maths	Work should be planned around the theme of Potions. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Our Real World. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Down on the Farm. It should be differentiated to meet individual needs and include IEP targets.
Science	Plants 1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 2. 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 3. investigate the way in which water is transported within plants 4. explore the part that flowers play in the life cycle	Light 1. recognise that they need light in order to see things and that dark is the absence of light 2. notice that light is reflected from surfaces 3. recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4 recognise that shadows are formed when the light from a light source is blocked by an opaque object 5 find patterns in the way that the size of shadows change.	Animals Including Humans 1. describe the simple functions of the basic parts of the digestive system in humans 2. identify the different types of teeth in humans and their simple functions 3. construct and interpret a variety of food chains, identifying producers, predators and prey.
Computing	1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output	3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4. 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	5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6. 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 7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History	A local history study	The Roman Empire and its impact on Britain	A local history study

	<p>1. a depth study linked to one of the British areas of study listed above</p> <p>2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>1. Julius Caesar's attempted invasion in 55-54 BC</p> <p>2. the Roman Empire by AD 42 and the power of its army</p> <p>3. successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>4. British resistance, for example, Boudica</p> <p>5. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>1. a depth study linked to one of the British areas of study listed above</p> <p>2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Geography	<p>Place Knowledge</p> <p>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 within North or South America</p>	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. 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</p>	<p>Place Knowledge</p> <p>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 within North or South America</p>
PSHCE	<p>Learn to keep themselves and others safe</p> <ul style="list-style-type: none"> * Develop skills of recognition of some medicines and harmful products e.g. bleach * Decide what to do when things go wrong and when to seek help * Know that all medicines are drugs but not all drugs are medicines * Know that all substances can be harmful if not used properly * Know about different types of medicine and that some people need them to live a normal life 	<p>Develop self awareness, positive self esteem and confidence</p> <ul style="list-style-type: none"> * Begin to make simple choices and express likes/dislikes * Develop skills for dealing with and discussing a range of emotions * To set simple goals * Recognise likes/dislikes, right/wrong, fair/unfair * Recognise a range of simple emotions e.g. happy, upset, sad, angry * Understand the importance of valuing oneself and others * Recognise their uniqueness *Celebrate what they are good at 	<p>Develop independence and responsibility</p> <ul style="list-style-type: none"> * Develop skills for carrying out simple personal routines independently e.g. washing, dressing * Develop skills to enable them to undertake simple preventative health tasks e.g. blowing nose, keeping clean * Performs simple task independently * Understands the need to practise simple personal routines e.g. washing hands, cleaning teeth * To understand they can complete tasks on their own * Be motivated and trusted to work independently

	<p>* Know and understand simple safety rules about medicines, tablets, solvents and household substances</p> <p>* Know the potential dangers in different environments e.g.</p> <p>* Take responsibility for their own safety</p>	<p>*Feel good about themselves</p>	
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		

<p>Music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
<p>RE</p>	<p>Myself - who I am and my uniqueness as a person in a family and community In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Believing - what people believe about God, humanity and the natural world In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Celebrations - Food - how and why celebrations are important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>
<p>Physical Development</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
<p>Physical Development</p>	<p>GYMNASTICS To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE To include: Composing - directions, speed, levels Performing</p>	<p>GAMES To include: Ball skills - sending, receiving, aiming Elements of games play</p>

Curriculum Framework Key Stage 2 Years 3 and 4 – Year 3

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Walk Like an Egyptian	Kings and Queens	Minibeasts & Habitats
English and Maths	Work should be planned around the theme of Walk Like a Egyptian. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Kings and Queens. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Minibeasts & Habitats. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>Rocks</p> <ol style="list-style-type: none"> 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>States and Matter</p> <ol style="list-style-type: none"> 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 happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Living Things and their Habitats</p> <ol style="list-style-type: none"> 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.
Computing	<ol style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ol style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ol style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus	The changing power of monarchs using case studies such as John, Anne and Victoria	A local history study 1. a depth study linked to one of the British areas of study listed above

	Valley; Ancient Egypt; The Shang Dynasty of Ancient China		<p>2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Geography	<p>Locational Knowledge</p> <p>1. 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</p> <p>2. 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, coasts and rivers), and land-use patterns; and understand how some of these</p>	<p>Place Knowledge</p> <p>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 within North or South America</p>	<p>Locational Knowledge</p> <p>1. 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</p> <p>2. 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, coasts and rivers), and land-use patterns; and understand how some of these</p>
PSHCE	<p>Learn to respect the differences between people</p> <ul style="list-style-type: none"> * Identify family groups * Can describe the roles for individuals within the family * Know that they belong to a family that cares for them * Know that there are different types of family * Know about the rituals associated with our life cycle e.g birth, marriage, death etc. * Understand the idea of growing from young to old * Know that humans develop at different rates and that babies have special needs * Demonstrate an awareness of roles and relationships through structured play 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g .shops, library etc. * Begin to develop social and moral responsibility 	<p>Develop a healthy lifestyle</p> <ul style="list-style-type: none"> * Can name or indicate more complex body parts * Develop skills for exercising an element of choice in what to eat or drink * Develop the vocabulary to enable them to discuss sensory experiences of touch, taste, smell etc. * Wash hands after using the toilet * Knows more complex body parts * Know that there is a wide variety of foods to choose from and that choice is dependent on needs and or culture * Know that food is needed for bodily health and growth and that some foods are better than others * Understand the importance of sleep

	<p>* Recognise the emotions involved within family rituals</p> <p>* Appreciate ways in which people learn to live and work together e.g. listening, discussing, sharing</p>	<p>* Appreciate and want to care for local environments e.g. classroom, bedroom etc.</p>	<p>*Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used</p> <p>* Be proud of their body and be motivated to be healthy and clean</p>
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>		

	<p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
RE	<p>Story – how and why some stories are sacred and important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs – Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Celebrations – how and why celebrations are important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs – Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Belonging – where and how people belong and why belonging is important In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs – Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>
Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE To include: Composing – directions, speed, levels Performing</p>	<p>GAMES To include: Ball skills – sending, receiving, aiming Elements of games play</p>
	Autumn Term - B	Spring Term - B	Summer Term - B
	Lost in Space	Outlaws (Crime and Punishment)	Over the Sea and under the Sea

English and Maths	Work should be planned around the theme of Lost in Space. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Outlaws. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Over the Sea and under the sea. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>Forces and Magnets</p> <ol style="list-style-type: none"> compare how things move on 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Forces and Magnets</p> <ol style="list-style-type: none"> compare how things move on 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	This is an opportunity to re-visit any area to inform assessment.
Computing	<ol style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ol style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	<ol style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History	A significant turning point in British history, for example, the first railways or the Battle of Britain	A significant turning point in British history, for example, the first railways or the Battle of Britain	Britain's settlement by Anglo-Saxons and Scots 1. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

			<p>2. Scots invasions from Ireland to north Britain (now Scotland)</p> <p>3. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>4. Anglo-Saxon art and culture</p> <p>5. Christian conversion - Canterbury, Iona and Lindisfarne</p>
Geography	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. 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</p>	<p>Geographical skills and fieldwork</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. 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</p>
PSHCE	<p>Learn to respect the differences between people</p> <ul style="list-style-type: none"> * Identify family groups * Can describe the roles for individuals within the family * Know that they belong to a family that cares for them * Know that there are different types of family * Know about the rituals associated with our life cycle e.g birth, marriage, death etc. * Understand the idea of growing from young to old * Know that humans develop at different rates and that babies have special needs 	<p>Play an active role as members of society Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments 	<p>Develop a healthy lifestyle</p> <ul style="list-style-type: none"> * Can name or indicate more complex body parts * Develop skills for exercising an element of choice in what to eat or drink * Develop the vocabulary to enable them to discuss sensory experiences of touch, taste, smell etc. * Wash hands after using the toilet * Knows more complex body parts * Know that there is a wide variety of foods to choose from and that choice is dependent on needs and or culture * Know that food is needed for bodily health and growth and that some foods are better than others * Understand the importance of sleep

	<ul style="list-style-type: none"> * Demonstrate an awareness of roles and relationships through structured play * Recognise the emotions involved within family rituals * Appreciate ways in which people learn to live and work together e.g. listening, discussing, sharing 	<ul style="list-style-type: none"> * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g. shops, library etc. * Begin to develop social and moral responsibility * Appreciate and want to care for local environments e.g. classroom, bedroom etc. 	<ul style="list-style-type: none"> *Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used * Be proud of their body and be motivated to be healthy and clean
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		

	<p>2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>4. apply their understanding of computing to program, monitor and control their products.</p>		
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
RE	<p>Belonging - where and how people belong and why belonging is important</p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion</p> <p>(West Sussex Agreed Syllabus)</p>	<p>Symbols - Places of Worship - how and why symbols express religious meaning</p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion</p> <p>(West Sussex Agreed Syllabus)</p>	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</p> <p>In these studies pupils will experience:</p> <p>Learning about religion</p> <p>Learning from religion</p> <p>Religions and beliefs - Christianity and at least one other principle religion</p> <p>(West Sussex Agreed Syllabus)</p>
Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS</p> <p>To include:</p> <p>Travelling, Balancing, linking a series of actions</p>	<p>DANCE</p> <p>To include:</p> <p>Composing - directions, speed, levels</p> <p>Performing</p>	<p>GAMES</p> <p>To include:</p> <p>Ball skills - sending, receiving, aiming</p> <p>Elements of games play</p>

Curriculum Framework Key Stage 2 Years 5 and 6 – Year 1

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Myths and Legends	The Sound of Music	The Stone Age and Aztecs
English and Maths	Work should be planned around the theme of Myths and Legends. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Sound of Music. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Wacky Weather. It should be differentiated to meet individual needs and include IEP targets.
Scientific Enquiry	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> 👑 ☐☐planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 👑 ☐☐taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 👑 ☐☐recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 👑 ☐☐using test results to make predictions to set up further comparative and fair tests 👑 ☐☐reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 👑 ☐☐identifying scientific evidence that has been used to support or refute ideas or arguments. 		
Science	<p>Animals, including humans</p> <p>1. describe the changes as humans develop to old age.</p>	<p>Evolution and Inheritance</p> <p>1. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>2. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>3. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Living Things and their Habitat</p> <p>1. 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</p> <p>2. give reasons for classifying plants and animals based on specific characteristics.</p>
Computing	1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;	3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

	<p>solve problems by decomposing them into smaller parts</p> <p>2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>4. 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</p>	<p>6. 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</p> <p>7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
History	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ol style="list-style-type: none"> 1. Viking raids and invasion 2. resistance by Alfred the Great and Athelstan, first king of England 3. further Viking invasions and Danegeld 4. Anglo-Saxon laws and justice 5. Edward the Confessor and his death in 1066 	<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ol style="list-style-type: none"> 1. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae 2. Bronze Age religion, technology and travel, for example, Stonehenge 3. Iron Age hill forts: tribal kingdoms, farming, art and culture
Geography	<p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> 1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Surveymaps) to build their knowledge of the United Kingdom and the wider world 3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Place Knowledge</p> <p>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 within North or South America</p>	<p>Locational Knowledge</p> <ol style="list-style-type: none"> 1. 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 2. 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

			3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic
PSHCE	<p>Develop effective and satisfying relationships</p> <ul style="list-style-type: none"> * Play co-operatively with a friend * Names male/female * Listens to others * To say no when something feels wrong * Develop and be able to practice simple ways of keeping safe and finding help * Recognise how our behaviour affects others * Understand the concept of male/female * Know about personal safety e.g. that there are differences between good and bad touches * Appreciate that individuals have rights over their own bodies * Begin to show respect for others 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g. shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g. shops, library etc. * Begin to develop social and moral responsibility * Appreciate and want to care for local environments e.g. classroom, bedroom etc. 	<p>Make the most of their abilities</p> <ul style="list-style-type: none"> * Develop fine and gross motor skills for simple physical activities e.g. running, jumping, ball skills etc. * Know that people feel better when they take regular exercise * Celebrating success * Value achievements
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		

<p>Design Technology</p>	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		
<p>Music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
<p>RE</p>	<p>Story - how and why some stories are sacred and important in religion</p>	<p>Myself - who I am and my uniqueness as a person in a family and community</p>	<p>Celebrations - how and why celebrations are important in religion</p>

	In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)	In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)	In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)
Physical Development	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: 1.use running, jumping, throwing and catching in isolation and in combination 2.play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4.perform dances using a range of movement patterns 5.take part in outdoor and adventurous activity challenges both individually and within a team 6.compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
Physical Development	GYMNASTICS To include: Travelling, Balancing, linking a series of actions	DANCE To include: Composing - directions, speed, levels Performing	GAMES To include: Ball skills - sending, receiving, aiming Elements of games play
	Autumn Term - B	Spring Term - B	Summer Term - B
	Real Heroes World War	Rise of the Robots	Circus and Sport
English and Maths	Work should be planned around the theme of Real Heroes. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Rise of the Robots. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Circus and Sport. It should be differentiated to meet individual needs and include IEP targets.
Science	Light 1. recognise that light appears to travel in straight lines 2. 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	Electricity 1. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. compare and give reasons for variations in how components function, including the	Electricity 1. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. compare and give reasons for variations in how components function, including the brightness

	<p>3. 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</p> <p>4. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>3. use recognised symbols when representing a simple circuit in a diagram.</p>	<p>of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>3. use recognised symbols when representing a simple circuit in a diagram.</p>
Computing	<p>1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>4. 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</p>	<p>5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>6. 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</p> <p>7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
History	A significant turning point in British history, for example, the first railways or the Battle of Britain	A significant turning point in British history, for example, the first railways or the Battle of Britain	The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
Geography	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>	<p>Place Knowledge</p> <p>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 within North or South America</p>	<p>Geographical skills and fieldwork</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>

	natural resources including energy, food, minerals and water		3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
PSHCE	<p>Develop effective and satisfying relationships</p> <ul style="list-style-type: none"> * Play co-operatively with a friend * Names male/female * Listens to others * To say no when something feels wrong * Develop and be able to practice simple ways of keeping safe and finding help * Recognise how our behaviour affects others * Understand the concept of male/female * Know about personal safety e.g. that there are differences between good and bad touches * Appreciate that individuals have rights over their own bodies * Begin to show respect for others 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g. shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g. shops, library etc. * Begin to develop social and moral responsibility * Appreciate and want to care for local environments e.g. classroom, bedroom etc. 	<p>Make the most of their abilities</p> <ul style="list-style-type: none"> * Develop fine and gross motor skills for simple physical activities e.g. running, jumping, ball skills etc. * Know that people feel better when they take regular exercise * Celebrating success * Value achievements
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		

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<p>Music</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music.

RE	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</p> <p>In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Symbols - Places of Worship - how and why symbols express religious meaning</p> <p>In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion</p> <p>In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>
Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1.use running, jumping, throwing and catching in isolation and in combination 2.play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3.develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4.perform dances using a range of movement patterns 5.take part in outdoor and adventurous activity challenges both individually and within a team 6.compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS</p> <p>To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE</p> <p>To include: Composing - directions, speed, levels Performing</p>	<p>GAMES</p> <p>To include: Ball skills - sending, receiving, aiming Elements of games play</p>

Curriculum Framework Key Stage 2 Years 5 and 6 – Year 2

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Food Glorious Food	The Wild West	Rumble in the Jungle
English and Maths	Work should be planned around the theme of Food Glorious Food. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of The Wild West. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Rumble in the Jungle. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>Properties and Changes of Materials</p> <ol style="list-style-type: none"> 1. 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 2. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 3. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 4. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 5. demonstrate that dissolving, mixing and changes of state are reversible changes 6. 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>Living Things and their Habitats</p> <ol style="list-style-type: none"> 1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 2. describe the life process of reproduction in some plants and animals. 	<p>Animals</p> <ol style="list-style-type: none"> 1. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 2. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3. describe the ways in which nutrients and water are transported within animals, including humans.
Computing	1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;	3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	5. use search technologies effectively, appreciate how results are selected and

	<p>solve problems by decomposing them into smaller parts</p> <p>2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>4. 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</p>	<p>ranked, and be discerning in evaluating digital content</p> <p>6. 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</p> <p>7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
History	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p>	<p>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
Geography	<p>Geographical skills and fieldwork</p> <p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Locational Knowledge</p> <p>1. 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</p> <p>2. 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>3. identify the position and significance of latitude, longitude, Equator, Northern</p>	<p>Place Knowledge</p> <p>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 within North or South America</p>

		Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic	
PSHCE	<p>Learn to keep themselves and others safe</p> <ul style="list-style-type: none"> * Develop skills of recognition of some medicines and harmful products e.g. bleach * Decide what to do when things go wrong and when to seek help * Know that all medicines are drugs but not all drugs are medicines * Know that all substances can be harmful if not used properly * Know about different types of medicine and that some people need them to live a normal life * Know and understand simple safety rules about medicines, tablets, solvents and household substances * Know the potential dangers in different environments e.g. * Take responsibility for their own safety 	<p>Develop self awareness, positive self esteem and confidence</p> <ul style="list-style-type: none"> * Begin to make simple choices and express likes/dislikes * Develop skills for dealing with and discussing a range of emotions * To set simple goals *Recognise likes/dislikes, right/wrong, fair/unfair *Recognise a range of simple emotions e.g. happy, upset, sad, angry * Understand the importance of valuing oneself and others *Recognise their uniqueness *Celebrate what they are good at *Feel good about themselves 	<p>Develop independence and responsibility</p> <ul style="list-style-type: none"> * Develop skills for carrying out simple personal routines independently e.g. washing, dressing * Develop skills to enable them to undertake simple preventative health tasks e.g. blowing nose, keeping clean * Performs simple task independently * Understands the need to practise simple personal routines e.g. washing hands, cleaning teeth * To understand they can complete tasks on their own * Be motivated and trusted to work independently
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 		

	<p>2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
RE	<p>Celebrations - Food - how and why celebrations are important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Believing - what people believe about God, humanity and the natural world In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>

Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE To include: Composing - directions, speed, levels Performing</p>	<p>GAMES To include: Ball skills - sending, receiving, aiming Elements of games play</p>
	Autumn Term - B	Spring Term - B	Summer Term - B
	Potions	Europe (Earthquakes, Pompei, Romans, Greeks)	Down on the Farm
English and Maths	Work should be planned around the theme of Potions. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Our Real World. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Down on the Farm. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>Properties and Changes of Materials</p> <ol style="list-style-type: none"> 1. 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 2. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 3. use knowledge of solids, liquids and gases to decide how mixtures might be separated, 	<p>Light</p> <ol style="list-style-type: none"> 1 recognise that light appears to travel in straight lines 2 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 3 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 	<p>Animals Including Humans</p> <ol style="list-style-type: none"> 1. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 2. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3. describe the ways in which nutrients and water are transported within animals, including humans.

	<p>including through filtering, sieving and evaporating</p> <p>4. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>5. demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>6. 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>4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	
Computing	<p>1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>4. 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</p>	<p>5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>6. 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</p> <p>7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
History	<p>A local history study</p> <p>1. a depth study linked to one of the British areas of study listed above</p> <p>2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>	<p>The Roman Empire and its impact on Britain</p> <p>1. Julius Caesar's attempted invasion in 55-54 BC</p> <p>2. the Roman Empire by AD 42 and the power of its army</p> <p>3. successful invasion by Claudius and conquest, including Hadrian's Wall</p>	<p>A local history study</p> <p>1. a depth study linked to one of the British areas of study listed above</p> <p>2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>

	3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	4. British resistance, for example, Boudica 5. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Geography	Human and physical geography 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2. 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	Place Knowledge 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 within North or South America	Human and physical geography 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 2. 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
PSHCE	Learn to keep themselves and others safe * Develop skills of recognition of some medicines and harmful products e.g. bleach * Decide what to do when things go wrong and when to seek help * Know that all medicines are drugs but not all drugs are medicines * Know that all substances can be harmful if not used properly * Know about different types of medicine and that some people need them to live a normal life * Know and understand simple safety rules about medicines, tablets, solvents and household substances * Know the potential dangers in different environments e.g. * Take responsibility for their own safety	Develop self awareness, positive self esteem and confidence * Begin to make simple choices and express likes/dislikes * Develop skills for dealing with and discussing a range of emotions * To set simple goals * Recognise likes/dislikes, right/wrong, fair/unfair * Recognise a range of simple emotions e.g. happy, upset, sad, angry * Understand the importance of valuing oneself and others * Recognise their uniqueness *Celebrate what they are good at * Feel good about themselves	Develop independence and responsibility * Develop skills for carrying out simple personal routines independently e.g. washing, dressing * Develop skills to enable them to undertake simple preventative health tasks e.g. blowing nose, keeping clean * Performs simple task independently * Understands the need to practise simple personal routines e.g. washing hands, cleaning teeth * To understand they can complete tasks on their own * Be motivated and trusted to work independently
Art and Design	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: 1. to create sketch books to record their observations and use them to review and revisit ideas		

	<p>2. 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]</p> <p>3. about great artists, architects and designers in history.</p>
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products.
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

	6. develop an understanding of the history of music.		
RE	<p>Myself - who I am and my uniqueness as a person in a family and community In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Believing - what people believe about God, humanity and the natural world In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Celebrations - Food - how and why celebrations are important in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>
Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE To include: Composing - directions, speed, levels Performing</p>	<p>GAMES To include: Ball skills - sending, receiving, aiming Elements of games play</p>

Curriculum Framework Key Stage 2 Years 5 and 6– Year 3

	Autumn Term - A	Spring Term - A	Summer Term - A
Subjects	Walk Like an Egyptian	Kings and Queens	Minibeasts
English and Maths	Work should be planned around the theme of Walk Like an Egyptian. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Kings and Queens. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Minibeasts. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>Evolution and Inheritance</p> <ol style="list-style-type: none"> 1. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 2. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Light</p> <ol style="list-style-type: none"> 1. recognise that light appears to travel in straight lines 2. 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 3. 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 4. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>Living Things and their Habitat</p> <ol style="list-style-type: none"> 1. 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 2. give reasons for classifying plants and animals based on specific characteristics.
Computing	<ol style="list-style-type: none"> 1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ol style="list-style-type: none"> 3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 4. 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 	<ol style="list-style-type: none"> 5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 6. 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

			7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
History	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	The changing power of monarchs using case studies such as John, Anne and Victoria	A local history study 1. a depth study linked to one of the British areas of study listed above 2. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 3. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Geography	<p>Locational Knowledge</p> <p>1. 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</p> <p>2. 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic</p>	<p>Locational Knowledge</p> <p>1. 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</p> <p>2. 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, coasts and rivers), and land-use patterns; and understand how some of these</p>	<p>Locational Knowledge</p> <p>1. 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</p> <p>2. 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, coasts and rivers), and land-use patterns; and understand how some of these</p>

PSHCE	<p>Learn to respect the differences between people</p> <ul style="list-style-type: none"> * Identify family groups * Can describe the roles for individuals within the family * Know that they belong to a family that cares for them * Know that there are different types of family * Know about the rituals associated with our life cycle e.g. birth, marriage, death etc. * Understand the idea of growing from young to old * Know that humans develop at different rates and that babies have special needs * Demonstrate an awareness of roles and relationships through structured play * Recognise the emotions involved within family rituals * Appreciate ways in which people learn to live and work together e.g. listening, discussing, sharing 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g. shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g. shops, library etc. * Begin to develop social and moral responsibility * Appreciate and want to care for local environments e.g. classroom, bedroom etc. 	<p>Develop a healthy lifestyle</p> <ul style="list-style-type: none"> * Can name or indicate more complex body parts * Develop skills for exercising an element of choice in what to eat or drink * Develop the vocabulary to enable them to discuss sensory experiences of touch, taste, smell etc. * Wash hands after using the toilet * Knows more complex body parts * Know that there is a wide variety of foods to choose from and that choice is dependent on needs and or culture * Know that food is needed for bodily health and growth and that some foods are better than others * Understand the importance of sleep * Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used * Be proud of their body and be motivated to be healthy and clean
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p>		

	<p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		
Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. 		
RE	<p>Story - how and why some stories are sacred and important in religion</p> <p>In these studies pupils will experience: Learning about religion Learning from religion</p>	<p>Celebrations - how and why celebrations are important in religion</p> <p>In these studies pupils will experience: Learning about religion Learning from religion</p>	<p>Belonging - where and how people belong and why belonging is important</p> <p>In these studies pupils will experience: Learning about religion Learning from religion</p>

	Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)	Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)	Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)
Physical Development	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges both individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Physical Development	<p>GYMNASTICS To include: Travelling, Balancing, linking a series of actions</p>	<p>DANCE To include: Composing - directions, speed, levels Performing</p>	<p>GAMES To include: Ball skills - sending, receiving, aiming Elements of games play</p>
	Autumn Term - B	Spring Term - B	Summer Term - B
	Lost in Space	Outlaws (crime and punishment)	Over the Sea and under the Sea
English and Maths	Work should be planned around the theme of Potions. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Our Real World. It should be differentiated to meet individual needs and include IEP targets.	Work should be planned around the theme of Down on the Farm. It should be differentiated to meet individual needs and include IEP targets.
Science	<p>Earth and Space</p> <ol style="list-style-type: none"> 1. describe the movement of the Earth, and other planets, relative to the Sun in the solar system 2. describe the movement of the Moon relative to the Earth 3. describe the Sun, Earth and Moon as approximately spherical bodies 	<p>Forces</p> <ol style="list-style-type: none"> 1. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 2. identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	This is an opportunity to re-visit any area to inform assessment.

	4. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	3. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Computing	<p>1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>4. 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</p>	<p>5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>6. 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</p> <p>7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
History	A significant turning point in British history, for example, the first railways or the Battle of Britain	Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>1. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>2. Scots invasions from Ireland to north Britain (now Scotland)</p> <p>3. Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>4. Anglo-Saxon art and culture</p> <p>5. Christian conversion - Canterbury, Iona and Lindisfarne</p>
Geography	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts,</p>	Geographical skills and fieldwork	<p>Human and physical geography</p> <p>1. physical geography, including: climate zones, biomes and vegetation belts, rivers,</p>

	<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. 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</p>	<p>1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>3. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. 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</p>
PSHCE	<p>Learn to respect the differences between people</p> <ul style="list-style-type: none"> * Identify family groups * Can describe the roles for individuals within the family * Know that they belong to a family that cares for them * Know that there are different types of family * Know about the rituals associated with our life cycle e.g. birth, marriage, death etc. * Understand the idea of growing from young to old * Know that humans develop at different rates and that babies have special needs * Demonstrate an awareness of roles and relationships through structured play * Recognise the emotions involved within family rituals * Appreciate ways in which people learn to live and work together e.g. listening, discussing, sharing 	<p>Play an active role as members of society</p> <p>Skills</p> <ul style="list-style-type: none"> * Acquire skills of caring for young animals for a limited time under supervision * Make decisions within the learning and home environment e.g. not dropping litter * Identify local facilities e.g. shops, police station etc. * Know that there is a wide range of environments e.g. work, natural, built, urban, rural * Develop an understanding of how and why rules are made concerning various environments * Know that individuals are part of environments and have some responsibility for their care * Know the world immediately around them e.g. shops, library etc. * Begin to develop social and moral responsibility 	<p>Develop a healthy lifestyle</p> <ul style="list-style-type: none"> * Can name or indicate more complex body parts * Develop skills for exercising an element of choice in what to eat or drink * Develop the vocabulary to enable them to discuss sensory experiences of touch, taste, smell etc. * Wash hands after using the toilet * Knows more complex body parts * Know that there is a wide variety of foods to choose from and that choice is dependent on needs and or culture * Know that food is needed for bodily health and growth and that some foods are better than others * Understand the importance of sleep * Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used * Be proud of their body and be motivated to be healthy and clean

		* Appreciate and want to care for local environments e.g. classroom, bedroom etc.	
Art and Design	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. about great artists, architects and designers in history. 		
Design Technology	<p>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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> 1. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 2. 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 <p>Evaluate</p> <ol style="list-style-type: none"> 1. investigate and analyse a range of existing products 2. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 3. understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> 1. apply their understanding of how to strengthen, stiffen and reinforce more complex structures 2. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 3. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 4. apply their understanding of computing to program, monitor and control their products. 		
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RE	<p>Belonging - where and how people belong and why belonging is important In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Symbols - Places of Worship - how and why symbols express religious meaning In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>	<p>Leaders and Teachers - figures who have an influence on others locally, nationally and globally in religion In these studies pupils will experience: Learning about religion Learning from religion Religions and beliefs - Christianity and at least one other principle religion (West Sussex Agreed Syllabus)</p>
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