



<p>Science</p> <p>Earth and Space</p>	<ul style="list-style-type: none"> § recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs § identifying scientific evidence that has been used to support or refute ideas or arguments. § describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Y5) § describe the movement of the Moon relative to the Earth (Y5) § describe the Sun, Earth and Moon as approximately spherical bodies (Y5) § use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (Y5) § recognise that light appears to travel in straight lines (Y6) § 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 (Y6) § 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 (Y6) § use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Y6)
<p>History</p> <p>0</p>	
<p>Geography</p> <p>Explorers - world and local map work</p>	<ul style="list-style-type: none"> § 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 § 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 § identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) § use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied § 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 § 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>Art</p> <p>Erwin Rasiz / Hidenori Kusaka (Manga)</p>	<ul style="list-style-type: none"> § to create sketch books to record their observations and use them to review and revisit ideas § to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<p>Design Tech</p> <p>Cooking (explorer style, hygiene)</p>	<ul style="list-style-type: none"> § 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 § select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately § 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 § investigate and analyse a range of existing products § evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<p>Music</p> <p>Ukeleles</p>	<ul style="list-style-type: none"> § appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians § develop an understanding of the history of music.
<p>Computing</p> <p>Digital Literacy / unplugged algorithms</p>	<ul style="list-style-type: none"> § 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 § select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a variety 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.
<p>PE</p> <p>Badminton/ Tag Rugby</p>	<ul style="list-style-type: none"> § use running, jumping, throwing and catching in isolation and in combination § 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 § develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] § compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<p>Languages</p> <p>Spring traditions, My routine, Story/creative writing</p>	<ul style="list-style-type: none"> § explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words § engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* § speak in sentences, using familiar vocabulary, phrases and basic language structures § develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* § present ideas and information orally to a range of audiences* § read carefully and show understanding of words, phrases and simple writing § appreciate stories, songs, poems and rhymes in the language § broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary § write phrases from memory, and adapt these to create new sentences, to express ideas clearly
<p>RE</p> <p>Old Testament Themes</p>	<p>What is the relationship between Judaism and Christianity? What do Christians believe they learn about God through the life of Jesus?</p>
<p>PSHCE</p> <p>Peer Mediation / Citizenship: Diversity & community/my emotions</p>	<p>Advocating inclusion and integration of all families and children within all communities regardless of beliefs and values.</p>
<p>Enrichment - visits etc</p>	<p>OS Visit, Scott Polar Museum Visit</p>

NB. All state schools must teach Religious Education. Content is agreed at a local level and so we follow the Cambs agreed syllabus.

NB. Schools are able to define their own PSHCE curriculum. Ours is based on Cambs LA materials.