

Year Group

Year 4



Term

Spring



**Project
Title/Theme**

Extreme Environments



Subject

Select Subject



Notes

This spring term, our project is called 'Extreme Environments' with our question being; 'Where is the most inhabitable place in the world?' We will start the term off with our 'superb starter', which will be using a Van De Graaf generator to experiment with electricity and static. We will look at how it works, and do some fun experiments with balloons. Our 'mix it up middle' will be a music performance, showing off our ukulele skills. Finally, for our 'enthraling ending', we will be using recycled materials to create a shelter that would withstand extreme environments. We will be looking at key aspects of constructing sturdy structures and materials that affect temperature. Our classroom environment will be themed around climates; one side of the classroom will have a frozen climate, including an igloo reading den, icicles hanging from the ceiling and a snowy backdrop. The other half of the classroom will have a desert theme, which will include a large cactus and the backdrop of the Sahara Desert and a camel head. Our classroom environment is used to inspire the children throughout the term and provide stimulus for writing, as well as having key vocabulary around the room to encourage the children to use this. To further enhance the theme, we will have class reading books, which will include 'Sky Song', 'Race to the Frozen North' and 'The Brockenspectre.' We will have many opportunities to improve our writing skills by exploring language that can be used to capture the imagination of the reader and create meaningful pieces of writing, focussing on using simple organisational features to structure non-narrative writing. We will also be perfecting our ability to infer and identify key pieces of information from a text by reading a variety of non-fiction texts. In maths, we will continue to focus on our recall speed of times tables – this will play an important role when it comes to fractions this term. During our science lessons, we will be exploring classification of living things and how they can be grouped in different ways. We will also be developing our understanding of how changes in the environment impact living things and how they adapt and survive in specific environments. As well as this, we will be looking in depth at electricity: understanding what a conductor and insulator are and creating our own circuits. Our music lessons will be focussing on creating music to sound like a volcanic eruption. Children will look at well-known composers such as Alan Hovhaness and Igor Stravinsky. The children will be given the chance to explore different ways of creating sound with instruments and exploring synthetic sounds too. We will also be learning how to play the ukulele this term. Our art lessons focus on form and perspective; using lines and a vanishing point to create images that show this. We will also be exploring the works of Esher. In French, the children will be recapping numbers and learning about months of the year. The children will also be able to give opinions on food and order food. In PE, we will be delving into multiple games, such as: netball, boccia, handball and goalball, as well as archery. Our geography focus will be looking at different environmental regions in Europe and understanding what causes this. We will also have a deeper look into Oymyakon to help us understand what makes it such an inhabitable place. In our computing lessons, we will focus on creating a short film about an area of the world with extreme environments. Inspired by David Attenborough, the children will conduct research, create props to create an informative and creative video, looking at the skills of editing and sequencing. Design and technology

this term will allow the children to explore mechanical elements of making objects move, such as gears, levers, and pulleys. In RE, we will be looking at Sikhism and understanding how joining the Khalsa makes Sikhs better people. We will also be asking why Sikhs believe that it is important to share. In addition to this, we will be studying Buddhism, asking if it is possible for everyone to be happy and what Buddhists do to make the world a better place as well as how they lead a good life.

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
EYFS	Autumn	Celebrations	Art	To know the primary colours (Red, blue and yellow) (colour) To know that mixing primary colours create secondary colours (Red and yellow – orange, yellow and blue – green, red and blue - purple (Colour) To know that tools have different purposes (Design) To know that different media creates imprints (Texture, textiles, collage)	To be able to make marks on paper using pencils, paintbrushes, stamps To be able to give meanings to the marks they make To be able to draw a range of lines, thick, thin. To be able to handle tools correctly (scissors for snipping, pencils for drawing) To be able to draw people and objects with basic limbs To be able to use basic tools to create texture (fork, pins, playdough, rolling pins, hands) To be able to make marks on paper using pencils, paintbrushes, stamps To be able to give meanings to the marks they make To be able to draw a range of lines, thick, thin. To be able to handle tools correctly (scissors for snipping, pencils for drawing) To be able to draw people and objects with basic limbs To be able to use basic tools to create texture (fork, pins, playdough, rolling pins, hands) To be able to explore different brush strokes using different sized paintbrushes To be able to use scissors to make	Pencil, wax. chalk, ink, pen, brushes, paint, pastels, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, fingers, hands, vegetables, card, wood, string, lino, clay, painted, printed, rubbed, imprinted, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear

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					deliberate snips to create texture To be able to use different materials to imprint (wellies in sand, stamps in playdough, object in soil, paint and foam) To be able to describe textures in the environment	
EYFS	Autumn	Celebrations	Computing	To know how to explore technology in the classroom safely.	To be able to use the technology creatively and safely, such as BeeBots, sound buttons, torches, iPads and the Interactive Whiteboard. To be able to articulate a worry or concern when using technology.	Safe, safety, technology, creative, respect.
EYFS	Autumn	Celebrations	DT and Cooking and Nutrition	To know tools have a purpose (technical knowledge) To know how to use tools safely (technical knowledge) To know how to fix materials together using glue and tape (technical knowledge) To know how to sculpt malleable materials effectively (technical knowledge) To know what a healthy diet is (nutrition)	To be able to hold and use scissors safely and appropriately To be able to select the correct tool for the purpose To be able to develop finger muscles for cutting and sculpting skills To be able to discuss healthy foods	Safety, fixing, cutting, sculpting, tools, scissors, materials

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EYFS	Autumn	Celebrations	Geography	To know and describe some similarities and differences between life in this country and life in other countries (England and Kenya as a case study, drawings from stories and non-fiction texts.	To be able to describe the features of their own immediate environment and how environments might vary from one another. (The World – ELG) To be able to draw information from a simple map. To be able to explore the natural world around them. (Autumn walk)	village, factory, farm, house, city, country, similar, different

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EYFS	Autumn	Celebrations	History	To know and be able to talk about significant events in their own experiences understanding that there is a past, present and a future (Monarchy and sig figures) To know how to sequence photographs from different parts of their life. To know that people of similar age to them, may have had different events in their past. To know an event or family member from their past that is important to them. To know and recount episodes from their own past, saying why it happened. To understand the past through settings, characters and events encountered in books read in class and storytelling.	To be able to respond to different versions of the same (traditional) stories. To be able to talk about familiar situations from the past. To be able to ask questions about the past of others. To be able to state if an artefact is from the past of present.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, new, old, past, present and future
EYFS	Autumn	Celebrations	Music	To know some familiar songs. To know several rhymes.	To be able to listen to stories containing rhymes. To be able to listen to a variety of songs, live and recorded.	Listen, evaluate (likes and dislikes), because..., style, chant, rhyme, rhyming, sing.

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EYFS	Autumn	Celebrations	PE	To know how to move around safely. (Fundamental Movement Skills) To know that you can for jump distance and height. To know how to experiment with movement and space. To know a range of different dance moves. (Dance) To know 3 basic dance movement styles. To know how to combine movements together to create a movement phrase.	To be able to move around a space with some confidence To be able to jump showing either distance or height. To experiment with different movements types. To be able to join together a range of different movements. To be able to show different movement styles. To be able to create a short movement piece with some of their own ideas.	Walk, Run, Jog, Crawl, Roll, Jump, Height, Distance, Safely Style, Movement, Dance, Piece

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EYFS	Autumn	Celebrations	RE	To understand that Christmas is a Christian festival (Festivals) To understand that God is special to Christians To understand Christians celebrate festivals at different times throughout the year (Festivals) To know about the festival of light and how it is celebrated (Festivals) To understand the significance of Rangoli patterns To know the story of Rama and Sita. (Stories) To know how and where Hindus worship (Places of worship)	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions To be able to use religious keywords and facts to describe the important events in the lives of religious founders To be able to use religious keywords to describe what the important symbols of each religion are To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture To be able to describe what religious people do to show that they are committed to God To be able to recall and name different beliefs and practises about festivals and ways of life To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to describe what their influences in life are and compare and contrast these with the influences that other people have in their lives To be able to recognise religious symbols To be able to ask questions about	Easter, Christmas, Pentecost, church, alter, bible, disciples, Advent, Baptism, Bible, Christ, Christmas, Creation, Disciple, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship Brahma, Krishna, Lakshmi, Ganesh, Mandir, Puja, Arti, Aum/Om, Diwali, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

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					puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong To be able to answers that show understanding of moral and religious issues To be able to identify what special things happen to them and others To be able to identify what is special to them	

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EYFS	Autumn	Me and My Family	Science	To know, name and describe people that are important to them. To know how to take care of themselves, including brushing teeth, personal hygiene and sun care. To know the four different seasons and basic weather types associated with each season, including cold, mild, hot and warm. To know a range of sounds outside and identify the source, including from trees, birds and to explore how objects move in water and wind. To know about the world around them changing – leaves falling/changing colours, conkers, leaves, acorns and pinecones.	To be able to take pictures of trees when they first come back to school and the end of term and compare and contrast them.	Teeth, hygiene, sun care, season, weather, cold, mild, warm, hot, bird, water, wind, leaves, fall, change, conker, leaf, acorn, pinecone.

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EYFS	Spring	Animals Across the Globe	Art	To know techniques for moulding and assembling (3D form) To know the anatomy/proportions of the body (Drawing) To know how to draw a people and objects with greater detail (Drawing) To know that combining different media creates different effects (Texture, textiles, collage)	To be able to sculpt using rolling, pressing and patting techniques To be able to join media together to create 3D models (playdough, clay, junk modelling, collages) using effective join To be able draw or paint with detail using sketching pencils and fine brushes (observational drawing) To be able to draw people and objects with hands, paws, fingers, feet, eyebrows, hair and whiskers To be able to snip, scrunch, squeeze, tear and fold materials to create collages and 3d form To be able to choose the correct fixing for your artwork (glue, tape, thread) or 3d form To be able to explore weaving using textiles and/or paper To be able to layer material, paper and different media to create collage	Pencil, wax. chalk, ink, pen, brushes, paint, pastels, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, fingers, hands, vegetables, card, wood, string, lino, clay, painted, printed, rubbed, imprinted, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue

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EYFS	Spring	Animals Across the Globe	Computing	To know how to use technology to story tell, such as BeeBots, sound buttons or the Interactive Whiteboard. To know what a keyboard and mouse is. To know how to use all technology safely.	To be able to use the technology creatively and safely to tell stories, such as BeeBots, sound buttons, iPads and the Interactive Whiteboard. To be able to become familiar with a range of input devices, such as a keyboard and mouse. To be able to articulate a worry or concern when using technology.	Technology, creative, keyboard, mouse, computer, safety.
EYFS	Spring	Animals Across the Globe	DT and Cooking and Nutrition	To know tools have a purpose (technical knowledge) To know how to use tools safely (technical knowledge) To know how to fix materials together using glue and tape (technical knowledge and making) To know how to fix construction toys, junk modelling and malleable materials together (technical knowledge and making)	To be able to hold and use scissors safely and appropriately To be able to select the correct tool for the purpose To be able to join malleable materials together to create 3D models To be able to join construction toys together to make 3D models To be able to choose the correct fixing to make models secure and sturdy	Sturdy, secure, 3D model, fixings, construction tools, safety, cutting, materials

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EYFS	Spring	Animals Across the Globe	Geography	To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To know and understand the need to respect and care for the natural environment and living things.	To be able to discuss similarities and differences in relation to places, objects, materials and living things. (The World - ELG) To be able to make observations of the environment and explain why some things occur and talk about changes, including seasons. To be able to make observations of animals and plants and explain why some things occur, and talk about these changes.	Photos, animals, plants, leaf, stem, flower, season, Spring, Summer, Autumn, Winter, weather.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
EYFS	Spring	Animals Across the Globe	History	To know about similarities and differences between themselves and others. To know about similarities and differences between families. To know how to recognise the difference between past and present in their own and others' lives. To understand how to describe an event or family member from their past that is important to them and explain why it is important to remember this. To understand how to distinguish between fact and fiction.	To be able to match objects to people of different ages. To be able to use stories to distinguish between fact and fiction. To be able to organise events from their life in an order. To talk about some of the things they have observed, question why things happen and give explanations.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, new, old, past, present and future
EYFS	Spring	Animals Across the Globe	Music	To know some new songs. To know how to share likes and dislikes of music, using the word 'because'.	To be able to learn and sing new songs. To be able to make up songs during play. To be able to share likes and dislikes of music and performances, using 'because'.	Rhyme, rhythm, descriptive words: light, heavy, bright, hollow, dull, warm, smooth, scratchy, tempo: fast and slow, dynamics: loud and soft.

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EYFS	Spring	Animals Across the Globe	PE	To know how to roll safely. (Gymnastics) To know a range of different ways of travelling. To know a range of different jumps. To know how to safely perform a range of balances. To know how to move safely in a space. (Multi-Skills Activities) To know what co-ordination is. To know how to join in fairly.	To be able to roll in different ways with control. To be able to travel in a range of different ways. To be able to jump in a range of different ways. To begin to be able to balance in a range of ways with control. To be able to experiment with different ways of moving, beginning to show some agility. To be able to experiment with different ways of moving a ball with different body parts, beginning to show some co-ordination. To be able to show teamwork and turn taking.	Roll, Travel, Jump, Balance, Control Balance, Move, Agility, Co-ordination, Teamwork, Turn-taking

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EYFS	Spring	Animals Across the Globe	RE	To know the religious symbols of the Sikh religion and compare them to other religions (previously looked at the cross for Christians) To know the story of The milk and Jasmine flower. (Stories) To know about the festivals of Parkash/or Sikh New Year and compare to the Hindu festival of Holi (Hinduism studied last term) (Festivals) To understand the differences between a Jewish wedding and other weddings. (Festivals) To know the Torah is the Jewish holy book and compare it to other holy books To understand why Easter is important to Christians and how it is remembered, (Festivals) To understand we have a Christian church in our village and they will be preparing for Easter	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions To be able to use religious keywords and facts to describe the important events in the lives of religious founders To be able to use religious keywords to describe what the important symbols of each religion are To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture To be able to describe what religious people do to show that they are committed to God To be able to recall and name different beliefs and practises about festivals and ways of life To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to compare one aspect of their own experiences in life so far with those of others To be able to recognise religious symbols To be able to ask questions about faith	Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Onkar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban. Hanukkah, weddings, Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar

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					communities in their school To be able to ask questions about puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong To be able to answers that show understanding of moral and religious issues To be able to identify what special things happen to them and others To be able to identify what is special to them	
EYFS	Spring	Me and My Family	Science	To know about plants in the local natural environment and compare these with a contrasting environment, including: daffodil and a cactus plant. To know and explore a range of planets (Including Earth) the moon and the stars (Including the sun).	To be able to observe closely, using magnifying glasses, and comparing and contrasting familiar plants. To be able to describe how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. To be able to sow seeds and record growth over time. To be able to label the basic parts of a Daffodil (Stem, roots, leaves and flower)	Plant, tree, daffodil, cactus, planet, Mercury, Venus, Earth, World, Mars, Jupiter, Saturn, Uranus, Neptune, Moon, stars, sun, sow, seeds, record, growth, stem, root, leaf, flower.

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EYFS	Summer	Traditional Tales	Art	To know that pattern in art can be created by using basic lines and shapes (circle, square, straight, curved) and know that patterns can be repeated or positioned carefully (big, small, decreasing/increasing size). (Pattern and printing) To know that artists such as Matisse, Pollock, Kandinsky and Mondrian use pattern in their artwork (Artists) To know artwork can come in the form of photographs (digital art)	To be able to create patterns using basic shapes. To be able to describe the patterns in theirs and artists artwork. To be able to choose different media to create pattern in their artwork. To be able to use a range of thick and thin lines, dots and swirls to create pattern. To be able to recognise artwork by Kandinsky, Matisse, Pollock or Mondrian. To be able to recreate artwork by an artist (Kandinsky, Pollock, Matisse or Mondrian). To be able to use ipads to take photographs of objects in the environment.	Aertist, pattern, digital art, computer, ipad, lines, shapes, repeated pattern, increasing/decreasing, artwork, media: pencils, wax crayon, paint, paper, scrunch, tear, collage, swirls, photograph
EYFS	Summer	Traditional Tales	Computing	To know how to deliver simple algorithms (instructions). To know how technology can be used creatively. To know how to use all technology safely.	To be able to give simple instructions to technology or to a code making robot. To be able to use a tablet or iPad creatively, exploring doodling, typing, painting and graphics. To be able to articulate a worry or concern when using technology.	Algorithm, instruction, technology, code.

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EYFS	Summer	Traditional Tales	DT and Cooking and Nutrition	To know which tool to use for purpose (technical knowledge) To know how to use tools safely (technical knowledge) To know how to fix materials together using glue and tape (technical knowledge) To know how to fix construction toys, junk modelling and malleable materials together (technical knowledge) To know how plants and foods grow (food) To know where foods grow (food) To know what a recipe is and how to follow it (cooking)	To be able to design and label a structure. To be able to assemble junk modelling with a purpose in mind. To be able to build models using a variety of media that they can give meaning to. To be able to follow a recipe. To be able to weigh and combine ingredients together. To be able to name fruits and vegetables.	Sturdy, secure, 3D model, fixings, construction tools, safety, cutting, materials, recipe, ingredients, weighing, combining, media, structure
EYFS	Summer	Traditional Tales	Geography	To know routes can be found on maps and help us travel from one place to another.	To be able to describe a familiar route, both fiction (From a traditional tale) and non-fiction, (Home to School) To be able to discuss routes and locations and use drawings to map out the route.	Left, right, map, long, short. route, location

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EYFS	Summer	Traditional Tales	History	To know about the lives of the people around them and their roles in society. To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To know and be able to compare stories from the past (new and old). To know that we get information about history from talking to people.	To be able to look at artefacts and comment on what they see. To compare characters from current times to characters from the past. To be able to recognise when a figures/character is from the past. To be able to answer 'how' and 'why' questions about their experiences and in response to events. To be able to develop their own explanations by connecting ideas and events.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, new, old, past, present and future
EYFS	Summer	Traditional Tales	Music	To know a large repertoire of songs. To know how to explore untuned instruments (percussion).	To be able to listen to and appreciate a wide variety of music of different genre. To be able to sing a wide variety of songs. To be able to explore untuned instruments, creating loud and quiet sounds. To be able to appraise untuned instruments, sharing why they like or dislike the sound using the 'because'.	Sing, song, melody, beginning/middle/end, genre, rhythm, beat, dynamics, because...

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EYFS	Summer	Traditional tales	PE	To know the basics of moving a ball on the floor with feet and hands. (Ball Skills Activities) To know how to throw under and over arm. To know how to follow rules in PE game. (Games) To know different ways to send and receive a ball.	To be able to roll a ball towards a target To begin to be able to control a ball either rolling or kicking To be able to stop a ball using both feet or hands. To be able to throw a ball both underarm and overarm. To be able to throw and catch a balloon. To participate in a basic and fun game To follow simple rule within the game To make an attempt at sending and receiving a ball To participate to increase fitness	Ball, Underarm, Overarm, Roll, Stop, Kick, Target Game, Play, Instructions, Send, Receive

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EYFS	Summer	Traditional Tales	RE	To understand that people can follow different religions (Christian, Hindu, Sikh and Jewish). To know where Muslims worship, is it similar to other religions? (We know that other religions have special buildings synagog, gurdwara and church). (Places of worship) To understand that religious people, including Muslims, use stories to show their beliefs like The Crying Camel. (Stories) To understand that people of different religions wear different things. To understand that what is special to them may not be special to others and vice versa. (Kindness)	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions. To be able to use religious keywords and facts to describe the important events in the lives of religious founders. To be able to use religious keywords to describe what the important symbols of each religion are. To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture. To be able to describe what religious people do to show that they are committed to God. To be able to retell a religious story. To be able to recall and name different beliefs and practises about festivals and ways of life. To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to recognise religious symbols. To be able to ask questions about faith communities in their school. To be able to ask questions about	Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule, Allah, Islam, Mosque, Muslim, Prophet, Quran.

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					puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong. To be able to answers that show understanding of moral and religious issues. To be able to identify what special things happen to them and others. To be able to identify what is special to them.	

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EYFS	Summer	Traditional tales	Science	To know the names of different farm animals, including cow, pig, chicken, sheep, goat, horse and duck. To know the names of different wild animals including bats, deer, otters, foxes, rabbits and hares. To know a habitat is where something lives. To know the names of different habitats, including: field, trees, river, desert, forest, sea, mountain, Arctic and Antarctica, Swamp, woodland and Savanna and rainforests. To know the names of different animals from around the world, including: beaver, brown bear, red-eyed tree frog, toucan, sloth, African elephant, zebra, lion, tiger, hedgehog, birds, emperor penguin and polar bear.	To be able to describe animals and their habitats, using photos, role play, continuous provision, non-fiction texts and first hand experiences of the local area. To compare different habitats and their animals using first hand experiences and through videos and photographs and classify using simple criteria, including 'lives in a tree', 'lives in the Arctic'. To be able to observe similarities (Eat, sleep, think, communicate) and differences (Fur, number of legs, habitat) between humans and other types of animals.	Farm, animal, habitat

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Year 1	Autumn	All About Me	Art	To know the primary colours (red, blue, yellow) and how to mix secondary colours (purple, orange, green) (colour) To know that colour is an element of art (Colour) To know that there are different tones of colours and know how to group them (light, dark) (warm, cold, shiny, smooth) (colour) To know the anatomy/proportions of the body. To know how to draw a people and objects with greater detail (Drawing) To know that proportion is a principle of art (drawing) To know that sketching pencils make different marks (HB - best for initial sketch, 2H – technical drawing (more precise), 2B – created light and dark tones) (drawing)	To be able to name the primary colours To be able to name the colours that make the secondary colours (Red and yellow – orange, yellow and blue – green, red and blue – purple) To be able to mix specific colours to use in their artwork To explore different paint brush marks To be able to use specific tones when colouring/painting To be able to choose a particular colour/tone when creating artwork in different seasons (cold and warm colours) To be able to make colours lighter (using white) or darker (using black) To be able to draw people and objects with greater detail (head, body, arms, legs, hair, facial features, feet, fingers) To be able to create a self-portrait, looking at the proportions of their face and placement of features (eyes, nose, mouth, ears) To be able to create thick and thin lines using the different types of sketching pencil To be able to create light and dark tones using sketching pencils To be able to choose the correct sketching pencil for their artwork To be able to use different drawing	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					materials for effect (pastels, oil pastels, paint, chalks, pencil)	
Year 1	Autumn	All About Me	Computing	To know what a code is. To know how to debug a code or program (problem solve). To know how to turn on and use a piece of technology, e.g. laptop or iPad. To know how to use technology safely and respectfully.	To be able to demonstrate what a code is through speech or action. To be able to problem solve when using coding or programming. To be able to turn on and turn off a laptop, iPad or tablet. To be able to use technology safely and respectfully at all times.	Code, instruction, problem solving, debug, debugging, respect, safe, safety.
Year 1	Autumn	All About Me	DT and Cooking and Nutrition	To know the basic principles of a healthy diet to prepare dishes (nutrition) To know that models/structures are designed before they are built (Designing) To know that architects design buildings/structures (designing)	To be able to follow procedures for safety and hygiene To be able to use appropriate tools to prepare fruit and veg To be able to name the 5 main food groups to make informed choices of a healthy diet To be able to describe what they want to do using pictures and words, labelling and listing materials they will need	Balanced diet, food groups – dairy or dairy alternatives, carbohydrates, oils and spreads, fruit and vegetables, meat and protein.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	Geography	To know the three green recyclable symbols means the packaging can be recycled, including paper, cardboard, hard plastic and glass bottles. To know the black non-recyclable symbol on certain materials, including plastic, cannot be recycled. To know why recycling is important. (Conserves natural resources and reduces waste). To know the abbreviation for the United Kingdom is 'UK'. To know the different types of weather conditions that affect the UK. (Including rainy, sunny, windy, cloudy, snowy, cold, warm, and sunny intervals, depending on the season. Spring, Summer, Autumn and Winter).	To be able to categories different packaging materials that can and cannot be recycled. To be able to observe seasonal and daily weather patterns in the United Kingdom.	Physical, human, recycle, recyclable, non-recyclable, plastic, clingfilm, foil, tin, glass bottle, cardboard box, natural, waste, United Kingdom, UK, weather, season.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	History	To understand significant historical events, people and places in their own locality by studying who John Hellins was and when he created the school and link to things like 1969 Moon Landings and the present on a timeline (Monarchy and sig figures) To know the changes within living memory; where appropriate, these should be used to reveal aspects of change in national life such as the invention of the TV, telephone, and motor car. To know when cars and bikes were invented and how and why they have changed over the years	To be able to sequence events in their own life. To be able to sequence artefacts that are from obviously different eras. To be able to match objects with people of different ages. To be able to recognise the difference between past and present in their own life. To be able to recount stories from the past. Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable. To be able to find answers to simple questions about the past from various sources such as artefacts.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact
Year 1	Autumn	All About Me	Music	To know that songs and chants have a rhythm. To know how to use voices expressively, e.g. loud or soft, high or low. To know a song off by heart.	To be able to identify some rhyming words in a song or chant. To be able to use voices appropriately with different dynamics. To be able to sing a song off by heart in a group or whole class.	Rhyme, rhythm, song, chant, beat, pace (tempo), voice, dynamics (loud, soft).

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	PE	To know how to move safely around a space. (Fundamental Movement Skills) To know how to jump for height. To know how to jump for distance. To know a variety of different movement types. To know how to change speed and direction when travelling. (Gymnastics) To know a variety of different stretches. To know a variety of different jumps. To know a variety of different balances. To know what a gymnastic movement sequence is. To know the key rules of using gymnastics equipment. To know the importance of increasing fitness. (Functional Movement Activities) To know how to repeat and mirror a dance move. (Dance) To know how to create a short dance sequence. To know how to vary speeds in a	To be able to move with confidence around a space. To be able to jump for height. To be able to jump for distance. To be able to demonstrate a range of movement types. To be able to travel in different ways while varying speeds and directions. To be able to perform a range of stretches. To be able to perform a range of jumps. To be able to show a variety of basic balance. To be able to create a short movement sequence. To be able to use gymnastics equipment safely. To be able participate in a game to increase cardiovascular fitness. To be able to participate in a game to increase muscular endurance. To be able to copy and repeat dance movements. To be able to put together a short sequence of dance movements to create a basic routine. To be able to change speed of a dance action.	Walk, Run, Jog, Crawl, Roll, Jump, Height, Distance, Safely Stretch, Jump, Balance, Sequence, Beam, Frame, Table Fitness, Muscles, Heart, Endurance Movement, Repeat, Copy, Sequence, Routine Action, Speed, Improvise

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				dance. To know what improvisation is.	To be able to improvise to create a simple dance.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	RE	To understand who Christians are and what they believe (EYFS God, extend to Jesus and disciples) To understand the main Christian festivals (EYFS Christmas and Easter, extend to Harvest) (Festivals) To understand what makes Christians feel special To understand who the Hindu gods are To understand what the Hindu Holy book is called (EYFS know Rama and Sita story will be in a book) To understand the Hindu special place of worship - Mandir and its layout. (Places of worship) To know the story of Lakshmi and its importance to Hindus - English Link (Stories) To know what a diva lamp is, and their importance - DT Link (EYFS They know the festival of light, retell the story before explaining the significance of the divas) (Stories)	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions To be able to use religious keywords and facts to describe the important events in the lives of religious founders To be able to use religious keywords to describe what the important symbols of each religion are To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture To be able to describe what religious people do to show that they are committed to God To be able to retell a religious story To be able to recall and name different beliefs and practises about festivals and ways of life To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to compare one aspect of their own experiences in life so far with those of others To be able to describe what their influences in life are and compare and	Easter, Christmas, Pentecost, church, alter, bible, disciples, Advent, Baptism, Bible, Christ, Christmas, Creation, Disciple, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship Brahma, Krishna, Lakshmi, Ganesh, Mandir, Puja, Arti, Aum/Om, Diwali, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					contrast these with the influences that other people have in their lives To be able to recognise religious symbols To be able to ask questions about faith communities in their school To be able to ask questions about puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong and suggest To be able to answers that show understanding of moral and religious issues To be able to identify what special things happen to them and others To be able to identify what is special to them	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Autumn	All About Me	Science	To know the names of a variety of common animals including fish, amphibians, reptiles, birds and mammals. To know and name a variety of common animals that are carnivores (including: lion, tiger, crocodile and polar bear) herbivores (including cows, rabbits, sheep and giraffes) Omnivores (Including humans, dogs, cats, bears and pigs). To know the names of the basic parts of the human body and the senses related to each part of the body including: eyes (Sight), ears (Hear), mouth (Taste), nose (Smell), hands (Touch) fingers, arms, legs, neck, back, stomach and toes. To understand how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	To be able to compare and describe omnivores, carnivores and herbivores using a Venn diagram. To be able to draw and label parts of the human body, using a human body outline. To be able to sort and compare animals through the use of photographs and pictures, based on their structure and characteristics, giving an explanation of these.	fish, amphibians, reptiles, birds, mammals, carnivore, herbivore, omnivore, human, body, senses, structure, fish, amphibians, reptiles, birds, mammals, pet.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	Art	To know that Constructing is a 3D art process (constructing is the process of assembling) (3D form) To know that modelling is a 3D art process (clay) (modelling is an additive process where soft material is worked by the artist to build up a shape or form. Clay can be changed or re-worked) (3D form) To know some famous buildings in London and around the world (3D form) To know that architects are people who design buildings (3D form, design) To know that different media can be used to create texture in 3d form using clay (texture) To know that texture is an element of art (texture) To know that different pencil pressure will create dark or light marks (drawing) To know that proportion is a principle of art (drawing) To know that mixing and layering media will create a collage (Textiles and collage) To know that textiles are in everyday items (any item that is	To be able to create 3d forms by constructing using junk modelling To be able to construct by bending, folding and balancing To be able to articulate the role of an architect To be able to describe the texture of objects in the environment To be able to use scissors, rolling pins, knives, forks, cutters and stamps to create texture in clay To be able to make simple joins by manipulating modelling material or pasting carefully To be able to use tools to carve into clay (knives, clay sculpture tool, clay carving tool) To be able to describe the texture of objects in the environment To be able to use scissors, rolling pins, knives, forks, cutters and stamps to create texture in clay To be able to make simple joins by manipulating modelling material or pasting carefully To be able to use tools to carve into clay (knives, clay sculpture tool, clay carving tool) To be able to use pencil pressure to create drawings/sketches for a purpose (lighter marks to be rubbed out/not seen, darker marks for shading or creating depth)	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				made from fabric) (textiles)	To be able to explore proportion between sky lines and ground, landscapes and cityscapes To be able to create collage artwork by mixing different media (painted strips of paper, teared paper, tissue paper, card, newspaper) To be able to name different types of textiles in the environment (clothing, curtains, shoes To be able to use textiles in weaving using a card loom	
Year 1	Spring	Bright Lights, Big City	Computing	To know how to create a code on a BeeBot and an app. To know how to follow instructions online or on an app. To know how to debug program (problem solve). To know how to use technology safely and respectfully.	To be able to program a code into a BeeBot. To be able to program a code into an app (such as CodeMonkey, Scratch Jr.). To be able to debug (solve problems) a code when needed. To be able to use technology safely and respectfully at all times.	Code, instruction, app, problem solving, debug, program, programming, website, online.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	DT and Cooking and Nutrition	To know how to design a purposeful, functional and appealing product based on design criteria (technical knowledge) To know how to evaluate ideas and products against the design criteria – does their structure match their design? (Evaluating) To know how structures can be made stronger and more stable (Technical knowledge) To know which tools and resources to use for joining, cutting, shaping and finishing (technical knowledge)	To be able to use a range of tools and equipment appropriately and safely To be able to design and shape materials and components for building To be able to make products more stable by adding further components – making the base wider	Design, make, evaluate, structure, stable, safety, functional, product, design criteria, joining, cutting, shaping

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	Geography	To know the four countries of the United Kingdom. (England, Wales, Scotland and Northern Ireland). To know the abbreviation for the United Kingdom is 'UK'. (Review prior learning). To know the surrounding seas of the UK (English Channel, the North Sea, the Irish Sea and the Atlantic Ocean) To know the capital cities of the United Kingdom. (London (England), Cardiff (Wales), Edinburgh (Scotland), and Belfast (Northern Ireland)).	To be able to locate the United Kingdom and its four countries, using a world map. To be able to locate the surrounding seas and ocean of the United Kingdom, using an atlas. To be able to locate the capital cities of the United Kingdom, using an atlas.	Atlas, map, world, United Kingdom, UK, England, Wales, Scotland, Northern Ireland, city, capital city, London, Cardiff, Edinburgh, Belfast, ocean, Atlantic Ocean, Irish sea, North Sea, English Channel.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	History	To know where, when and how the most memorable buildings on the planet were built and their significance - Eiffel Tower and Taj Mahal To know the events beyond living memory that are significant nationally or globally, like the Great Fire of London and the first balloon flight and why they are so significant in history	To be able to sequence events in their own life. To be able to sequence artefacts that are from obviously different eras. To be able to match objects with people of different ages. To be able to recognise the difference between past and present in their own life. To be able to recount stories from the past. Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable. To be able to find answers to simple questions about the past from various sources such as artefacts.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact
Year 1	Spring	Bright Lights, Big City	Music	To know that live and recorded music sounds different. To know how to describe music using music related vocabulary. To know how to use rhyming words.	To be able to appreciate live music (singers or bands) and recorded music are different. To be able to use adjectives to describe a piece of music, such as ""The music is loud and has a fast tempo/speed."" To be able to use rhyming words to make up a short rhyme.	Rhyme, rhythm, descriptive words: light, heavy, bright, hollow, dull, warm, smooth, scratchy, tempo: fast and slow, dynamics: loud and soft, because..., appreciate, live music.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	PE	To know how to control body parts during a balance. (Multi-Skills Activities) To know what agility is. To know how to co-ordinate themselves with equipment. To know what co-operation is. To know how to hold an archery bow. (Archery) To know how to load a arrow onto a bow. To know how to shoot a bow and arrow. To know how to hold and roll a goalball. (Goalball) To know how to stop a ball in goalball. To know the objectives of goalball. To know how to hold and roll a kurling stone. (Kurling) To know the order of play in a game of kurling. To know how to hold and roll a boccia ball. (Boccia) To know the order of play in a game of boccia.	To be able to balance with control and use various body parts of the body to do so. To be able to show agility with some control. To be able to co-ordinate with the use of some equipment. To be able to co-operate, compete and challenge themselves as a team in various games. To be able to hold an archery bow with support. To be able to load a arrow onto a bow with support. To be able to shoot a bow and arrow with support. To be able to roll a goal ball towards a target. To be able to defend a bench with their body. To be able to take part in a goalball game with or without a blindfold. To be able to roll kurling stone towards a target. To be able to take turns in a kurling inspired game. To be able to roll a boccia ball towards a target.	Balance, Move, Agility, Co-ordination, Teamwork, Turn-taking, Equipment, Compete, Challenge. Bow, Pull, Arrow, Flight, Shoot, Load. Roll, Goalball, Blindfold, Inclusion, Defend, Goal. Boccia, Ball, Inclusion, Turn-taking Ball, Send, Receive, Throw, Catch, Score, Game.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know how to safely catch a ball. (Ball Skills) To know a variety of ways of stopping a ball. To know a variety of ways to send a ball. To know how to score a game.	To be able to take turns in a game of boccia. To be able to catch a soft ball safely. To be able to throw and catch with a partner. To be able to stop and control a variety of different balls. To be able to send a variety of different balls. To be able take part in a ball game while scoring points.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	RE	To know what are the Sikh stories from the Gods (EYFS know the Milk and Jasmine flower, use Duni Chand and the silver needle) (Stories) To know how the concept of Seva affects Sikh children. (Kindness) To understand who Jewish people believe in (EYFS know the Torah, talk about the people in the Torah) To understand where and how Jewish people worship (EYFS know Jewish people marry, extend to what the building is like and how they pray) (Places of worship)	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions To be able to use religious keywords and facts to describe the important events in the lives of religious founders To be able to use religious keywords to describe what the important symbols of each religion are To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture To be able to describe what religious people do to show that they are committed to God To be able to retell a religious story To be able to recall and name different beliefs and practises about festivals and ways of life To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to compare one aspect of their own experiences in life so far with those of others To be able to describe what their influences in life are and compare and	Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Onkar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban. Hanukkah, weddings, Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					contrast these with the influences that other people have in their lives To be able to recognise religious symbols To be able to ask questions about faith communities in their school To be able to ask questions about puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong and suggest To be able to answers that show understanding of moral and religious issues To be able to identify what special things happen to them and others To be able to identify what is special to them	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	Science	To know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, and rock. To know how to distinguish between an object and the material from which it is made including: wood and door, money coin and metal, window and glass, plastic and ruler, rock and stone. To know the simple physical properties of a variety of everyday materials including: hard, soft, rough, light, heavy, flexible, transparent, opaque, waterproof, absorbent and shiny.	To be able to compare and group together a variety of everyday materials (As above) on the basis of their simple physical properties, using physical objects to classify. To be able to ask simple questions and make a prediction: Which object will float and which will sink? (Conduct a simple scientific test to conclude)	object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, properties

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	Art	To know that pattern (lines, basic shapes, curves) can create art (can be linked to maths) (pattern and printing) To know that pattern can be repeated or placed in a specific way to create art (decreasing/increasing size) (pattern and printing) To know that artists use shape to create artwork. (pattern and printing) To know 2 types of art movement (Modern art and Pop art). To know that Henri Matisse or Jackson Pollock are part of the Modern art movement. To know that Andy Warhol is part of the pop art movement. To know how the printing process works (creating an impression to be able to make multiples of an artwork). (Pattern and printing) To know artwork can come in the form of photographs. (digital art)	To be able to create artwork using basic shapes, lines and curves. To be able to re-create a piece of art in the style of one of the above movements (Pop art or Modern art). To be able to explore and describe the shapes they see in artwork. To be able to create an impression to create a piece of artwork print by rolling, stamping (stamps to create wrapping paper, rolling in clay/dough). To be able to mimic print from the environment and/or artists (wallpaper, famous artwork from artists from art movements above). To be able to use ipads to take photographs of the environment. To be able to appreciate digital artwork and comment (Edward Henry Weston – photos of natural objects with light and dark shadows). To be able to create own digital art – combining photographs using picollage .	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	Computing	To know how to create and evaluate a code or program. To know what an algorithm is. To know how to predict the behaviour of simple programs. To know how to use technology safely and respectfully.	To be able to create a code and evaluate how successful it was, through speaking or writing. To be able to explain what an algorithm (instructions) is. To be able to predict whether a code or program will be successful or unsuccessful. To be able to use technology safely at all times.	Debug, code, program, algorithm, instructions, create, predict, problem solve, device, online safety, website, online.
Year 1	Summer	Into the Jungle	DT and Cooking and Nutrition	To know where food comes from - plant, animal, different parts of the world (Food) To know which tools and resources to use for joining, cutting, shaping and finishing (Making and Technical knowledge) To know how to design a purposeful, functional and appealing product based on design criteria (Designing)	To be able to identify where particular foods have come from - animal or plant. To be able to name food in the 5 main food groups.	mix, bake, sieve, cook, stir, recipe, taste, farm, field, vegetable, fruit, fat, carbohydrate, protein

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	Geography	To know the seven continents of the world (Africa, Antarctica, Asia, Australasia, Europe, North America South America.) To know the five oceans of the world (Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, and Indian Ocean) To know Vostok, Antarctica is a cold location and Brazil is a hot location, (Equator, South Pole) To know water evaporates and forms into clouds. (When the clouds are heavy, the water falls from the cloud as precipitation).	To be able to locate the seven continents and five oceans of the world, using a globe and a world map. To be able to locate hot and cold areas of the world in relation to the Equator and the North and South Poles, using a world map. To be able to locate countries, using a world map, including Russia, Brazil, UK, Egypt, Australia, Greece, Canada, and Thailand. To be able to identify the basic process of the water cycle.	World, continents, Oceans, North Pole, South Pole, Equator, Africa, Europe, Antarctica, North America, South America, Asia, Australasia, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Indian Ocean, hot, cold, Water cycle, sea, sun, evaporation, precipitation, rain, snow, hail, sleet, cloud.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	History	To know key information about significant people who have contributed to national and international achievements from different periods of time. Charles Darwin, and Dr Livingstone. (Monarchy and sig figures) To know that we get information from books that people have written about history called Secondary sources - called facts.	To be able to sequence events in their own life. To be able to sequence artefacts that are from obviously different eras. To be able to match objects with people of different ages. To be able to recognise the difference between past and present in their own life. To be able to recount stories from the past. Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable. To be able to find answers to simple questions about the past from various sources such as artefacts.	Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact
Year 1	Summer	Into the Jungle	Music	To know about a piece of classical music, e.g. Le Carnaval des animaux or the Flight of the Bumblebee. To know a song or a rhyme about animals. To know how to create a beat with an untuned instrument(s).	To be able to listen to a piece of classical music and appreciate it. To be able to share a song or rhyme about animals. To be able to use an untuned instrument to create a fast or slow beat, attempting to keep in time (this could be to accompany their rhyme).	Sing, song, structure: beginning/middle/end, rhythm, beat, dynamics (loud, soft), beat, pace (tempo), rhyme, rhyming couplet.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	PE	To know how to send and receive in different ways in a game. (Games) To know the basic roles of an attacker in a game. To know the basic roles of a defender in a game. To know what space looks like in the context of PE. To know what multisports is. (MultiSports) To know how to correctly throw a range of balls in different sports To know how to correctly dribble a range of balls in different sports. To know what a target is and when this would be used in a game session. To know basic rules of specific games and how to apply them. To know how to hold a hockey stick. To know the different basic disciplines in athletics (Running, Jumping and Throwing). (Athletics Activities) To know how to change pace and direction. To know different types of jumps.	To participate in a fun game To follow rules within the game To be able to send and receive a balls in a game. To be able to identify an attack and defender in a game. To be able to begin to move around a space effectively and safely. To be able to dribble and throw a basketball. To be able to throw a netball. To be able to kick and dribble a football. To be able to throw a rugby ball. To be able to throw a dodgeball towards a target with some accuracy. To be able to hold a hockey stick and attempt to control ball. Running: To be able to show good posture and balance. To be able to jog in a straight line. To be able to vary pace and speed when running. To be able to change direction when jogging. To be able to sprint in a straight line. To be able to change direction when sprinting. Jumping:	Attacker, Defender, Rules, Sending, Receiving, Space Basketball, Football, Dodgeball, Accurate, Dribble, Rules Pace, Sprint, Jog, Distance, Sequence Racket, Bat, Strike, Swing

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know different throwing actions and how to improve the distance the ball travels. To know 4 different types of bats and how to hold them. (Racket and Ball Skills) To know how to strike a ball with a racket or bat. To know how to angle a racket or bat to change direction.	To be able to land safely and with control. To be able to perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high and as far as possible. To be able to work with a partner to develop the control of their jumps. Throwing: To be able to throw underarm and overarm. To be able to throw a ball towards a target area. To improve the distance a ball travels. To be able to hit a range of different balls with a some control. To be able to hit range of different rackets or bats. To be able control a tennis ball with a tennis racket. To be to hit a ball toward a target with a racket or bat.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	RE	To understand what is important to Muslims (EYFS will know story of Crying Camel)- but more details now needed like beliefs. To understand where, how and why praying at regular intervals makes a better Muslim. To understand what themes from Jewish, Christian and other religious stories tell us that are similar like David and Goliath and Prodigal Son. (Stories)	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions. To be able to use religious keywords and facts to describe the important events in the lives of religious founders. To be able to use religious keywords to describe what the important symbols of each religion are. To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture. To be able to describe what religious people do to show that they are committed to God. To be able to retell a religious story. To be able to recall and name different beliefs and practises about festivals and ways of life. To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to compare one aspect of their own experiences in life so far with those of others. To be able to describe what their influences in life are and compare and	Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule, Allah, Islam, Mosque, Muslim, Prophet, Quran.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					contrast these with the influences that other people have in their lives. To be able to recognise religious symbols. To be able to ask questions about faith communities in their school. To be able to ask questions about puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong and suggest. To be able to answers that show understanding of moral and religious issues. To be able to identify what special things happen to them and others. To be able to identify what is special to them.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Summer	Into the Jungle	Science	To know the four seasons are Spring, Summer Winter and Autumn. To know the climatic changes across the four seasons, including: hot, cold, warm, mild and cool. To know and describe the different types of weather associated with each season, including discussions about how the same weather types can occur in different seasons in the UK – Rainy, sunny, cloudy). To know how and why day length varies, based on the earth's tilt towards/away from the sun. To know the names of a variety of common wild (Not planted by people) and garden plants (Planted by people) (Including: dandelion, daisy, rose, tulip, daffodil and thistle) deciduous (Oak, beech) and evergreen trees (Pine, holly).	To be able to identify and classify weather types with the specific season, using a table. To be able to observe seasonal changes over time and record temperature using a thermometer. To be able to ask questions about the Earth. Why is it tilted? To be able to observe plants and trees closely in the local, natural environment, using magnifying glasses and photographs. To observe the different parts of a flowering plant using a microscope and magnifying glasses. To be able to draw a diagram to show the different parts of a plant. (Roots, leaves, stem, flower and bud before the flower appears)	weed, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, weed, deciduous, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, nutrition, blossom, trunk, branches, seasons, spring, summer, autumn, winter, weather, daylight

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Art	To know that adding white to paint will change the tone of a colour (colour) To know that sketching pencils can be used to create light and dark and shadows (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading) (drawing) To know that texture can be 2d or 3d (texture)	To be able to make as many tones of a colour by adding white to the paint To be able to make a colour darker without using black To be able to name colours in the environment (magenta, cyan, apple green, scarlet red, aquamarine) To be able to use different sketching pencils to draw still life/observational and add shadow To be able to sketch initial outline and add texture and tone with the appropriate sketching pencil To be able to create light and dark tones using sketching pencils, applying pressure to explore To be able to use a range of drawing materials (Pastels, oil pastels, pencils, paint) To be able to comment on the texture of everyday objects To be able to describe texture in artwork - sculptures or paintings (Le Chat by Alberto Giacometti (1955), Starry night by Vincent Van Gogh (1889))	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, single mounting, watercolour, end piece, impressed line, overlaying, random pattern, repeated pattern, overlays, sculptural form, shaping, smooth, tactile, visual, embellish, interpret

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Computing	To know what an algorithm is. To know how to create a simple program. To know how to use a laptop and iPad confidently and safely. To know what a computer is and to know the parts of a computer. To know how to use technology safely and respectfully.	To be able to recall what an algorithm is and explain its purpose. To be able to create a simple program using simple instructions. To become increasingly confident when using technology in the classroom. To be able to name parts of a computer, such as the mouse, keyboard, screen, charging cable and unit, speakers, on and off button. To be able to use technology safely and respectfully at all times.	Algorithm, simple program, programming, instructions, debug, problem solve, features, computer, mouse, keyboard, screen, charging cable, unit, speakers, button.
Year 2	Autumn	Explorers	DT and Cooking and Nutrition	To know how food is grown (food) To know foods are subject to seasons (food) To know where foods are grown and how they are transported (food) To know how to use equipment safely (technical knowledge) To know how to build or create according to design criteria (designing and making)	To be able to handle tools and equipment safely for constructing and preparing food To be able to chop foods safely To be able to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT	Seasons, growing, planting, food miles, transport, farm, field, vegetables, recipe

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Geography	To know what a compass is and how it is used. To know the compass directions. (North, East, South, West.) To know directional and locational language (near, far, left, right) To know the physical and human features of the school and grounds, (hill, forest, trees, vegetation, building, roads, car park, playground and lodge).	To be able to use a compass. To be able to use locational and directional language to describe the location of features and routes on a map of Potterspurty. To be able to use simple fieldwork and observational skills to study the geography of John Hellins Primary School and its grounds, using digital maps.	Compass, North, East, South, West, location, direction, route, map, near, far, left, right, hill, forest, trees, vegetation, building, roads, car park, playground.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	History	To know about the lives of significant individuals who have contributed to national and international achievements such as:- Shackleton, Mary Anning and Columbus - and know when they lived. (Monarchy and sig figures) To know about changes within living memory such as battery and solar power for explorers and fabric designs to aid temperature control. To understand and be able to compare significant historical events like Shackleton's voyage to the South Pole and when Everest was conquered, stating the similarities and differences. (Extend on from the Yr 1 study of Motor vehicles development of supplies etc)	To be able to sequence artefacts closer together in time, and check using technology To be able to sequence photos from different periods of their life To be able to describe memories of key events in their lives To be able to recognise why events happened and what happened as a result, accounts or stories To be able to identify differences between ways of life at different times To be able to compare two versions of a past event To be able to compare pictures or photos of people or events in the past To be able to discuss reliability of photos To be able to use a source and answer questions from the past on the basis of simple observations	Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger ,Christopher Wren St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Music	To know a sea shanty off by heart. To know how to listen and appreciate a piece of music. To know what sounds can be used to create a seascape. To know how to compare music from around the world using musical language.	To be able to sing a sea shanty off by heart (either in groups or whole class), such as: The Wellerman Sea Shanty. To be able to show appreciation for a piece of music, e.g. Pirates of the Caribbean theme by Hans Zimmer. To be able to use instruments, voices or technology to create a seascape, e.g. scratching a drum for waves. To be able to compare 2 pieces of music from 2 different countries, such as an Irish country song and an African tribal song.	Shanty, verse, chorus, repetition, appreciate (likes, dislikes), because..., genre, instruments, percussion, musical adjectives (scratch, gentle, high-pitched), compare, comparison.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	PE	To know how to change pace when moving. (Fundamental Movement Skills) To know how to increase height when jumping. To know how to increase distance when jumping. To know which movement type to apply to a game or activity. To know how to create a stable balance. (Gymnastics) To know how to control jumps effectively. To know how to safely climb equipment. To know how to safely jump off equipment. To know how to apply movement ideas to their own sequences. To know the importance of increasing fitness. (Functional Fitness Activities) To know techniques to remember a dance sequence. (Dance) To know how to use a stimulus to create a dance. To know what a canon, unison and mirroring are.	To be able to move at a variety of paces with confidence around a space. To be able to increase the height of a jump. To be able to increase the distance of a jump. To be able to apply a range of movement skills to a game or activity. To be able to hold a still position during a balance. To be able to jump in a variety of different ways with increased control and confidence. To be able to climb and jump off gymnastics equipment. To be able to explore and remember actions and movements to then create their own movement sequences. To be able participate in a game to continually increase cardiovascular fitness. To be able to participate in a game to continually increase muscular endurance. To be able to copy and remember then repeat a dance sequence. To be able to create a dance sequence based on a stimulus. To begin to be able to use	Walk, Run, Jog, Crawl, Roll, Jump, Height, Distance, Safely Stable, Control, Climb, Jump, Explore, Movements, Sequence Fitness, Muscles, Heart, Endurance Stimulus, Sequence, Choreography, Canon, Unison, Mirroring

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					choreographic devices such as canon, unison and mirroring to attempt to move to music.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	RE	To understand the term kindness and if you can you be kind to all and that this is a Christian value - link to the Good Samaritan and introduce the parables are the Christian way of spreading God's word. (Kindness) To understand how we damage the world and discuss what we can do to protect it (Yr 1 Christians feel special as God created Earth so we must look after it or we are not good Christians) To understand who Jesus was and if he was a good teacher To understand how God is worshipped in the Hindu home including prayer. (Places of worship) To understand why stories are important to Hindus and be able to retell the story of Lakshmi (Stories) To know how to use artefacts to explore religions – diva etc (boxes from project room) To know the meaning of a Rangoli pattern	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions To be able to use religious keywords and facts to describe the important events in the lives of religious founders To be able to use religious keywords describe what the important symbols of each religion are To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture To be able to describe what religious people do to show that they are committed to God To be able to retell a religious story suggesting its meaning/moral To be able to explain why different communities do different things To be able to describe some reasons why people belong to a particular religion To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God To be able to compare one aspect of your own experiences in life so far with those of others To be able to describe what your influences in life are and compare and	Easter, Christmas, Pentecost, church, alter, bible, disciples, God, Braham, Krishna, Lakshmi, Ganesh, Mandir, Puja, Arti, Aum/Om, Diwali, Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					contrast these with the influences that other people have in their lives To be able to understand that religious symbols, words and actions express a community way of living To be able to identify similarities between religions To be able to ask questions about puzzling aspects of life To be able to compare your answers with the answers that a religious person would give To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues To be able to identify truths and beliefs To be able to express their own opinion and understand others may belief differently	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Autumn	Explorers	Science	To know animals, including humans, have offspring which grow into adults. To know and describe the basic needs of animals, including humans, for survival (water, food and air). To know and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	To be able to use photographs, pictures, videos, possible first-hand experience and vocabulary (humans – adult, infant, child) (Animals – dog – puppy, chicken – chick, cat – kitten, sheep – lamb, pig – piglet, cow – calf, duck – duckling) to identify animals and their offspring. To be able to ask questions about what things animals need for survival and what humans need to stay healthy; suggesting ways to find answers to their questions.	offspring, animals, humans, survival, water, food, air, exercise, hygiene, human, adults, infant, child.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	Art	To know that textiles can be naturally made (plants and animals) or man-made (chemically produced) (Textiles) To know the name of the running stitch when attaching fabrics together (textiles) To know the 4 art processes for 3d form (Carving, modelling, casting and constructing) (3D form)	To be able to use a running stitch to create simple appliqué work - attaching material shapes to fabric To be able to layer torn, scrunched, painted paper, card, tissue paper or fabrics to create a collage To be able to name the 4 processes for 3d art form To be able to create or replicate pattern and texture of 3d art using junk modelling or clay based on a particular sculptor (Dame Barbara Hepworth, Auguste Rodin, Donald Judd, Alberto Giacometti) To be able to choose the correct tools for shaping and molding clay to create detail, texture and shape. To be able to name artists who create sculptures/3d art (Dame Barbara Hepworth, Auguste Rodin, Donald Judd, Alberto Giacometti) To be able to comment and describe the similarities and differences to the artwork of the artist, their own work or others artists work	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, single mounting, watercolour, end piece, impressed line, overlaying, random pattern, repeated pattern, overlays, sculptural form, shaping, smooth, tactile, visual, embellish, interpret

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	Computing	To know how to create and debug a simple program. To know about technology and its uses in the wider world. To know how to use the internet to search. To know how to use technology safely and respectfully.	To be able to use an app or Scratch Jr. to create a simple program and problem solve throughout this process (debug). To be able to explain why technology is important in everyday life and how people use technology day-to-day. To be able to use a search engine (Google) to research information, becoming more familiar with typing on a keyboard. To be able to use technology safely and respectfully at all times.	Simple program, programming, algorithm, instructions, debug, problem solve, technology, search engine, research, type, keyboard.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	DT and Cooking and Nutrition	To know where food comes from (food) To know which materials and component to select according to the criteria, including; construction materials, textiles and food (designing and making) To know the basic rules of food hygiene (nutrition) To know how to use cooking tools and equipment safely and properly (technical knowledge) To know which mechanisms to use such as; levers, sliders, wheels and axles, in your product (technical knowledge) To know how to make the product better through evaluation (designing and evaluating)	To be able to prepare food, chopping and mixing to create simple dishes To be able to join construction pieces and mechanisms together to create a working model To be able to use appropriate tools to construct and join – tape, glue, split pins To be able to design purposeful, functional, appealing products based on design criteria To be able to discuss food hygiene	Chop, grate, hygiene, mechanisms, evaluate, construct, components, recipe, taste

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	Geography	To know geographical language, (Physical and Human ,beach, cliff, coast, sea, river, soil, valley, farm, shop, town and village) To know the physical and human differences between the village of Oymyakon, Russia to the village of Potterspury, United Kingdom.	To be able to use aerial photographs to recognise landmarks and basic human and physical features. including beach, cliff, coast, sea, river, soil, valley, farm, shop, town, village and castle; (Compare Warwick to Potterspury) To be able to draw and devise a simple map of imaginary places and from stories, using a key ('Paper bag Princess' dragon trail). To be able to compare the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Aerial, landmark, human, physical, beach, cliff, coast, sea, river, soil, valley, farm, shop, town, village, map, key, symbol, Europe, United Kingdom, non-European.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	History	To understand the role of the monarchy and the significant Kings and Queens of the past, include Queen Elizabeth I and Henry VIII, Victoria , George VI with his challenges and Elizabeth II and Charles III - and who came first and last. (Monarchy and sig figures) To understand how the construction of castles has changed over time - motte and bailey to stone and moat. (Power and conflict) To know events beyond living memory that are significant nationally or globally such as 1066 Battle of Hastings and how it was recorded on the Bayeux tapestry, and the Gunpowder Plot on Parliament. (Power and conflict)	To be able to sequence artefacts closer together in time, and check using technology To be able to sequence photos from different periods of their life To be able to describe memories of key events in their lives To be able to recognise why events happened and what happened as a result, accounts or stories To be able to identify differences between ways of life at different times To be able to compare two versions of a past event To be able to compare pictures or photos of people or events in the past To be able to discuss reliability of photos To be able to use a source and answer questions from the past on the basis of simple observations	Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger ,Christopher Wren St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	Music	To know about stringed instruments. To know how to describe stringed music using musical vocabulary. To know what medieval music was like and how it differs from today.	To be able to identify the features of stringed instruments and compare their similarities and differences. To be able to listen to a piece of stringed music and describe it, e.g. ""The music is low and slow"" or ""The music is short and staccato."" To be able to appreciate medieval music (e.g. Knights of Medieval Camelot) and explain how it is different to today's modern music.	Instrument, strings, string, stringed instrument, bow, bridge, features, similarities, differences, describe, description, musical adjectives: short, long, staccato, legato, medieval music, modern music.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	PE	To know how to control the body at speed. (Multi-Skills Activities) To know how to co-ordinate the body at speed with equipment. To know a variety of games and challenges that can be played in a team or individually. To know how to hold an archery bow. (Archery) To know how to load a arrow onto a bow. To know how to shoot a bow and arrow. To know how to roll a goalball with accuracy. (Goalball) To know how to defend a goalball bench against the attacking team. To know the basic rules of goalball. To know what a house is in kurling. (Kurling) To know the rules of kurling. To know what a jack is in boccia. (Boccia) To know how to accurately roll a boccia ball. To know the rules of boccia.	To be able to change direction at speed with control. To be able to co-ordinate at speed with a variety of different pieces of equipment. To be able to take part in challenges and games in a team or individually and work towards an improved performance. To be able to hold an archery bow with minimal support. To be able to load an arrow on to a bow with minimal support. To be able to shoot a bow and arrow with minimal support. To be able to roll a goalball towards a bench with defenders in place. To be able to defend a bench against attackers who are aiming to score points. To be able to take part in a game of goalball with blindfolds. To be able to roll a kurling stone onto a house. To be able to take part in a kurling game. To be able to roll a boccia ball towards a jack.	Balance, Move, Agility, Co-ordination, Teamwork, Turn-taking, Equipment, Compete, Challenge, Individual,, Teamwork. Bow, Pull, Arrow, Flight, Shoot, Load. Roll, Goalball, Blindfold, Inclusion, Defend, Goal. Boccia, Ball, Inclusion, Turn-taking, Jack. Ball, Send, Receive, Throw, Catch, Score, Game, Distance, Stop, Pass.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know what a bounce pass is and how to perform one. (Ball Skills) To know how to stop a ball with the inside of the foot. To know how to send and receive a ball in a rally. To know how to move and stop a ball. To know a ball game.	To be able to take part in a game of boccia. To be able to show a bounce pass over a short distance. To be able to stop and control a ball with inside of their foot. To be able to pass in a send and receive game. To be able to move towards a ball and stop it in a variety of different ways. To be able to catch a ball in a controlled game.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	RE	To understand how the Khalsa influences the lives of Sikhs (In Yr 1 they know about Seva) (Kindness) To understand the Jewish festivals of Yom Kippur and Passover and why they are celebrated (Compare Yom Kippur to Lent) (Festivals)	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions To be able to use religious keywords and facts to describe the important events in the lives of religious founders To be able to use religious keywords describe what the important symbols of each religion are To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture To be able to describe what religious people do to show that they are committed to God To be able to retell a religious story suggesting its meaning/moral To be able to explain why different communities do different things To be able to describe some reasons why people belong to a particular religion To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God To be able to compare one aspect of your own experiences in life so far with those of others To be able to describe what your influences in life are and compare and	Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Onkar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban. Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar, Hanukkah, weddings

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					contrast these with the influences that other people have in their lives To be able to understand that religious symbols, words and actions express a community way of living To be able to identify similarities between religions To be able to ask questions about puzzling aspects of life To be able to compare your answers with the answers that a religious person would give To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues To be able to identify truths and beliefs To be able to express their own opinion and understand others may belief differently	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Spring	Castles and Monarchs	Science	To know seeds and bulbs grow into mature plants. To know and describe how plants need water, light and a suitable temperature to grow and stay healthy. To know the differences and similarities between things that are living (Animals and humans, including people, insects, trees, plants), dead (Paper, flour) and things that have never been alive (Objects made from plastic, stone or metal, such as a metal spoon). To know most living things (Both animals, insects and plants) live in habitats to which they are suited. To understand how to identify and name a variety of plants and animals (spider, slug, millipede, ladybird, ant) in their habitats, including microhabitats (Under a log, grass, rocks and stones). To know and explain how different habitats provide for the basic needs of different kinds of	To be able to observe plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. To be able to sort and classifying objects and photographs according to whether they are living, dead or were never alive, and record these findings using a chart. To be able to describe where to place things, exploring questions for example: 'Why was paper a living thing?' 'Can humans be in the living and dead categories?' 'Is a deciduous tree dead in the winter?' To be able to describe the conditions in different habitats and microhabitats (under a log, on stony path, under bushes), using first hand exploration of the school grounds and find out how the conditions affect the number and type(s) of plants and animals that live there. To be able to produce a simple food chain, (Grass, cow, human) and identify and name different sources of food.	mature, weed, deciduous, evergreen, root, stem, leaf, flower, petal, fruit, seed, bulb, germination, seed dispersal, shoot, temperature, nutrition, blossom, trunk, branches, dead, alive, plastic, metal, stone, animal, insect, plant, habitat, microhabitat, depend.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				animals and plants. To know how plants and animals depend on each other. To know how animals obtain their food from plants and other animals.		
Year 2	Summer	Who Wants to be Famous?	Computing	To know how to predict the behaviour of simple programs. To know how to problem solve. To know how to form clear and precise algorithms and instructions. To know how to use a keyboard and type independently. To know how to use technology safely and respectfully.	To be able to predict whether a program/code will be successful or unsuccessful when using Scratch Jr. To be able to debug (problem solve) when working on coding on Scratch Jr. To become more confident when creating algorithms on Scratch Jr., ensuring they are clear and precise and meet the end goal. To be able to use a keyboard and a mouse confidently and independently. To be able to use technology safely and respectfully at all times.	Program, programming, debug, problem solve, evaluate, algorithm, create, manipulate, retrieve, goal, safety, keyboard, type, communicate, search, browse, design, internet, website, online, privacy/private, password.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	DT and Cooking and Nutrition	To know how to design a purposeful, functional and appealing product based on design criteria (designing) To know which materials and components to select according to the design criteria, including; construction materials, textiles and food (technical knowledge and making) To know how to make a product better by evaluating existing products (evaluating)	To be able to combine materials. To be able to use appropriate components to join materials – gluing or sewing. To be able to explore existing products and compare them to their own.	Textiles, sew, needle, thread, join
Year 2	Summer	Who Wants to be Famous?	Geography	To know the symbols used on a map. (port, shop, harbour, office, school, symbol)	To be able to add simple symbols onto an imaginary map, including shop, school, harbour, office, and port.	Symbol, map, shop, school, harbour, office, port, weather, ship, moor, coast, load, unload.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	History	To know the people that are linked to major events in our past, such as Samuel Pepys (Great Fire of London) and Neil Armstrong (Moon Landings) both from Yr 1. To understand the lives of significant individuals in the past who have contributed to national and international achievements - example is Mary Seacole and Florence Nightingale who both did a similar job but did not received the same notariety, and why this was. (Power and conflict) To know we get information from people and books, but because it was so long ago it may not be completely accurate as we don't have firsthand accounts or sometimes not even photos.	To be able to sequence artefacts closer together in time, and check using technology. To be able to sequence photos from different periods of their life. To be able to describe memories of key events in their lives. To be able to recognise why events happened and what happened as a result, accounts or stories. To be able to identify differences between ways of life at different times. To be able to compare two versions of a past event. To be able to compare pictures or photos of people or events in the past. To be able to discuss reliability of photos. To be able to use a source and answer questions from the past on the basis of simple observations.	Memory, life, year, baby, adult, life span, anachronism, chronological order, era/period, The Tudors, The Stuarts, The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason, The Great Fire of London, Samuel Pepys diary, danger ,Christopher Wren St Paul's Cathedral, explorers, Columbus, Armstrong, travel, encounter, impact, significant, brave, pioneer, Atlantic Ocean, America, space rocket, moon landing, The Mexico Lifeboat Disaster, storm, rescue, danger, survive, memorial, investigate, research, evidence, historians, experts, letters, newspapers, websites, detective, opinion, artefact

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	Music	To know how to make an uptempo beat that could be used for a catwalk. To know about different types of popular music and singers who have shaped this genre. To know how to play the ocarina (summer term).	To be able to use instruments to create an uptempo beat, deciding which works well and why. To be able to identify the features of popular music and why it is successful. To be able to appreciate some famous singers of pop music, such as Michael Jackson, Elton John, Lady GaGa, Tina Turner, Taylor Swift etc. To be able to learn the basic skills of the ocarina with a final performance.	Pulse, tempo, uptempo, beat, long, sustained, rhythm, structure: beginning/middle/end, rehearse, perform, sounds: singing, whispering, hitting, shaking, plucking and strumming, genre, musician.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	PE	To know how to work as a team to achieve a common goal within a game. (Games) To know how to move around a space for a specific reason or intent. To know how to differentiate between an attack and defender. To know what good performance could look like in a specific game. To know how to send with a variety of techniques and control a ball when it is passed with a range of balls. (MultiSports) To know where to aim on a body with a dodgeball to have the most success of hitting the target. To know different basic paces in running. (Athletics Activities) To know how to change pace when running. To know different ways of jumping using a combination of 1 or 2 legs. To know which jumps are the shortest. To know which jumps are the longest. To know different types of equipment which can be thrown	To be able follow rules within a game. To show clear sending and receiving skills with a range of balls. To be able to move with purpose and reason around a playing space. To be able to play a part as an attacker and defender. To watch and describe performance. To be able to use a range of different basketball throws and control the ball when it is passed. To be able to use a range of different netball throws and control the ball when it is passed. To be able to use a range of kicks to send a football and stop it when it is passed. To be able to send and receive a rugby ball. To be able to throw a dodgeball with accuracy and with varying powers. To be able to control a hockey ball with a hockey stick. Running: To be able to travel at different speeds. To be able to run at different paces, describing the different paces. To be able to use a variety of different stride lengths. To be able to complete an obstacle	Offensive, Defensive, Teamwork, Performance. Pass, Long distance pass, Short distance pass, Control, Accurate, Power Disciples, Varying, Javelin, Pace, Distance Cricket bat, Tennis racket, Ready position, Swing

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				in athletics. To know different ways of throwing different pieces of equipment. To know how to control a hockey ball. To know what the ready position is. (Racket and Ball Skills) To know how to hold and hit a tennis racket. To know what rallying is. To know a different range of bat types and how to hold them and hit them at different distances.	course. To vary the speed and direction in which they are travelling. To be able to run with basic techniques following a curved line. To be able to begin to select the most suitable pace and speed for distance. Jumping: To perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. To combine different jumps together with some fluency and control. To jump for distance from a standing position with accuracy and control. To investigate the best jumps to cover different distances. To choose the most appropriate jumps to cover different distances. Throwing To throw different types of equipment in different ways, for accuracy and distance. To throw with accuracy at targets of different heights. To investigate ways to alter their throwing technique to achieve greater distance. To know and be able to show the ready position To be able to hit a tennis ball	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					successfully towards a target with a tennis racket To be able to hit a tennis ball successfully towards a target with a cricket bat To begin to be able to rally on the floor between two with some level of consistency To correctly hit a range of balls and bat/rackets at different ranges with accuracy To move towards a ball and attempt to strike the ball with a racket.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	RE	To understand what makes a Muslim special (Yr 1 taught they knew what was important to them). To understand the importance of Islamic stories such as The Prophet and the Ants (EYFS The Crying Camel). (Stories) To understand why the world is special and what makes the Potterspurty area special To understand what the special texts are for each religion and how they are read and cared for (Yr 1 Bible and EYFS Tora).	To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions. To be able to use religious keywords and facts to describe the important events in the lives of religious founders. To be able to use religious keywords describe what the important symbols of each religion are. To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture. To be able to describe what religious people do to show that they are committed to God. To be able to retell a religious story suggesting its meaning/moral. To be able to explain why different communities do different things. To be able to describe some reasons why people belong to a particular religion. To be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God. To be able to compare one aspect of your own experiences in life so far with those of others. To be able to describe what your influences in life are and compare and	Allah, Islam, Mosque, Muslim, Prophet, Quran. Celebrant, Happy Human, Humanism, Humanist, Science, The Golden Rule,

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					contrast these with the influences that other people have in their lives. To be able to understand that religious symbols, words and actions express a community way of living. To be able to identify similarities between religions. To be able to ask questions about puzzling aspects of life. To be able to compare your answers with the answers that a religious person would give. To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. To be able to identify truths and beliefs. To be able to express their own opinion and understand others may belief differently.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	Science	To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To know how the shapes of solid objects (plastic bottle, pipe cleaner, sock, drinking straw, playdough, towel, sponge, and elastic band) made from some materials can be changed by squashing, bending, twisting and stretching.	To be able to compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school) and recording their observations. To be able to perform a test and record observations using these objects. Can you squash it? Bend it? Twist it? Stretch it?	Material, sold, squash, bend, twist, stretch

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 2	Summer	Who Wants to be Famous?	Art	To know the process of printing and which materials to use (creating an impression to be able to make multiples of an artwork). (printing) To know cubism is an art movement. To know Pablo Picasso was an artist who was part of the cubism art movement To know other artists who are part of the cubism movement. To know artwork can come in the form of photographs (digital art)	To be able to name the materials used for printing (polystyrene board, roller, printing ink). To be able to create an impression in a polystyrene block to be able to print a pattern/artwork multiples of times. To be able to overlap colours to create contrast. To be able to create artwork in Cubism style using geometric shapes. To be able to recognise pieces of cubism artwork by the artist Pablo Picasso. To be able to notice and comment on shapes and pattern in other works of art (Jean Metzinger, Juan Gris). To be able to create repeating patterns of symmetry and regular and irregular shapes (linking to maths). To be able to use ipads to take photographs of the environment. To be able to appreciate digital artwork and comment David Bailey and Annie Leibovitz – both take photos of celebrity portraits). To be able to create own portrait digital art using ipads – think about lighting, backgrounds etc to create different effects.	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, primary colour, secondary colour, charcoal, straight line, wavy line, thick line, thin line, colour spectrum, predict, single mounting, watercolour, end piece, impressed line, overlaying, random pattern, repeated pattern, overlays, sculptural form, shaping, smooth, tactile, visual, embellish, interpret

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Art	To know that the primary colours (red, yellow, blue) make secondary colours (orange, green, purple) (colour) To know that mixing primary colours (red, yellow, blue) with secondary colours (orange, green, purple) make tertiary colours (Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet (colour) To know that paintbrushes can make different marks of size and shape and create different textures (texture, drawing) To know the Batik process for dying fabrics (Wax resistant patterns and paint on fabric or paper) (textiles and printing) To know that Batik is an ancient art form originating in Indonesia (textiles and printing)	To be able to create a colour wheel to show primary, secondary and tertiary colours To be able to apply colour mixing knowledge in their artwork To be able to explore paint brush sizes and shapes for a particular purpose To be able to choose the appropriate size or shape of paintbrush for their artwork To be able to create artwork using the Batik process of dying fabric with wax resistant patterns To be able to join textiles using running stitch, cross stitch and back stitch. To be able to use finer needles and threads in sewing To be able to recognise when art is from different cultures and historical periods	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Computing	To know how to take a picture on a piece of technology, e.g. iPad. To know how to edit an image using an app or program. To know how to use technology safely, respectfully and responsibly.	To be able to take an in-focus picture on an iPad. To be able to collaborate to edit an image on an app or program, such as PicCollage, ChatterPix or Snapseed. To be able to use technology safely, respectfully and responsibly by communicating how to keep safe online.	Photography, photograph, focus, in-focus, out of focus, data, collaborate, manipulate, edit/editing, media, image, input, output.
Year 3	Autumn	Stone Age and Flintstones	DT and Cooking and Nutrition	To know how food is grown – lifecycle of a plant/food (food) To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (cooking) To know what a varied diet looks like (nutrition) To know that designs should meet a criteria to appeal to the consumer or be appropriate for use (designing and technical knowledge) To know which materials would be best to create and make a structure (technical knowledge)	To be able to prepare foods using the correct tools safely To be able to cook dishes with the support of a an adult To be able to create an eatwell plate To be able to generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design To be able to use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Field, growing, balanced diet, cook, bake, chop
Year 3	Autumn	Stone Age and Flintstones	Geography	NA	NA	NA

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	History	To understand when the Stone Age fits on the timeline of history and this falls before the Bronze and Iron Age, but after the Ice Age To understand how we know about Prehistoric Britain To know which animals lived in Prehistoric Britain To know what the different periods were in the Stone Age (Civilisations and Empires) To know the similarities and differences between the Stone Age periods To know what artefacts from the Stone Age tell us about how people lived during the different periods To know what life was like in a Neolithic settlements across the three periods To know how farming changed how humans lived	To be able to place the time studied on a timeline To be able to use terms and dates related to the topic To be able to sequence several events and artefacts To be able to find out about everyday lives of the people in the topic To be able to compare to our lives today To be able to identify the reasons for and the results of people's action To be able to identify and give reasons for different ways in which the past is represented To be able to distinguish between different versions of the same story and why they are different To be able to use a wide range of resources to find out about the period To be able to observe small details in pictures and artefacts To be able to select and record information relevant to the topic To be able to start researching using the library and technology	Empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, late Neolithic, hunter-gatherers, Skara Brae, Stonehenge, forts, tribal, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know how the Bronze Age changed how humans lived and became more settled To know how Iron Age settlements differed from those homes before and why To know who the Celts were, and why they used iron To know what monuments tell us about the Prehistoric period looking at Stonehenge and comparing it in a local study with monuments and places of worship in the village To know the meanings of these substantive concepts, slave, settlement (Yr 2 castles), tribe, conquest, peasant.		
Year 3	Autumn	Stone Age and Flintstones	Music	To know about prehistoric musical instruments. To know how to compose a 'journey through a cave'. To know how to play and perform with confidence.	To be able to describe what prehistoric musical instruments are like and why, such as: bells, eagle bone flutes, rattles, whistles. To be able to use instruments to compose a journey through a cave. To be able to perform a composition with some confidence.	Instrument, pitch: high, low, musical adjectives, compose, composition, create, perform, performance.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	PE	To know how to aim and throw a dodgeball. (Dodgeball) To know how to adjust body height to catch a dodgeball at different heights. To know what agility is. To know when to move to dodge a dodgeball. To know the basic rules of dodgeball. To know how to create a gymnastic movement piece independently. (Gymnastics) To know how to create a gymnastic movement piece in a group. To know how to combine movements showing different speeds, direction and levels. To know a range of turns. To know a variety of jumps. To know the technique of a vault using equipment. To know to control a hockey ball using a hockey stick. (Hockey Activities) To know how to hit a hockey ball with power and accuracy. To know how to tackle using a hockey stick.	To be able to throw a dodgeball at a specific target. To be able to catch a dodgeball at a range of different heights. To be able to show agility when moving around a dodgeball court. To begin to be able to participate in a game of dodgeball. To be able to choose ideas in order to be able to create a movement sequence independently. To be able to choose ideas in order to be able to create a movement sequence in a group. To be able link combinations of movements of different speeds, directions and levels with increased confidence. To be able to use turns when moving. To be able to use a variety of jumps in a movement sequence. To begin to be able to perform a vault using equipment. To be able to dribble a hockey ball showing control. To be able shoot towards a goal. To be able to make an attempt at tackling and gaining possession of a hockey ball. To be able to participate in a	Dodgeball, Dodge, Duck, Move, Agility, Rules, Throw Movement sequence, Independent, Group, Speed, Direction, Levels, Turn, Jump, Vault Hockey stick, Hockey ball, Dribble, Tackle, Possession, Shoot Improvise, Simple dance, Complex Dance, Stimulus, Compare, Adapt, Dance routine, Rhythm, Expression

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know how to create a improvised dance with a partner. (Dance) To know how to create routines based off a stimulus. To know how to adapt and change a dance. To know what rhythm and expression is.	conditioned game of hockey. To be able to improvise with a partner to create a simple dance. To be able to create routines based on stimulus. To be able to compare and adapt a simple dance to create a more complex dance routine. To perform a simple dance with awareness to rhythm and expression.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	RE	To understand the importance of artefacts and symbols to a Christian To understand who the saints were and why they are important (Yr 1 disciples introduced) To understand the similarities and differences of how God is worshipped in the home and in the Mandir. (Places of worship) To know the Rama and Sita story (EYFS/Yr 1 milk and Jasmine Flower and The crying camel) (Stories) To understand how Diwali is celebrated and its meaning (Previously know Rama and Sita story and Diva lamps) (Festivals) To understand how a Hindu child feels at Diwali time - linked to belonging and community. (Festivals)	To be able to use religious keywords, to explain what religious people believe about the nature of God To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. To be able to describe what a believer might learn from a religious story To be able to begin to make links between the different religions and their similarities To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way To be able to use religious vocabulary to explain ways of life	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship, Brahma, Vishnu, Shiva, Avatars, Mandir, Lotus, swastika, saffron, Murti, Yoga, meditation, mantra, Rangoli, Mehndi, Holi, deities, Ganesha, Trimurti (link to maths and spellings prefixes)

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences To be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions To be able to ask important questions about life and compare with others	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Autumn	Stone Age and Flintstones	Science	To know different kinds of natural occurring rocks (Igneous – granite, basalt, Sedimentary – chalk, sandstone, Metamorphic – marble, slate) on the basis of their appearance and simple physical properties, including, hard, soft, permeable, impermeable and durable. To know fossils are formed when an animal dies and is covered with sediments that eventually becomes rock. To know soil is the uppermost layer of the earth and is made up of minerals, air, water and organic matter. To know 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. To understand how to identify that humans and some other animals have skeletons and muscles for	To be able to observe rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope. To be able to set up simple practical enquiries, comparative and fair tests, investigating what happens to different rock types when in water – (Chalk, granite, sandstone, whether or not is permeable) To be able to research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed, Using straightforward scientific evidence to answer questions or to support their findings. To be able to identify similarities and differences between different soils (topsoil, subsoil) and raise and answer questions about the way soils are formed. To be able to compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat and research different food groups	Rocks, Igneous, Sedimentary, Metamorphic, properties, fossil, sediments, soil, uppermost, layer, minerals, air, water, organic matter, nutrition, skeleton, muscle.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				support, protection and movement.	and how they keep us healthy and design meals based on what they find out. To be able to identify and classify animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Art	To know that layering fabrics, paper (scrunched, torn, shapes) and photos creates collage (textiles and collage) To know the you can use different sketching pencils for sketching techniques (hatching and cross-hatching) (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading) (drawing) To know artwork can be created using technology (computers, cameras) (digital art) To know what an art movement is To know that Post-Impressionism is an art movement (Henri Rousseau – Tiger in a tropical storm (a predominantly French art movement that developed roughly between 1886 and 1905)	To be able to create a collage using different media (Artists - Beatriz Milhazes 1960) To be able to create shadow, texture and 3d effects using hatching and cross-hatching sketching techniques To be able to create a sketchbook to use for initial drawings, practise of skills (shading, hatching, cross-hatching, line size and shape) To be able to draw more detailed faces looking at positioning of features and using shading to create depth and tone To be able to use sketches to create a final piece of artwork To be able to annotate sketches To be able to appreciate digital artwork and comment (The Rusted Pixel aka Paul, Jonathan Quintin) To be able to create own digital artwork using programmes on the ipads or laptops inspired by The rusted pixel and Jonathan Quintin To be able to recreate artwork by Henri Rousseau	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Computing	To know how to manipulate an image. To know how to analyse and evaluate an output. To know how to problem solve. To know how to use technology safely, respectfully and responsibly.	To be able to change a part of an image, such as colour, gradient, shadows, organisation, adding text, sharpness or blurring. To be able to evaluate a finished piece of edited work by identifying what is successful and what isn't. To be able to solve problems when editing and manipulating media (such as undoing something, redoing something or experimenting with controls). To be able to communicate how to keep safe online.	Photography, data, manipulate (change), edit/editing, colour, tone, gradient, sharpness, organise, text, blur or unblur, evaluate, successful, unsuccessful, present, problem solve, undo, redo.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	DT and Cooking and Nutrition	To know when foods are grown, understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (food) To know how to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (designing) To know that ICT can be used to support product design (technical knowledge and design) To know which tools to use for specific functions of a product (technical knowledge) To know how to design and annotate drawings (designing) To know that ingredients are weighed in grams (cooking)	To be able to develop their own design criteria to inform their ideas To be able to create prototypes to model ideas To be able to choose and use the correct tools and understand why they have chosen them To be able to use their design criteria to build and create ensuring that the structure matches the design To be able to use research to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups To be able to weigh out ingredients precisely using grams	Reared, caught, processed, savoury, innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Geography	To know the eight compass points. (North, North East, East, South East, South, South West, West, North West). To know when the compass points can be used. (including for direction, weather and wind) To understand four figure grids referencing to locate a symbol on a map. (eastings first (Horizontal), northings second (Vertical)). To know Alaska's environmental region is diverse . (rainforest, glaciers, tundra and peatlands and Brazil's environmental region is tropical, semi-arid and has a tropical savanna climate with two seasons, dry and wet). To know the different biogeographical regions in Europe. (Alpine, Anatolian, Arctic, Atlantic, Boreal, Continental and Mediterranean.)	To be able to navigate the eight compass points, using a compass. To be able to locate a particular square on a map, using four references grids. To be able to locate, investigate, compare and contrast the environmental regions of North America and South America –Compare the state of Alaska to Brazil. (Prior learning link to Brazil). To be able to investigate, compare and contrast the environmental regions of Europe, using a map and a key.	North, North East, East, South East, South, South West, West, North West, environment, landscape, rainforest, tropical, human characteristics, physical characteristics, mountains, temperate, Mediterranean, humid, climate, North America, South America, Alaska, Brazil, Arid, season, dry, wet, Europe, Alpine, Anatolian, Arctic, Atlantic, Boreal, Continental, Mediterranean, map, key.
Year 3	Spring	Rainforests	History	NA		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Music	To know how to use instruments to replicate the sounds of the rainforest. To know how to effectively evaluate a performance. To know about famous Brazilian musicians and Brazilian music.	To be able to listen to rainforest sounds and replicate this using untuned instruments. To be able to perform a rainforest inspired piece, evaluating its successes and areas for improvement., To be able to describe Brazilian music, using musical vocabulary, and some famous musicians (such as: Antonio Carlos Jobim or Gal Costa).	Genre, style, composer, appreciate/appreciation, genre, musician, orchestra, ensemble, solo, duet, unison, beginning/middle/end.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	PE	To know how to move while sending and receiving in basketball. (MultiSports) To know how to move while sending and receiving in netball. To know how to move while sending and receiving in football. To know how to move while sending and receiving in rugby. To know how to move while sending and receiving in hockey. To know how to throw and dodge a dodgeball. To know how to hold an archery bow. (Archery) To know how to load a arrow onto a bow. To know how to shoot a bow and arrow. To know how to improve accuracy in rolling a goalball. (Goalball) To know how to improve defending in goalball. To know how to work as a team in a game of goalball. To know how to improve accuracy while rolling a kurling stone. (Kurling)	To be able move while sending and receiving a basketball in a conditioned game. To be able move while sending and receiving a netball in a conditioned game. To be able move while sending and receiving a football in a conditioned game. To be able move while sending and receiving a rugby ball in a conditioned game. To be able move while sending and receiving a hockey ball in a conditioned game. To be able to throw and dodge a dodgeball in a conditioned game. To be able to hold an archery bow without support. To be able to load an arrow in to a bow without support. To be able to shoot a bow and arrow without support. To be able to show continuing improvements when rolling a goalball towards a bench with defenders in place. To be able to show continuing improvements when defend a bench against attackers who are aiming to	Move, Pass, Control, Stop, Basketball, Netball, Football, Rugby ball, Hockey Ball, Hockey stick, Dodgeball, Conditioned game. Bow, Pull, Arrow, Flight, Shoot, Load. Roll, Goalball, Blindfold, Inclusion, Defend, Goal. Boccia, Ball, Inclusion, Turn-taking, Jack. Handball, Defend, Attack, Pass, Shoot, Conditioned game, Throw, Catch

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know how to improve while taking part in a game of kurling. To know how to improve accuracy while rolling a boccia ball. (Boccia) To know how to improve while taking part in a game of boccia. To know how to throw a handball in a variety of different ways. (Handball Activities) To know how to throw and catch a handball. To know how to score a goal in handball. To know how to defend a goal in handball. To know the roles of an attacker and defender in handball.	score points. To be able to take part in a game of goalball with blindfolds and show good teamwork. To be able show continuing improvements while rolling a kurling stone towards a house. To be able show continuing improvements while taking part in a kurling game. To be able to accurately roll a boccia ball towards a jack, showing improvement on accuracy. To be able to compete in a game of boccia without assistance. To be able to hold and throw a handball demonstrating a variety of throws. To be able to throw and catch, while working as a team, a handball in a conditioned game. To be able to score and defend a goal in handball. To be able to show both attacking and defending skills in handball.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	RE	To understand the origins of the Sikh religion To understand the story of the 10 Gurus. (Yr 2 and Yr1 know Seva and Khalsa) (Stories) To know the story of the Sikh holy book To understand who is a Buddhist and what do they believe in	To be able to use religious keywords, to explain what religious people believe about the nature of God To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. To be able to describe what a believer might learn from a religious story To be able to begin to make links between the different religions and their similarities To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way To be able to use religious vocabulary to explain ways of life	Guru Nanak, Amrit, 5Ks, langar, Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Onkar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban. Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences To be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions To be able to ask important questions about life and compare with others	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Spring	Rainforests	Science	To know a human needs light in order to see things and that dark is the absence of light. To know light is reflected from surfaces or objects and light is more reflective from surfaces that are smooth, shiny and flat. To know light from the sun can be dangerous and that there are ways to protect the eyes. To know shadows are formed when the light from a light source is blocked by an opaque object and the size of a shadow changes when an object is closer to the light source. To know and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To know 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. To know water is transported	To be able to observe and clarify what happens to shadows when the light source moves or the distance between the light source and the object changes, taking accurate measurements safely, using a range of equipment, including a torch and the sun. Pupils to then Gather, record, classify, and present data in a variety of ways (Bar Chart) to help in answering questions. Why is a shadow longer at different times of the day? To be able to investigate the way in which water is transported within plants, using a white carnation and dyed water which will travel up the stem. Pupils will predict what they think will happen and draw a picture before the flower is placed into the dyed water and afterwards. To be able to compare the effect of different factors on plant growth, including the amount of light.	Light, dark, see, surface, reflect, shadow, opaque, source, structure, transport, life cycle, pollination, seed formation, seed dispersal, record,

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				within plants, originating from the roots, to the stem. To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	Art	To know that geometric patterns can create art (pattern) To know that lines and shapes can create geometric patterns (pattern) To know that a geometric pattern is repeated (pattern) To know how to shape and mold clay using the correct tools (design) To know that modelling is an art process. To know that artists use different techniques in their artwork (Mosaic, collage, sculpture, paint) (colour, 3D form, collage).	To be able to draw simple repeating shapes to create a geometric pattern. To be able to create mosaic art using geometric patterns. To be able to identify artists who create mosaic art (Sonia King, Antoni Gaudi). To be able to identify more famous pieces of geometric art (Mondrian, Georgia O'Keeffe, Pablo Picasso) and compare these to artists Sonia King and Antoni Gaudi's work. To be able to use impressed printing (carving out shapes) to create geometric shapes. To be able to use clay tools effectively to shape and mold clay to create a 3d form. To be able to add materials or marks to provide interesting detail. To be able to attach pieces of clay together by scoring each side, adding slurry (wet clay). To be able to identify the techniques in artwork as above.	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	Computing	To know how to use a range of editing techniques to alter an original image. To know how set and achieve goals when manipulating media or data. To know how to input and manipulate data on a program, e.g. Microsoft Excel. To know how to use technology safely, respectfully and responsibly.	To be able to use a photo editing app to alter an original image (photo or other image) in two or three ways independently. To be able to set a specific goal, e.g. 'I want my image to be more eye-catching, brighter and bolder' and evaluate its successes. To be able to present data on a laptop, e.g. create a bar graph in Excel. To be able to identify risks of being online and how to prevent this.	Photograph(y), data, manipulate, edit, editing, media, image, input, output, analyse, evaluate, present, problem solve, digital content, goal, safety, privacy, risk, benefit.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	DT and Cooking and Nutrition	To know how to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (designing) To know which tools to use for specific functions of a product (technical knowledge) To know the purpose of their product and use this to inform the design (designing) To know which ingredients are needed for certain dishes (cooking) To know the principles of a healthy and varied diet (nutrition) To know which tools are needed for preparing dishes and explain how to use them safely (technical knowledge and cooking) To know the different joins for constructing (technical knowledge)	To be able to strengthen, stiffen and reinforce more complex structures. To be able to plan their design, using diagrams and labels? To be able to plan the equipment/ tools needed and give reasons why. To be able to measure and cut out using centimetres. To be able to use design techniques to create: scoring and folding for precision. To be able to join materials together in a range of ways – split pin, flange, brace, tabs, slot.	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control
Year 3	Summer	Emperors and Empires	Geography	To know a range of facts about Italy. (climatic conditions, location, population, capital city, names of Italian islands (Sicily and Sardinia).	To be able to explore key facts of a country within Europe.	Greece, Europe, climate, map, population, language, Islands, Ionian Sea, Mediterranean Sea, Aegean Sea.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	History	To understand where the Romans fit on the timeline of history, and that they were after the Stone, Bronze and Iron Ages. To know how the Roman Empire become so powerful. (Power and conflict) To know who Julius Caesar was, and about his attempted invasion of Britain. (Monarchy and sig figures) To know what Britain was like before the Romans. (Civilisations and Empires) To know how Claudius and the Romans conquered Britain. (Power and conflict) To know why Boudicca lead a revolt against the Romans. (Monarchy and sig figures) To know how the Romans changed Britain. (Invasions and settlements) To know what the Romans believed in (Civilisations and	To be able to place the time studied on a timeline. To be able to use terms and dates related to the topic. To be able to sequence several events and artefacts. To be able to find out about everyday lives of the people in the topic. To be able to compare to our lives today. To be able to identify the reasons for and the results of people's action. To be able to identify and give reasons for different ways in which the past is represented. To be able to distinguish between different versions of the same story and why they are different. To be able to use a wide range of resources to find out about the period. To be able to observe small details in pictures and artefacts. To be able to select and record information relevant to the topic. To be able to start researching using the library and technology	Empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Julius Caesar, invasion, Claudius, conquest, Hadrian's Wall, Boudicca, Romanisation, Caerwent, Empire

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				Empires) To know how the Roman beliefs were similar to those of the Ancient Greeks concerning their Gods? (Invasions and settlements) To know why the Romans left Britain in 410 CE. (Invasions and settlements) To know in what ways did life in Britain remain the same after the Roman invasion? To know why the Roman Empire collapsed. To know that information we get from books, people and the internet may be biased and where possible checked with trusted sources. To know the meanings of these substantive concepts, trade, migration, immigration, trade routes, enemy, power, peace, society, rules/law, frontier, public.		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	Music	To know about a typical Roman instruments and how to compare this to another instrument. To know the features of Roman music. To know how to use musical vocabulary to describe a piece of music.	To be able to compare a Roman instrument to a contrasting instrument (e.g. a bagpipe or lyre to a guitar or piano). To be able to listen to Roman music (such as Roman battle music, Aetas Romana or music from Gladiator composed by Hans Zimmer) and identify its features. To be able to describe a piece of Roman-inspired music using musical language, e.g. pitch, tempo, timbre or rhythm.	Percussion, beat, tempo, pace, dynamics, pitch, timbre, duration: long, short and sustained, rest, rehearse, perform, collaborate, comparison, contrasting, instrument(s).

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	PE	To know the basic ways to orientate around a short trail. (OAA) To know how to communicate with other. To know basic orienteering symbols. To know the correct equipment for different types of orienteering courses. To know how different running techniques affect performance. (Athletics) To know the correct arm and leg movement while sprinting. To know the basic technique for jumping over hurdles, focusing on the leg action. To know how to land safely. To know the correct technique for an effective standing long jump take off. To know the correct technique for an effective standing long jump flight phase. To know how to increase the distance of an overarm throw. To know the technique of a push throw. To know when to use the ready	To orientate themselves with increasing confidence and accuracy around a short trail To be able to communicate with others. To be able to identify and use effective communication to begin to work as a team. To be able to identify symbols used on a key. To be able to choose equipment that is appropriate for an activity. To be able to complete activities in a set period of time. Running: To be able to identify and demonstrate how different techniques can affect their performance. To focus on arm and leg action to improve their sprinting technique. To begin to combine running with jumping over hurdles. To focus on lead leg action when running over hurdles. To understand the importance of adjusting running pace to suit the distance being run. Jumping: Use one and two feet to take off and to land with. Land safely and with control. Develop an effective take-off for the	Orientate, Teamwork, Communication, Symbols Disciplines, Sprinting, Hurdles, Long Jump, Increased distance Forehand, Backhand, Ready position, Feed, Net Consistent pace, Cardiovascular, Endurance, Muscular, Agility, Power

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				position in tennis. (Tennis) To know how to hit a forehand from a drop feed. To know how to hit a backhand from a drop feed. To know how to move around the court and strike a ball. To know the basics of maintaining pace during a run. (Functional Fitness) To know how to improve muscular endurance. To know how to improve muscular endurance.	standing long jump. Develop an effective flight phase for the standing long jump. Throwing: Throw with greater control and accuracy. Show increasing control in their overarm throw. To be able to perform a push throw. Continue to develop techniques to throw for increased distance. To be able to hit the ball and return to the ready position To hit a forehand with a drop feed To hit a backhand with a drop feed To hit a ball either dropped by them or a partner and hit over a net To be able to move towards a ball being fed in and strike with some accuracy To begin to demonstrate the ability to run at a consistent pace for a long duration of time To improve muscular endurance by participating in fitness exercises To show a basic understanding of agility and power when moving To improve on cardiovascular endurance by participating in fitness exercises	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	RE	To understand what followers of Islam believe in and how do they worship (Extend to amount of times they pray, the call to prayer and prayer mats). To understand whose world it is (Link to creation story from Christianity and Judaism). To understand how religions help people, spiritually, physically and mentally (Yr 2 looked at how the stories and texts helped people). (Kindness) To understand what a symbol is and the various religious ones (EYFS looked ta the cross).	To be able to use religious keywords, to explain what religious people believe about the nature of God. To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. To be able to describe what a believer might learn from a religious story. To be able to begin to make links between the different religions and their similarities. To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules. To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way. To be able to use religious vocabulary to explain ways of life.	Kuran, Hajj, pilgrimage, respect, 5 pillars, Holy Place, God, prayer, Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule,

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences. To be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own. To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer. To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions. To be able to ask important questions about life and compare with others.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 3	Summer	Emperors and Empires	Science	To know different surfaces create different amounts of friction and the amount of friction created by an object moving over a surface depends on the roughness of the surface, object and force. To know some forces need contact between two objects (ball on concrete) but magnetic forces can act at a distance (Magnet and certain metals, including iron, nickel and cobalt). To know some magnets attract or repel each other and attract some materials and not others. To know and describe magnets as having two poles (North and South) and understand two magnets will attract or repel each other, depending on which poles are facing.	To 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. To record findings using simple scientific language, drawings, labelled diagrams, keys, and tables. (Objects that are and are not magnetic.) To report findings from enquiries including oral and written explanations, displays or presentations of results and conclusions. (Orally explaining what happens with magnets and objects, using key vocabulary). To be able to raise questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions.	North Pole, South Pole, polarity, Earth (has magnetism - North Pole and South Pole) attract, repel, force, magnetism, magnetic, non-magnetic, iron, steel, nickel, cobalt, stainless steel, aluminium (not magnetic), gold (not magnetic) silver (not magnetic) strong, weak, attraction, repel, push, pull, gravity, friction.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	Art	To know that light creates shadow on surfaces, objects and people (drawing) To know how to create shadow using different sketching pencils (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading, 2H – light sketching) (drawing) To know that different colours reflect and affect moods (colours) To know different stitches (textiles) To know different materials of fabrics from around the world (textiles)	To be able to use shading techniques to create shadow, tone and depth (hatching, cross-hatching, stippling) To be able to mix tertiary colours to create different moods (Red – anger, love, yellow – warmth, happiness etc) linked to Matisse artwork (the red room, green stripe) To be able to make different tones of secondary colours (orange, purple, green) and tertiary colours (Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet) To be able to create different tones of skin colours To be able to create a colour wheel outlining primary, secondary and tertiary colours. To be able to use a wider variety of stitches to 'draw' with and develop pattern and texture (running stitch, cross stitch, back stitch, zig zag stitch) To be able to name materials used in fabrics from around the world and different periods – link to clothes worn by Vikings and what was used for the material	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	Computing	To know how to use a movie making app, e.g. iMovies. To know about sequencing scenes and frames. To know how to film accurately and effectively on an iPad. To know how to use technology safely, respectfully and responsibly.	To be able to navigate and experiment with a movie making app (such as iMovies). To understand how movies are sequenced into frames and be able to explore this on an app. To be able to use a camera to film, ensuring that the camera is in focus and held at the best angle. To be able to communicate how to be safe when using technology.	Movie, film, short film, camera, design, write, create, sequence, sequencing, edit, editing, frame(s), film, filming, in-focus, angle(s), present.
Year 4	Autumn	Vikings	DT and Cooking and Nutrition	To know how food is grown or reared (food) To know how to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (cooking) To know what a healthy varied diet looks like to keep the body active/healthy including drinks (nutrition) To know the different joins for constructing (technical knowledge) To know that ICT can be used for research and design ideas (designing)	To be able to make an informed choice about which tools and equipment to use To be able to use a range of components (e.g. levers, linkages and pneumatic systems) To be able to join materials together in a range of ways – split pin, flange, brace, tabs, slot To be able to use computers or ipads to support design ideas	Field, growing, balanced diet, cook, bake, chop

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	Geography	To know why ordnance survey maps are used and their importance. To know the similarities and differences between two cities of the UK. (Belfast, Aberdeen)	To be able to read and use Ordnance Survey maps and locate key features using four figure grid referencing. To be able to name, compare and contrast the geographical features of two cities, from different counties of the United Kingdom.	Ordnance Survey Map, four figure, grid, city, capital city, United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast, Aberdeen, human physical.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	History	To understand when this period fits on the timeline of history and it falls after the Stone Age and the Romans To know who the Vikings were (Civilisations and Empires) To know what the Viking raids were like and the resistance given by Alfred the Great and Athelstan (Power and conflict) To know what Danelaw was To know what life was like in Viking Britain and how it differed from before. (Invasions and settlements) To know how England became a unified country, (Invasions and settlements) To know Britain was conquered between 950 AD-1066 (Power and conflict) To know that Danegeld was a tax paid to the Vikings for protection. To know about the Viking and	To be able to place events from the topic on a timeline To be able to use terms related to the period and begin to date events To be able to understand more complex BCE and CE To be able to use evidence to reconstruct life in the topic studies To be able to identify the key events in the topic To be able to offer sensible explanations for some of the events To be able to critique the evidence that is available To be able to evaluate the usefulness of the different sources To be able to use a variety of different sources to collect information To be able to use evidence to build up a picture of past events To be able to select the relevant material to present a picture of one aspect of the topic To be able to ask a variety of questions about the topic To be able to communicate their knowledge with confidence	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, invasion, Romans, retreat, settlement, Canterbury, Iona, Lindisfarne, Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready, Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				Anglo-Saxons struggle for the Kingdom of England to the time of Edward Confessor. (Monarchy and sig figures) To understand Britain's settlement by the Anglo-Saxons and Scots To know the meanings of these substantive concepts, estate, court, civilisation, king, queen, nobility, monarch, aristocracy, monarchy, alliance, (enemy, power and peace from Yr 3 and how they can change).		
Year 4	Autumn	Vikings	Music	To know the features of Viking and Nordic folk music. To know how to compose and perform a piece of battle music. To know how to play, perform and evaluate a performance. To know how to play a tuned instrument (ukulele - NMPAT music lessons full term).	To be able to describe Viking and Nordic folk music (such as Danheim or Folkvangr by Peter Gundry) using musical language, e.g. pitch, tempo, timbre or rhythm. To be able to identify features of battle music and compose a piece for this purpose, using instruments and voice. To be able to play and perform a piece of battle music, and evaluate its strengths and weaknesses.	Listen, appreciate, review, features, genre, folk, evaluate, perform, compose, verse, chorus, structure, purpose, dynamics, tempo, timbre, rhythm.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	PE	To know a range of different dodgeball games and the rules for these games. (Dodgeball) To know how to referee a game of dodgeball. To know 3 tactics that can be applied to dodgeball. To know how to create a sequence based on a theme. (Gymnastics) To know how to improve performance in gymnastics. To know a range of vaults. To know how to throw a rugby ball over a range of distances. (Tag Rugby Activities) To know that a rugby ball can only be thrown backwards. To know how to effectively move around a rugby pitch. To know what a try is. To know 4 different dance styles. (Dance) To know how to improvise a dance with others. To know what rhythm and spacial awareness is. To know a range of dance movements.	To be able to participate in a range of different dodgeball games. To be able to referee a game of dodgeball. To be able to show some tactical knowledge during a game of dodgeball. To be able to create a sequence of actions that fit with a theme. To be able to use an increasing range of actions with control and confidence. To begin to be able to develop the quality of movements and balances. To be able to perform a variety of vaults with equipment. To develop strength, technique and flexibility throughout performances. To be able to accurately throw a rugby ball over a range of distances to a teammate. To be able to throw a ball in a team while following the backwards ball rule. To begin to be able to avoid attackers while in possession of the ball. To be able to make effective tags in a rugby based game. To be able to make a try. To be able to identify and repeat dance moves based on a chosen dance style.	Dodgeball, Dodge, Duck, Move, Agility, Rules, Throw, Tactics Theme, Gymnastics, Control, Confidence, Vaults, Strength, Technique, Flexibility, Equipment Rugby, Try, Teammate, Forward pass, Backwards pass, Possession, Tag, Agility, Movement, Space Style, Compose, Improvise, Rhythm, Spatial awareness, Complex dance, Simple dance.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					To be able to compose a simple dance that reflects a chosen style. To be able to confidently improvise with a partner or group. To be able to demonstrate rhythm and spatial awareness. To be able to compose longer and more complex dances in small groups.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	RE	To understand what the Christian festivals are and if they have lost their meaning in the 2020s (Festivals) To understand who the disciples were and their stories (Yr 1 and 2 introduced with The Saints) (Stories) To understand what Hindus believe about life and death - link to other religions To understand how a Rangoli pattern is designed and know when they are used (Yr3 learnt meaning) To understand and discuss the themes of Hindu stories such as Lakshmi and Rama and Sita) (Stories) To understand what happens during the Holi festival and why (EYFS) (Festivals) To understand that Brahma is in everything and is everywhere - Brahman, deities, Ganesha, Trimurti To know that some religions believe in a soul, and what happens to this after death	To be able to use religious keywords, to explain what religious people believe about the nature of God To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other To be able to make links between religious stories and how they are connected to the believer's lives To be able to use the correct vocabulary to describe and compare different religions and practises To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules To be able to understand a religious teaching from scripture or a religious teaching from a religious leader, and explain how this teaching has changed your mind in some way To be able to express own views on	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship, Brahma, Vishnu, Shiva, Avatars, Mandir, Lotus, swastika, saffron, Murti, Yoga, meditation, mantra, Rangoli, Mehndi, Holi, deities, Ganesha, Trimurti (link to maths and spellings prefixes, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					ways on life using a range of media To be able to explain religious beliefs in own words To be able to consider a whole range of ideas and beliefs about the meaning, purpose and truth from different religions and relate these ideas to your own To be able to explain, referring to a variety of religious and moral teachings and points of view, why some questions about right and wrong are a challenge to answer To be able to show one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions To be able to offer an opinion on religion and support their views with facts and evidence To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Autumn	Vikings	Science	To know sound is a type of energy and are created by vibrations. To know the size of vibration is called the amplitude and therefore, louder sounds have a larger amplitude and quieter sounds have a smaller amplitude. To know sound travels as waves, vibrating particles through a medium (solids, liquids, gases) to the ear. To know that sounds get fainter/louder as the distance from the sound source increases/decreases. To know pitch is a measure of how high or low sound is. The faster the vibrations, the higher the pitch, the slower the vibrations, the lower the pitch. To know there are three states of matter: Solid (Particles close together, cannot move), liquid (Close together but can move around each other easily), Gas (Particles spread out and can move quickly in different	To be able to make a product from a variety of different materials to investigate which provides the best insulation against sound. (For example, earmuffs). To be able to find patterns in sounds that are made by different objects. (Saucepan lids of different sizes or elastic bands of different thicknesses). To be able to compare and group materials together, according to whether they are solids, liquids or gases, making systematic and careful observations, taking accurate measurements using a range of equipment. To be able to explore the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party), recording findings using scientific language. To be able to use drawings to present information about the water cycle and record evaporation over a period of time, for example, a puddle in the playground.	Sound, energy, vibration, amplitude, wave, particle, solid, liquid, gas, sound source, pitch, melt, boil, freeze, evaporation, condensation, precipitation, temperature, substance.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				directions) To know liquids can change state into a solid or a gas when the temperature reaches melting, boiling (Evaporation), and freezing point. To know the processes of the water cycle (Evaporation, condensation, precipitation),		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	Art	To know the importance of scale and proportion in artwork (drawing) To know artwork can be created using technology (computers, cameras) (digital artwork) To know that fauvism is an art movement	To be able to draw with precision To be able to draw objects in the distance and up close using principles of scale and proportion To be able to understand drawing with perspective using the principles of scale and the three rules of drawing with perspective (The horizon line, vanishing points, and vanishing lines) To be able to appreciate digital artwork and comment (Ansel Adams, Brett Weston – both nature photographers) To be able to create own digital artwork of the natural environment using photographs, editing on the ipads or laptops To be able to identify Henri Matisse artwork because of the colours and shading used To be able to identify that fauvism is an art movement from the 20th Century To be able to create their own fauvism artwork inspired by Henri Matisse	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	Computing	To know how to sequence and present a short film. To know how to edit a premade film. To know how to accomplish a specific goal and solve problems. To know how to use technology safely, respectfully and responsibly.	To be able to use an app to sequence a short film with an end goal (such as 'I want my film to be 30 seconds long'). To be able to present a short film, either physically filmed or using images/text. To be able to problem solve throughout making a short film. To know the risks of using technology and how to prevent this.	Design, write, create, sequence, edit, present, evaluate, goal, end goal, film, filming, process, problem solve, debug, edit, manipulate, frame, scene, screenplay.
Year 4	Spring	Extreme Environments	DT and Cooking and Nutrition	To know which tools and equipment to use for practical tasks (cutting, joining, shaping and finishing) (technical knowledge) To know how mechanical systems, work to create movement (technical knowledge) To know about mechanical systems and how these work (technical knowledge) To know names of inventors, designers, engineers and chefs (evaluating)	To be able to develop a clear idea of what needs to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making To be able to research to find out about inventors, designers, engineers and chefs To be able to use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] to create sound or movement To be able to measure, mark up and cut-out and shape a range of materials, knowing which tools to use	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	Geography	To know the location of the following countries: Argentina, United States of America, UK, Spain, Iraq, Egypt, Australia and Zambia. To know the names and sources of digital maps. To know: Oymyakon means ‘unfrozen river’, is the coldest habituated place of Earth, understand the geographical reasons why is it so cold and it is located in Russia. To know Oymyakon is East of Moscow. To know the geographical differences and similarities between Greece (Athens), Canada (Ottawa) and Brazil (Brasilia).	To be able to locate the world’s countries, using maps and identify those in the Northern and Southern Hemispheres. To be able to locate Russia using a digital map. To be able to research and describe the village of Oymyakon. (Link to prior learning) To be able to compare and contrast the countries and cities for the continents Europe, South America and North America.	urban, rural Northern hemisphere, Southern hemisphere
Year 4	Spring	Extreme Environments	History	NA		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	Music	To know how to improvise and compose a piece of music to recreate a sound, e.g. volcano explosion, tsunami or earthquake. To know how to use untuned percussion instruments to create effective sounds. To know how to describe sounds using musical vocabulary.	To be able improvise using instruments to recreate a sound. To be able to compose a piece of music to recreate a sound. To be able to demonstrate effective use of untuned instruments to create effective sounds (e.g. understanding that bells won't be dramatic, but drums will be). To be able to describe the performance using musical vocabulary, e.g. ""The drums built up a crescendo"" or ""The tapping of the drum was staccato.""	Improvise, improvisation, compose, composition, dynamics. crescendo, diminuendo, legato, staccato, untuned, timbre: light, heavy, bright, hollow, dull, scratchy, rattling, shaking, scraping and hitting, performance, duration, structure: beginning/middle/end.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	PE	To know a range of netball throws. (Netball Activities) To know how to confidently catch a netball. To know how to shoot in netball. To know the positions on the netball court and where they are positioned on the court. To know the rules of a range of archery games. (Archery) To know how to score a archery game. To know how to improve accuracy in archery. To know the rules of a goalball. (Goalball) To know how to referee a game of goalball. To know how to improve attacking and defending skills in goalball. To know the rules of a boccia. (Boccia) To know how to referee a game of boccia. To know how to improve accuracy in boccia. To know how to improve	To be able demonstrate a variety of netball throws with confidence. To be able to receive a netball from a variety of different passes. To be able to shoot with clear intention of aiming at the hoop. To be able to identify and show understanding of the positions in netball. To be able to take part in archery games. To be able to score an archery game. To be able to show continuing improvements in archery accuracy. To be able to take part in a full game of goalball. To be able to referee a game of goalball. To be able to show increased attacking and defending skills in goalball. To be able to take part in a full game of kurling. To be able to referee a game of kurling. To be able to show increased accuracy in kurling. To be able to take part in a full game of boccia. To be able to referee a game of boccia.	Overhead, Bounce, Chest, Pass, Catch, Aim, Hoop, Positions, Shoot. Bow, Pull, Arrow, Flight, Shoot, Load. Roll, Goalball, Blindfold, Inclusion, Defend, Goal. Boccia, Ball, Inclusion, Turn-taking, Jack. Handball, Defend, Attack, Pass, Shoot, Throw, Catch, Tactic.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				attacking and defending skills in handball. (Handball) To know the rules of handball. To know the positions in handball. To know some examples of tactics in handball.	To be able to show increased accuracy in boccia. To be able to improved attacking and defending skills in handball. To be able to take part in a full game of handball. To be able to show ability to play in a variety of positions in handball. To show some tactical knowledge in a game of handball.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	RE	To understand if joining the Khalsa makes a person a better Sikh (Yr 2 introduced the Khalsa) (Kindness) To understand why Sikhs think it is important to share (Yr 1 introduced Seva) (Kindness) To know where and how Sikhs worship. (Places of worship) To understand if it possible for everyone to be happy To understand what Buddhists do to make the world a better place, (Yr 3 introduced what are their beliefs?) (Kindness) To understand how Buddhist, lead a good life (introduce the 8 fold path) (Kindness)	To be able to use religious keywords, to explain what religious people believe about the nature of God To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other To be able to make links between religious stories and how they are connected to the believer's lives To be able to use the correct vocabulary to describe and compare different religions and practises To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules To be able to understand a religious teaching from scripture or a religious teaching from a religious leader, and explain how this teaching has changed your mind in some way To be able to express own views on	Guru Nanak, Amrit, 5Ks, langar, Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Onkar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhī), Ten Gurus, Truth, Turban. Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					ways on life using a range of media To be able to explain religious beliefs in own words To be able to consider a whole range of ideas and beliefs about the meaning, purpose and truth from different religions and relate these ideas to your own To be able to explain, referring to a variety of religious and moral teachings and points of view, why some questions about right and wrong are a challenge to answer To be able to show one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions To be able to offer an opinion on religion and support their views with facts and evidence To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Spring	Extreme Environments	Science	To know common appliances that run on electricity. (Television, toaster) To know a circuit is a pathway electricity can flow around. To know a series circuit is where the components are connected in a loop: Electricity flows through each component in a single pathway. To know the basic parts of a simple series electric circuit. (Cell or battery, bulb, buzzer, wires, motor and switch), including their purpose. To know a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To know a conductor of electricity is a material that will allow electricity to flow through it. To know some common conductors (copper and steel: money coin, door key, nail, paperclip) and insulators, and	To be able to use and make simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. To be able to construct and interpret a variety of food chains, identifying producers, predators and prey. To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	appliance, electricity, circuit, series circuit, connect, loop, pathway, switch, conductor, insulator, vertebrates, invertebrates, environment, food chain, local, national, international.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				associate metals with being good conductors. To know an insulator of electricity is a material that do not allow electricity to flow through it. To know some common insulators (objects made from wood, plastic, paper, rubber, glass or fabric: ruler, elastic band, piece of paper). To know living things can be grouped in a variety of ways (Vertebrates: mammals, fish, birds, reptiles, amphibians. Invertebrates: insects, spiders, worms slugs and snails) To know environments can change and that this can sometimes pose dangers to living things (Human: deforestation, pollution, urbanisation, Natural: Earthquakes, storms, floods, droughts, seasons, wildfires)		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	Art	To know that combining shapes can create 3D structures (3D form) To know the different types of printmaking (impressed and relief) (printing)	To be able to combine together shapes (nets) to create 3d structures (pyramids, sarcophagus). To be able to create own nets for 3d structures (maths link). To be able to mold and combine clay using wet clay technique (scoring each side and slurry). To be able to use tools effectively to create texture to sculptures. To be able to use impressed printing (carving out of shapes) in their artwork. To be able to create own printing block using chains, string, blocks etc. To be able to create patterns of symmetry/tessellation in their artwork using printing blocks. To be able to name artists who use pattern in their artwork (Matisse, Mondrian, Kandinsky, Pollock).	Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	Computing	To know how to sequence, edit, present and evaluate a short film. To know how to select and use technology to create the best outcome. To know how to include special effects in a short film. To know how to use technology safely, respectfully and responsibly.	To be able to use a movie making app to plan, edit and present a film (captured on filming technology). To be able to evaluate a short film, looking for strengths and areas to improve on. To be able to select technology carefully to enhance a film, such as music, green screen or background footage. To begin to explore special effects in movie making, such as adding in a sound. To be able to explain the benefits of technology and how it impacts our everyday lives.	Design, sequence, create, sequence, edit, present, director, script, evaluate, goal, outcome, process, script, director, frame, scene, screenplay, special effects, benefits, impact, risks, safety.
Year 4	Summer	Walk Like an Egyptian	DT and Cooking and Nutrition	To know which tools and equipment to use for practical tasks (cutting, joining, shaping and finishing) (technical knowledge) To know where foods are grown around the world and how they are transported (food) To know how to make structures sturdy by adding or adapting (technical knowledge ad making) To know the different joins for constructing (technical knowledge)	To be able to name foods grown in different seasons. To be able to name foods from different parts of the world. To be able to measure, mark up and cut-out and shape a rage of materials, knowing which tools to use. To be able to create a detailed plan considering their target audience, design criteria and intended purpose. To be able to join materials together in a range of ways – split pin, flange, brace, tabs, slot.	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control, enterprise, industry

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	Geography	To know the lines of the Equator, Capricorn and Cancer you see on a map, do not exist and why. To know the sun's position in the sky changes throughout the year. (highest point in the sky: 21st March (Equator) 21st June (Cancer) 21st December (Capricorn). To know the Prime/Greenwich Meridian and time zones (including day and night). To know Egypt is located on the continent of 'Africa', To know the population density of Egypt. To know water is collected and evaporates. (Heat from the sun), condenses into clouds, falls as precipitation and the cycle is repeated.	To be able to identify and locate the position of the Equator and the Tropics of Cancer and Capricorn using a map and a blank map. To be able to locate Egypt using an atlas and present data using a key. To be able identify the process of the water cycle, using an illustration.	Equator, Capricorn, Cancer, Prime, greenwich, Meridian, Africa, population, density, evaporation, condense, water cycle.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	History	To understand where the Egyptian period fits on the timeline of history and was around the same time as the Stone and Bronze Ages and the start of the Roman Empire. To know who ruled Ancient Egypt. (Civilisations and Empires) To know what Ancient Egyptian society was like. (Civilisations and Empires) To know why the River Nile was important to the Ancient Egyptians. (Civilisations and Empires) To know how the Ancient Egyptians travelled and traded. (Civilisations and Empires) To know why the Ancient Egyptians built the pyramids. (Civilisations and Empires) To know who the Pyramid builders were. To know what the Ancient Egyptians believed in.	To be able to place events from the topic on a timeline. To be able to use terms related to the period and begin to date events. To be able to understand more complex BCE and CE. To be able to use evidence to reconstruct life in the topic studies. To be able to identify the key events in the topic. To be able to offer sensible explanations for some of the events. To be able to critique the evidence that is available. To be able to evaluate the usefulness of the different sources. To be able to use a variety of different sources to collect information. To be able to use evidence to build up a picture of past events. To be able to select the relevant material to present a picture of one aspect of the topic. To be able to ask a variety of questions about the topic. To be able to communicate their knowledge with confidence.	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Ancient Sumer, Indus Valley, Egypt, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				(Civilisations and Empires) To know where the Ancient Egyptians believed they would go after death. To know why Tutankhamun's tomb was an important discovery. (Monarchy and sig figures) To know how we are still learning about the Ancient Egyptians today. To know that trusted sources can come in the shape of experts and archaeologists, evidence from the past and pictures and art. To know the meanings of these substantive concepts, Absolute monarchy, coronation, country, famine, voyage, empire (Yr 3 Romans and how Egyptians were small but Roman completely engulfed them), settlements (Yr 3 along the river why?) and slaves (Yr 3 as they built the pyramids).		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	Music	To know about an ancient instrument, e.g. the reed flute, harp or lyre. To know how to listen and appreciate music and musical instruments. To know how to use a form of notation to represent sounds, notes or pitch, e.g. note names or symbols.	To be able to explain what an ancient instrument is like and compare this to a common, modern day instrument (e.g. saxophone or electric guitar). To be able to listen to musical instruments and appreciate their sounds, expressing their likes and dislikes. To be able to create some notation (such as symbols, pictures, shapes, swirls) to read and perform using body percussion (e.g. a O might be a loud clap, a o might be a quiet clap).	Instrument, comparison, contrast, modern, notation, pattern, rest, compose/composition, arrange, fast, slow, pulse, beat, perform.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	PE	To know how to orientate around a short trail. (OAA) To know the basic features of a orienteering course. To know different physical challenges in an orienteering course. To know how to create a basic orienteering course. To know how to make an orienteering course harder. To know how to use a map of an orienteering course. To know the techniques of an effective sprint. (Athletics) To know the elements of a sprint finish. To know the techniques involved in a relay. To how to land safely and with control. To know the elements of a triple jump. To know how to measure distance. To know the techniques of a push throw. To know how to increase distance of a range of throws.	To be able to orientate themselves with accuracy around a short trail. To be able to communicate clearly with other people in a team, and with other teams. To be able to start to recognise features of an orienteering course. To be able to try a range of equipment for creating and completing an activity. To be able to create a short trail for others with a physical challenge. To be able to experience of a range of roles within a team. To be able to make an informed decision on the best equipment to use for an activity. To be able to plan and organise a trail that others can follow. To be able to use a map to complete an orienteering course. To be able to complete an orienteering course more than once. To be able to improve trails to increase the challenge of the course. Running: To be confidently demonstrating an improved technique for sprinting. To be able to speed up and slow down smoothly. To be able to carry out an effective sprint finish.	Trail, Orientate, Roles, Orienteering Course, Map Sprinting, Baton, Relay, Sprint finish, Triple jump, Hop, Step, Jump, Measure, Control Feed, Accurate, Court, Forehand, Backhand, Ready position Consistent pace, Duration, Cardiovascular, Endurance, Muscular, Exercises

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know how to hit a forehand from a partner racket feeding. (Tennis) To know how to hit a backhand from a partner racket feeding. To know how to effectively move around a tennis court with purpose. To know the basics of an accurate tennis shot. To know the basics of maintaining pace during a run. (Functional Fitness) To know how to continually improve cardiovascular endurance. To know how to continually improve muscular endurance.	To be able to perform a relay, focusing on the baton changeover technique. Jumping: To be able to land safely and with control. To be able to combine a hop, step and jump to perform the triple jump. Begin to measure the distance jumped. Throwing: To be able to perform a pull throw. To be able to measure the distance of a throw. To continue to develop techniques to throw for increased distance. To be able to hit a forehand from a throw-in feed To be able to hit a backhand from a throw-in feed To be able to drop a ball and hit toward a target over a net To be able to move around the court, hit a ball and return to a ready position To be able to move and hit a ball with accuracy when fed in To show the ability to run at a consistent pace for a long duration of time To participate in a circuit training session to improve fitness To improve on cardiovascular	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					endurance by participating in fitness exercises To improve muscular endurance by participating in fitness exercises To show an improved understanding of agility and power when moving	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	RE	To understand what the Islamic sacred texts are called and how they are read. To understand the purpose of a pilgrimage - such as Lourdes. (Places of worship) To understand what a Hajj is, and where Muslims go for theirs and why. (Places of worship) To understand how stories of faith guide people's lives (Stories) To understand how different religions believe the world was created (Yr 3 discussed whose world it was). To understand what different religions believe happen to us after we die.	To be able to use religious keywords, to explain what religious people believe about the nature of God. To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. To be able to make links between religious stories and how they are connected to the believer's lives. To be able to use the correct vocabulary to describe and compare different religions and practices. To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules. To be able to understand a religious teaching from scripture or a religious teaching from a religious leader, and explain how this teaching has changed your mind in some way. To be able to express own views on	Kuran, Hajj, pilgrimage, respect, 5 pillars, Holy Place, God, prayer, Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule,

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					ways on life using a range of media. To be able to explain religious beliefs in own words. To be able to consider a whole range of ideas and beliefs about the meaning, purpose and truth from different religions and relate these ideas to your own. To be able to explain, referring to a variety of religious and moral teachings and points of view, why some questions about right and wrong are a challenge to answer. To be able to show one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions. To be able to offer an opinion on religion and support their views with facts and evidence. To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 4	Summer	Walk Like an Egyptian	Science	To know the basic parts of the digestive system in humans. To know the different types of teeth in humans and their simple functions To know what damages teeth and how to look after them.	To draw and discuss their ideas about the digestive system, comparing them with models or images. To identify differences, similarities or changes related to simple scientific ideas and processes – (Tooth decay experiment using eggs) To gather, record, classify and present data in a variety of ways to help in answering questions.	digestive system, teeth, adult teeth, milk (baby) teeth, incisors, molars, premolars, canine, wisdom teeth, chew, cut, rip, grind, incisors, molars, premolars.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	Art	To know that adding media to paint will create texture (texture) To know that using media in paint can add texture (texture) To know the art form of Lithography (An ancient form of printing that uses a flat stone or metal plate) (printing) To know artists who use printing in their artwork (printing) To know that different tones, hue and mood can be created by mixing primary colours (red, blue and yellow) and secondary colours (orange, green and purple) to create tertiary colours (colour) To know that the above colours can be changed to create different tones by adding white or black (colour)	To be able to create own textured paint by adding different media (sand, chalk, sawdust, salt) or by using different media to create effect (scrunched up foil/paper, art sponges, forks) To be able to create textures paintings of Hokusai's 'Great wave of Kanagawa' To be able to select materials to use to create specific outcome To be able to explore consistency of paint by adding water, adding pva glue to create different texture/marks To be able to create an artwork using lithography process linked with Escher and Bridget Riley (Optical illusions) To be able to explore combining different media for printing (ink, fabric, paper, leaves, natural materials, string etc) To be able to create particular colours to match pieces of famous artwork To be able to mix colours confidently using the colour theory To be able to create a colour wheel outlining primary, secondary and tertiary colours To be able to use the colour wheel to find complimentary colours (colours that are opposite each other in the colour wheel) To be able to comment on colour used in artwork (Starry night (Van Gogh),	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					Marilyn Monroe (Warhol), To be able to name artists who use printing in their artwork (Hokusai, Picasso, Warhol, Matisse)	
Year 5	Autumn	Taste of the Orient	Computing	To know how to design a program. To know how to create algorithms. To know how to use Scratch collaboratively. To know how to use technology safely, respectfully and responsibly.	To be able to use Scratch to design a short program, such as getting a sprite to move, jump and disappear, with simple algorithms. To be able to collaborate when working on Scratch, taking turns and listening. To be able to identify the best ways of keeping safe online and privacy.	Design, write, debug, sequence, code, coding, instructions, simple algorithm, algorithms, problem solve, outcome, goal, collaborate.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	DT and Cooking and Nutrition	To know the basic principles of a healthy and varied diet to keep the body active/healthy, including drinks (nutrition) To know how to cook predominantly savoury dishes using different cooking techniques - boil, simmer, low heat, high heat, steam (cooking) To know the principles for basic food hygiene (nutrition) To know where food comes from and how it is grown or reared (food) To know which tools they will need on order to begin designing and then making (technical knowledge and making) To know how to use equipment and tools with increased accuracy and safety (technical knowledge)	To be able to discuss in detail foods from around the world To be able to discuss foods that are part of a healthy diet To be able to create a dish applying their knowledge of food hygiene, using appropriate tools safely To be able to use proportions when cooking, by doubling and halving recipes To be able to modify a recipe and explain why they have changed it	savoury, reared, caught, processed, Seasons, growing, planting, food miles

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	Geography	To know the similarities and differences between the land use and settlements of a village and a city. (Land use and settlements, Chinese village and the city of Beijing). To know a trade link is the process of buying and selling products. To know the economic trade activity between China and the European Union.	To be able to describe and understand different types of settlement and land use. To be able to describe the key aspects of economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	sustainable, Ordnance survey Greenwich, time zones, meridian, eight points of a compass, grid reference, symbol key, economic, region, distribution, trade links

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	History	To understand when the Shang Dynasty fits on the timeline of history, and it was at the same time as the Bronze Age and the Egyptians To know how we know about the Shang Dynasty (Civilisations and Empires) To know how the Shang Dynasty began (Power and conflict) To know what life was like for people in the Shang Dynasty (Civilisations and Empires) To know what the Shang people believed (Civilisations and Empires) To know how Shang people's beliefs were similar and different to other people at the time, compared to Egyptians (studied in Year 4) To know who Fu Hao was (Monarchy and sig figures) To know when and why the Shang Dynasty ended (Power and	To be able to sequence keys events of the time studied To be able to use relevant terms and period labels To be able to make comparisons between different times in the past To be able to study different aspects of people such as the differences between men and women To be able to examine causes and results of great events and the impact on people To be able to compare life in early and late times of the period studied To be able to compare accounts of events from different sources and decide whether they are fact or fiction To be able to offer reasons for the different version of events To be able to identify primary and secondary sources To be able to use evidence to build up a picture of past events To be able to select relevant sections of information To be able to use the library and internet for research with increasing confidence	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Shang Dynasty, Dynasty, Hu, Acupuncture, Bamboo, Buddhism, Pagoda, Confucius, Oracle bones, Ding, Terracotta, Peasant, Artisan, Diviner, Sacrifice, Ancestor, Millet, Rural, Yellow River, Ritual, Bronze

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				conflict) To know what the great accomplishments of the Shang Dynasty were (Civilisations and Empires) To know what the major cities of the Shang Dynasty were To know the meanings of these substantive concepts, Church, empire (Yr 3 Romans), emperor (Yr 3 but how a bad emperor can bring an empire down), religion, nun, monk, rights, ancestors, settlement (along the river like in Yr 4 Egyptians - Nile).		
Year 5	Autumn	Taste of the Orient	Music	To know about traditional Chinese and Japanese music using the pentatonic scale. To know about various genres of music and be able to describe these using musical vocabulary, comparing them to Chinese/Japanese music. To know how and why music is used within religions and cultures.	To be able to identify features of Chinese/Japanese music and recognise the pentatonic scale (5 notes that they follow the pattern of). To be able to compare traditional Chinese/Japanese music to music of another country, e.g. traditional African music. To be able to identify why music is important within different cultures (such as: Chinese music used in philosophy and rituals).	Listen, appreciate, scale, pentatonic, pattern, notes, compare, comparison, traditional, culture, genre vocab (classical, pop, alternative, blues, rock, rap, disco, reggae), style, composer, duration, pitch, ensemble, tempo.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	PE	To know how to kick a football over a range of distances. (Football Activities) To know how to make a tackle in football. To know how to effectively move around a football pitch. To know how to accurately and powerfully shoot in football. To know a variety of movements, shapes and balances. (Gymnastics) To know how to adapt a gymnastics sequence. To know a range of jumps, shapes and balances. To know a range of equipment and how to use it. To know the different positions on a hockey pitch. (Hockey) To know the rules of a game of hockey. To know a range of tactics to use in a hockey game. To know how to referee a game of hockey. To know how to compose a dance based on a style. (Dance) To know what pace and timing is	To be able to accurately pass a football over a range of distances to a teammate. To be able to make tackles to gain possession of the ball. To begin to be able to avoid attackers while in possession of the ball. To be able to shoot for a goal. To be able to compose specific sequence of movements, shapes and balances. To be able to adapt a sequence to fit a new theme or suggestion. To be able to confidently perform jumps, shapes and balances fluently. To be able combine equipment and movement sequences. To develop strength, technique and flexibility throughout performances. To be able to play in different positions of a hockey pitch. To be able take part in a game of hockey. To be able to referee a game of hockey. To be able to show some degree of tactics in a game of hockey. To be able to compose an individual dance that reflects a chosen dance style.	Kick, Football, Pass, Possession, Shoot, Goal, Distance, Attacker, Defender, Tackle Compose, Movement, Shapes, Balance, Jump, Sequence, Strength, Technique, Flexibility, Theme Goal, Referee, Tactics, Space Pace, Timining, Routines, Compose, Transitions, Actions, Movements, Rhythm, Music, Evaluate

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				in dance. To know how to use space in a dance. To know how to use the rhythm in music. To know what a transition is. To know how to evaluate a dance.	To show a change of pace and timing in a range of movements. To develop an awareness of space and how to use it. To be able to use transitions to link routines together. To ensure that actions and movements fit in time with the rhythm of the music. To be able to evaluate a dance. To be able to modify parts of a sequence based on self and peer evaluation.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	RE	To understand the 10 commandments and if they are still relevant today To understand how Christians, show their belief in God in the 2020s - 2000 years after Jesus was on Earth, (Yr 3 looked at artefacts and symbols and Yr 2 Kindness- British Value?) To know Divali is similar to 5 other English festivals (some Christian) (Festivals) To understand the background of the Hindu Gods (Year 1 introduced the Gods) To understand the story of Krishna and its meaning - English link (Stories) To understand why the River Ganges is special to Hindus. (Places of worship) To understand different religions funeral rituals/customs - link to Varanasi in India	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God To be able to refer and refer to symbols, stories, religious teachings, places of worship, acts of worship, and analyse and explain a variety of different interpretations of language, expression and symbolism. To be able to suggest how religious sources provide answers to important questions about life and morality To be able to begin to explain the significance of key religion/faith individuals in the community To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do To be able to analyse the reasons why some religious people practise their way of life within a community and some believers practise their way of life alone To be able to analyse religious teaching from scripture or a quote from a religious leader, founder or inspirational person, and consider how	Brahma, Vishnu, Shiva, Avatars, Mandir, lotus, swastika, Murti, Yoga, meditation, Mantra, Rangoli, Mehndi, Upanishads, samskaras, ashramas, Rama, Raksha, Holi. Varanasi, rituals, customs, pilgrimages, River Ganges, Bhagavad, Gita, samskaras, ashramas, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					it can be inspirational to a person of any or no faith To be able to draw on the similarities and differences between religions and offer their own understanding of belief and values To be able to give an informed and well-argued account of their own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and be able to argue how far you personally agree with these religious and moral standpoints To be able to apply and express their own view about right and wrong and just and fair	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Autumn	Taste of the Orient	Science	To know different materials are used for particular jobs based on their properties: conductivity, solubility, transparency, conductivity (Glass is used for windows because it is hard and transparent and oven gloves are made from a thermal insulator to keep the heat from burning the skin on the hand). To know that some materials will dissolve in liquid to form a solution (Soluble, sugar), and others will not (insoluble, sand). To know how to recover a substance from a solution, through sieving, filtering and evaporating. To know some changes result in the formation of new materials, and that this kind of change is not usually reversible. (Burning wood produces ash).	To be able to 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. To be able to carry out tests to answer questions: 'Which materials would be the most effective for making a warm jacket or for wrapping ice cream to stop it melting?' To be able to compare materials in order to make a switch in a circuit. To be able to demonstrate that dissolving, mixing and changes of state are reversible changes (Solid melts, liquid freezes, gas condenses, liquid evaporates) using tests and explain this using scientific language. To be able to report and present findings from enquiries, including conclusions, causal relationships and explanations and degree of trust in results, in oral and written forms.	Properties, transparent, thermal, insulator, heat, dissolve, solution, soluble, insoluble, recover, sieve, filter, evaporate.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Spring	Space and the Final Frontier	Art	To know the concepts for drawing perspective (The horizon line, vanishing points, and vanishing lines) (drawing) To know which pencil to use for precision drawing (drawing) To know the importance of scale and proportion in artwork (drawing) To know that post-impressionist is an art movement To know that pattern is in artwork (pattern) To know that pattern can be man-made (used in design and can be abstract) or natural (waves, lightning, leaves, trees) (pattern)	To be able to create artwork using perspective. To be able to create an optical illusion, sketching out faint lines using a 2B pencil and using a 2H pencil for precision drawing (Bridget Riley) using lines and shape To be able to appreciate digital artwork and make comments To be able to create own optical illusion artwork using software in laptops or ipads To be able to recreate a famous piece of artwork using digital media (starry night by Van Gogh) To be able to name artists who are part of the post-impressionist art movement (van Gogh and Henri Rousseau) To be able to name famous paintings from the post-impressionist movement (Starry night, Tiger in a tropical storm) To be able to create pattern in artwork and discuss effect (Andrew Goldsworthy, Rory McEwan, William Morris, Piet Mondrian, Henri Matisse, Bridget Riley) To be able to compare and comment on pattern within artwork of artists as well as own artwork To be able to create own abstract	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					pattern artwork inspired by one of the above artists	
Year 5	Spring	Space and the Final Frontier	Computing	To know how to design and debug a program that accomplishes a specific goal. To know how some simple algorithms work. To know how to use Scratch collaboratively, with increasing confidence. To know how to use technology safely, respectfully and responsibly.	To be able to plan and design a short program that meets a goal, such as creating a short game with a points system. To be able to debug any problems when creating a program, undoing and redoing if necessary. To continue to use Scratch collaboratively, taking turns where necessary. To be able to recognise fake news online and communicate its risks.	Design, write, debug, sequence, instructions, code, coding, evaluate, present, edit, undo, redo, collaborate, algorithm, problem solve, outcome, software.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Spring	Space and the Final Frontier	DT and Cooking and Nutrition	To know that ICT can be used to inform product design (designing) To know which tools and equipment to use to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately (technical knowledge) To know how technology is used to shape the world of design technology (designing) To know how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (designing, making and evaluating) To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge)	To be able to research existing products, focusing on materials, functionality and purpose of the product. To be able to evaluate and analyse a range of existing products. To be able to explain their choice of materials and components according to the design criteria and functionality of the product To be able to accurately assemble, join and combine materials and components using the appropriate resources for the function To be able to devise a template or pattern for their product To be able to measure, mark up and cut-out and shape a range of materials, knowing which tools to use	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Spring	Space and the Final Frontier	Geography	To know the processes of the water cycle. (evaporation, transpiration, condensation, precipitation, snowmelt and surface runoff) To know the human and physical features of different regions (population, amenities, river, brook and average weather conditions)	To be able to identify and describe the process of the water cycle and present information on a diagram. To be able to present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. To be able to understand physical, geographical similarities and differences of a region of the United Kingdom and a region in North and South America.	• evaporation, transpiration, condensation, precipitation, snowmelt, surface runoff, human, physical, digital, brook, average, amenities
Year 5	Spring	Space and the Final Frontier	History	NA		
Year 5	Spring	Space and the Final Frontier	Music	To know about Gustav Holst and The Planets. To know musical language and be able to use this to describe and analyse pieces of classical music. To know about musical notation and the names of notes.	To be able to appreciate, analyse and describe Gustav Holst's Planets Suite, such as: comparing the movements of Jupiter and Neptune, using musical language. To be able to identify the names of notes (using the piano, Chrome Music Lab or GarageBand keyboard option). To be able to explain what notation is.	Composer/composition, orchestra, crescendo, diminuendo, dynamics, unison, tempo, instrument, timbre, note, notation: crotchet, minim, semibreve, quaver.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Spring	Space and the Final Frontier	PE	To know how to swim a range of strokes, for example; front crawl, backstroke or breaststroke. To know how to perform a self-rescue. (Swimming) To know how to improve archery skills. (Archery) To know how to increase power in archery. To know how to improve goalball skills. (Goalball) To know how to improve attacking and defending skills in goalball. To know a range of basketball throws. (Basketball Activities) To know how to confidently catch a basketball. To know how to shoot in basketball. To know how to dribble a basketball. To know how to hold and hit a shuttlecock. (Badminton Activities) To know how to increase the distance of a badminton shot. To know how to serve in	To be able to swim 25 meters confidently and competently. To be able to demonstrate a range of strokes effectively. To be able to perform a safe self-rescue in a range of different water situations. To be able show continuing improvement in archery. To be able to make accurate shots over a range of distances. To be able to show continuing improvements in goalball games. To be able to show continuing improvements in attacking and defending skills in goalball. To be able demonstrate a variety of basketball throws with confidence. To be able to receive a basketball from a variety of different passes. To be able to shoot with clear intention of aiming at the hoop. To be able to dribble effectively for a range of distances. To be able to hit a shuttlecock at a range of distances. To be able to move around the badminton court and return a badminton shot from an opponent.	Front crawl, Backstroke, Breaststroke, Self-Rescue, Swim. Bow, Pull, Arrow, Flight, Shoot, Load. Roll, Goalball, Blindfold, Inclusion, Defend, Goal, Attacking, Defending. Badminton racket, Shuttlecock, Shot, Rally, Serve, Opponent.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				badminton. To know how to rally in badminton.	To be able to able to serve in badminton. To be able to rally in a badminton game.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Spring	Space and the Final Frontier	RE	To understand how far a Sikh would go to worship and show their commitment to their religion (Yr 3 introduced 5Ks) To understand what the 8 paths are and how they are translated into everyday life (Yr 4 introduced) (Kindness) To understand the meaning of the story Siddhartha to Buddhists. (Stories)	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, To be able to give an informed account of the many ways that religious believers feel that they can connect to God To be able to refer and refer to symbols, stories, religious teachings, places of worship, acts of worship, and analyse and explain a variety of different interpretations of language, expression and symbolism. To be able to suggest how religious sources provide answers to important questions about life and morality To be able to begin to explain the significance of key religion/faith individuals in the community To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do To be able to analyse the reasons why some religious people practise their way of life within a community and some believers practise their way of life alone To be able to analyse religious teaching from scripture or a quote from a religious leader, founder or inspirational person, and consider how	Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Onkar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban. Generosity, Siddhartha, 8 paths, Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					it can be inspirational to a person of any or no faith To be able to draw on the similarities and differences between religions and offer their own understanding of belief and values To be able to give an informed and well-argued account of their own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and be able to argue how far you personally agree with these religious and moral standpoints To be able to apply and express their own view about right and wrong and just and fair	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Spring	Space and the Final Frontier	Science	To know forces (pushes and pulls) can make an object move, stop moving, change direction, shape, and move faster or slower. To know water and air resistance is a form of friction. To know the effects of air resistance, water resistance and friction, that act between moving surfaces. (Gravity and skydiver – air resistance stops the skydiver hitting the ground at speed) To know some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. To know Mercury, Venus, Earth and Mars are rocky planets (rock and metal). Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) To know the moon orbits Earth in an oval shaped path whilst spinning on its axis. To know and describe the	To be able to identify scientific evidence that has been used to support or refute ideas or arguments. (Isaac Newton's theory of Gravity) To be able to make a variety of parachutes and carrying out fair tests to determine which designs are the most effective, answer questions, including recognising and controlling variables where necessary. To be able to create models and drawings of the solar system. To be able to compare the time of day at different places on the Earth through internet links and direct communication. To be able to describe the Sun, Earth and Moon as approximately spherical bodies (Astronomical objects shaped like spheres). To be able to investigate why some people think that structures such as Stonehenge might have been used as astronomical clocks, in relation to shadows.	Force, air resistance, friction, moving surface, mechanisms, planet, helium, hydrogen, orbit, oval, axis, solar system, rotation, Newton, gravity, variables, spherical bodies, astronomical clocks.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				movement of the Earth, and other planets, relative to the Sun in the solar system To know the sun doesn't move across the sky, but it appears like it does because of Earth's movement. To know and explain Earth rotation (One full rotation takes 24 hours, daytime occurs when Earth is facing the sun and night occurs when facing away from the sun) and orbit (365 $\frac{1}{4}$ days, to orbit the sun)		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	Art	To know the techniques used to mold and join clay (3D form) To know Greek sculptures artists and the names of some sculptures (3D form) To know which pencil to use to draw, sketch, create shadow, tone and depth (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading, 2H – light sketching, 4B – darker shading, 6B- very dark areas) (drawing) To know different stitches (textiles)	To be able to name and comment on sculpture artists (Dame Barbara Hepworth, Auguste Rodin, Donald Judd, Alberto Giacometti) and compare with Greek sculptures. To be able to create own sculpture inspired by Barbara Hepworth and Greek sculptures. To be able to use knowledge of sketching pencils to choose the correct pencil for specific task. To be able to use other objects such as rubbers to lighten areas. To be able to create shapes, tone and shadow using sketching techniques (hatching, cross-hatching, stippling, free-form scribbles, contour and cross-contour). To be able to use different drawing media to create artwork (pencils, chalk and oil pastels, paint, charcoal). To be able to produce increasingly accurate drawings of people and objects with great detail. To be able to use a variety of stitches in textile work (running stitch, cross stitch, back stitch, zig zag stitch, chain stitch). To be able to add detail and design on textile work using stitches as 'drawing' or adding different shapes of fabric	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					(applique) or attachments for embellishment (gems, charms, buttons).	
Year 5	Summer	It's All Greek to Me	Computing	To know how to design, write and debug programs and solve problems. To know how algorithms work. To know how to correct errors in algorithms and programs. To know how to use Scratch independently. To know how to use technology safely, respectfully and responsibly.	To be able use Scratch independently to plan a program, write the algorithm, debug any issues. To be able to explain how an algorithm works on Scratch or why an algorithm doesn't work. To be able to communicate the benefits and risks of social media and independent technology use.	Design, write, debug, problem solve, sequence, goal, system, errors, algorithm, code, instructions, analyse, evaluate, present, edit, software, benefit, risk, privacy.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	DT and Cooking and Nutrition	To know how to cook predominantly savoury dishes using different cooking techniques (cooking) To know how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (technical knowledge, making and evaluating) To know which materials and components, including construction materials, textiles and ingredients to use according to their functional properties and aesthetic qualities (technical knowledge, designing and evaluating)	To be able to explain their choice of materials and components according to the design criteria and functionality of the product. To accurately assemble, join and combine materials and components using the appropriate resources for the function. To know how to cook predominantly savoury dishes using a heat source. To know how to use different cooking techniques to get the desired outcome for food preparation.	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	Geography	To know the human and physical geographical differences between the island of Corfu and the island of the Isle of Wight. (Similarities to include: tourism, population and coastline (Beaches). Differences to include: climate, currency and vegetation) To know the location of The Isle of Wight, Greece (Athens) and Corfu and its proximity to the Tropic of Cancer.	To be able to understand the human and physical geographical similarities and differences of a region of the United Kingdom and a region in a European Country. To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	coastal, development, erosion, deposition, renewable, transpiration, deforestation, recyclable

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	History	To understand where the Greeks fits on the timeline of history and was after The Shang Dynasty and before The Romans. To know how Ancient Greece organised. (Civilisations and Empires) To know why we know so much about Ancient Greece. (Civilisations and Empires) To know what the Golden Age of Greece was. (Civilisations and Empires) To know what an Athenian democracy was. (Civilisations and Empires) To know what the Greeks believed. (Civilisations and Empires) To know who the Ancient Greek philosophers were. (Civilisations and Empires) To know who won the Peloponnesian wars. (Power and conflict)	To be able to sequence keys events of the time studied. To be able to use relevant terms and period labels. To be able to make comparisons between different times in the past. To be able to study different aspects of people such as the differences between men and women. To be able to examine causes and results of great events and the impact on people. To be able to compare life in early and late times of the period studied. To be able to compare accounts of events from different sources and decide whether they are fact or fiction. To be able to offer reasons for the different version of events. To be able to identify primary and secondary sources. To be able to use evidence to build up a picture of past events. To be able to select relevant sections of information. To be able to use the library and internet for research with increasing confidence	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know why Alexander was so great. (Monarchy and sig figures) To know what the great achievements of the Ancient Greeks were. (Civilisations and Empires) To know that historians explore all the possible evidence that is available not only to prove a theory, but also to disprove it, to ensure we understand the truth. To know the meanings of these substantive concepts, voyage (Shackleton in Yr2), country, freedom, tax, merchant, nation, national, enemy and power (Yr 3), settlements (Yr 3 Bronze Age, Yr 4 Egyptians - difficult in Greece as around the coast as a mountainous country), trade (Yr 3 difficult for Greeks so used the sea).		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	Music	To know about Greek Chorus and its links to the theatre. To know how to perform and evaluate with increasing confidence. To know how music is used to worship Gods and Goddesses. To know how to compose a piece of music for a specific purpose.	To be able to perform a piece of poetry in the style of Greek Chorus and evaluate its effectiveness. To be able to perform a song with the purpose of worshipping a God or Goddess (such as: Heroes of Troy - BBC). To be able to use untuned instruments to compose a piece of music (with the purpose of worshipping a God or Goddess).	Performance, Greek Chorus, theatre, collaborate, collaborative, evaluate, compose, composition, purpose.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	PE	To know what rallying is. (Tennis) To know the technique of a overarm serve. To know the technique of a underarm serve. To know tactical placements on a tennis course. To know the technique of a sprint start. (Athletics) To know different speeds used during different distanced races. To know the technique of a long jump. To know the technique of triple jump. To know how to measure distance and height. To know the technique of fling throw. To know multiple different throwing techniques. To know a range of fielding techniques to effectively stop the ball. (Cricket and Rounders) To know a range of throwing techniques and what distance to apply these too. To know the technique of bowling underarm. To know the technique of bowling	Running: To be able to accelerate from a variety of starting positions and select their preferred position. To be able to identify reaction times when performing a sprint start. Continue to practise and refine technique for sprinting, focusing on an effective sprint start. To be able to select the most suitable pace for the distance and fitness level in order to maintain a sustained run. To be able to identify and demonstrate stamina. Jumping To be able to improve techniques for jumping for distance. To be able to land safely and with control. To be able to perform an effective standing long jump. To be able to perform the standing triple jump with increased confidence. To be able to develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. To be able to measure the distance and height jumped with accuracy. To be able to investigate different jumping techniques. Throwing:	Sprint start, Stamina, Sustained run, Long jump, Vertical jump, Take off, Fling throw, Distance Fielding, Short throw, Long throw, Long barrier, Bowl, Wickets Pace, Cardiovascular, Endurance, Muscular, Fitness, Power, Vary Ready position, Serve, Underarm, Overarm, Rally, Tactical

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				overarm. To know different distance runs and what pace to use for these distances. (Functional Fitness) To know how to continually improve cardiovascular endurance. To know how to continually improve muscular endurance. To know the elements of a circuit training session.	To be able to perform a fling throw. To be able to throw a variety of implements using a range of throwing techniques. To be able to measure and record the distance of throws. To continue to develop techniques to throw for increased distance. To begin to use basic fielding techniques to stop and throw the ball such as short throws, long throws and long barrier To be able to throw a range of distances both underarm and overarm To hit a ball with some control and distance To begin to be able to bowl towards the wickets both overarm and underarm To be able to begin to show different types of pace based on the distance of the run To improve on cardiovascular endurance by participating in fitness exercises To improve muscular endurance by participating in fitness exercises To be able to show varying power when moving To be able to show good control when moving in quick sequence of succession	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					To participate in a circuit training session to improve fitness To be able to move around the court towards a ball with a range of shots depending on location on court. To begin to be able to rally with a partner To be able to shadow a full overarm serve To begin to serve the ball underarm To be able to return to a ready position in a tactical placement on the court	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	RE	To understand the 5 pillars of Islam and their meaning. To understand if is necessary to believe in a God to be human. To understand how we know right from wrong (Yr 3 link to 5Ks). (Kindness) To understand what it means to be a person of faith in the 2020s.	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, To give an informed account of the many ways that religious believers feel that they can connect to God. To be able to refer and refer to symbols, stories, religious teachings, places of worship, acts of worship, and analyse and explain a variety of different interpretations of language, expression and symbolism. To be able to suggest how religious sources provide answers to important questions about life and morality. To be able to begin to explain the significance of key religion/faith individuals in the community. To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do. To be able to analyse the reasons why some religious people practise their way of life within a community and some believers practise their way of life alone. To be able to analyse religious teaching from scripture or a quote from a religious leader, founder or inspirational person, and consider how	Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					it can be inspirational to a person of any or no faith. To be able to draw on the similarities and differences between religions and offer their own understanding of belief and values. To be able to give an informed and well-argued account of their own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings. To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and be able to argue how far you personally agree with these religious and moral standpoints. To be able to apply and express their own view about right and wrong and just and fair.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 5	Summer	It's All Greek to Me	Science	To know and describe the differences in the life cycles of: mammal (Humans develop inside their mothers and are dependent on them for many years), amphibian (Frogs laid in eggs, then once hatched go through many changes), insect (butterfly through metamorphosis) and a bird (Hatch from egg, looked after by parents until they can live independently). To know and describe the life process of reproduction in mammals (Sperm fertilises the female cells, baby grows inside the mother, not including Echidnas and platypus). To know and describe the life process of plants (Wind and insects help transfer pollen from one plant to another). To know some plants use asexual reproduction (One parent needed to create an offspring, an exact copy of its parent) to create a new plant (strawberry, potato, spider, daffodils).	To observe and compare the life cycles of animals in the local environment with other plants around the world, including rainforests and prehistoric times, asking pertinent questions and suggesting reasons for similarities and differences. To grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. To work scientifically by researching the gestation periods (Amount of time a female is pregnant) of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows, using a bar chart, scatter graph or bar chart to present findings.	Fertilisation, prenatal, gestation, reproduce, asexual reproduction, sexual reproduction, life cycle, adolescence, puberty, menstruation, adulthood, life expectancy.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know and describe the changes as humans develop to old age (Prenatal, infancy, childhood, adolescence, early, middle and late adulthood). To know puberty is the physical stage of development between childhood and adulthood. (Grow taller, sweat glands produce more sweat and all parts of the body grow, including pubic hair).		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	Art	To know which pencil to use to draw, sketch, create shadow, tone and depth (HB best for initial sketch, 2B – created light and dark tones, B – creates light shading, 2H – light sketching, 4B – darker shading, 6B- very dark areas) (colour) To know that LS Lowry was part of the Naïve art movement (Naïve art is simple, unaffected and unsophisticated – usually specifically refers to art made by artists who have had no formal training in an art school or academy) To know primary colours, secondary colours, tertiary colours and complementary colours (colour) To know how to create these colours by colour mixing using colour theory (colour)	To be able to apply knowledge of sketching pencils and the marks they make to create sketches and final art pieces To be able to apply knowledge of sketching pencils to create shadow, depth, shadows and tone in artwork To be able to use knowledge of perspective to create a piece of artwork inspired by LS Lowry To be able to discuss and comment art pieces by LS Lowry and other famous artists who were self-taught: Van Gogh, Rousseau, Kahlo To be able to confidently mix colours to make secondary and tertiary colours To be able to confidently change colour tones to match that of famous artwork To be able to confidently change the consistency of paint for specific purpose To be able to confidently match colours for mood	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	Computing	To know how to use a music making app, e.g. GarageBand or Chrome Music Lab. To know how to replicate sounds on a music making app. To know how to create and edit a simple piece of music on a music making app. To know how to use technology safely, respectfully and responsibly.	To be able to experiment and become familiar with a music making site or app (such as GarageBand or Chrome Music Lab). To be able to create a short piece of music, with inspiration or without, on a music making app. To be able to edit a piece of music on an app, cutting and changing where needed. To be able to communicate the benefits and risks of technology.	Sequence, selection, experiment, repetition, variable, input, output, communication, create, edit, cut, replicate.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	DT and Cooking and Nutrition	To know that ICT can be used to inform product design (designing) To know which tools and equipment to use to perform practical tasks [for example, cutting, shaping, joining and finishing), accurately (technical knowledge) To know how technology is used to shape the world of design technology (designing) To know how to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design (technical knowledge, designing, making and evaluating) To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge)	To be able to 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 To be able to evaluate own and others ideas and products against their own design criteria and consider the views of others to improve their work. To be able to produce a detailed step-by-step plan for their design method To be able to suggest alternative designs and compare the benefits and drawbacks to inform the design process and outcomes To be able to make up a prototype first	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control savoury, reared, caught, processed, Seasons, growing, planting, food miles

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	Geography	To know the counties of the United Kingdom and their importance. To know the key topographical features of the regions in the UK. (hills, mountains, coast and rivers and the land use patterns within these regions.)	To be able to use 6 figure grid references to locate a town or city within a region, including 'Northampton' in the region of Northamptonshire, 'Aberdeen' in the region of Aberdeenshire, 'Barmouth' in the region Gwynedd and 'Belfast' in the region County Antrim. (Link to prior learning). To be able to compare and contrasting the human and physical characteristics of two regions. (East Midlands and Snowdonia)	Latitude, longitude, figure, topographical, 6 figure, compare, contrast

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	History	To understand where major conflicts such as The Battle of Hastings, WW1, WW2 and Vietnam war fit on the timeline of history and when they occurred in relation to other key periods of history To know what caused the First World War to break out (Power and conflict) To know if the Treaty of Versailles was fair (Invasions and settlements) To know how Hitler rose to power (Monarchy and sig figures) To know what life was like in Nazi Germany for Jewish people (Invasions and settlements) To know if World War Two was inevitable (Power and conflict) To know how anti-Semitism rose in Germany in the 1930s (Power and conflict) To know what the Holocaust was (or Shoah) (Power and conflict)	To be able to place this topic in relation to others studied To be able to use relevant dates and terms To be able to sequence ten events on a timeline To be able to find out about beliefs, behaviours and characteristics of people, recognising that not everybody shares the same views To be able to compare beliefs and behaviours with other topics studied To be able to write another explanation of a past event using evidence to support and illustrate the explanation To be able to recite key names and dates of the period studied To be able to link sources and work out how conclusions were arrived at To be able to consider the accuracy of interpretations, fact, fiction or opinion To be aware that different evidence will lead to different conclusions To be able to confidently use the library and other sources to research a topic To be able to recognise primary and secondary sources To be able to suggest possible omissions of facts in key events during the topic To be able to bring knowledge	Anachronism, chronological order ,era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, Ancient Greece, The Ancient Greeks, The Saxons, The Vikings, The Dark Ages, Middle Ages, The Georgians, World War I, World War II, nation, monarchy, execution, extent of change, extent of continuity, turning point, The Tudors, The Pope, The Break with Rome, Roman Catholic, Protestant, divorce, male heir, The Reformation, monasteries, Ancient Egypt, Ancient Egyptians, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, The Victorians, The Industrial Revolution, child labour, mills/factories, reformers, legislation, slums, epidemics, to weigh up both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that... this source doesn't show that... reliable

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				To know how Alan Turing helped bring an end to WW2 (Monarchy and sig figures) To know how the Second World War ended To know why the USA and the USSR entered a cold war To know why the USSR and communism collapsed in Eastern Europe To know the meanings of these substantive concepts, war, conflict (how this has changed weapons, reasons, length of battles - Yr3 Romans, Yr4 Vikings, Yr5 Greeks), ruler, army, military, civil war, border, navy, general.	gathered from several sources together in a fluent account	could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... Historian, archaeologist, archaeology
Year 6	Autumn	War and Conflict	Music	To know about Edward Elgar and his music. To know how to write using music notation on a stave. To know the impact music and artists had during WW1 and WW2, e.g. Vera Lynn and Doris Day.	To be able to compare two pieces by Edward Elgar, identifying similarities, differences and overall message, using musical language accurately. To be able to write musical notation on a stave, identifying note names. To be able to sing a song from war times (Pack Up Your Troubles) and identify its purpose.	Compare, comparison, piece, composer, similarities, differences, meaning, message, musical adjectives, notation, notes, stave, bar, note names - A B C etc., lyrics.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	PE	To know the different positions on a football pitch. (Football) To know the rules of a game of football. To know a range of tactics to use in a football game. To know how to referee a game of football. To know how to use a range of gymnastic equipment in a range of different ways. (Gymnastics) To know how to perform skills with precision and control. To know a range of gymnastic moves, shapes, balances, stretches and vaults. To know the different positions on a rugby pitch. (Rugby) To know the rules of a game of rugby. To know a range of tactics to use in a rugby game. To know how to referee a game of rugby. To know a range of dance moves and how to link these together with fluency. (Dance) To know a range of transitions. To know a range of dance styles.	To be able to play in different positions on a football pitch. To be able take part in a game of football. To be able to referee a game of football. To be able to show some degree of tactics in a game of football. To be able to use a range of gymnastics equipment with confidence to create their own sequences. To be able to apply skills and techniques consistently, showing precision and control. To demonstrate a range of jumps, balances with control showing improving technique. To create a complex sequence, using a range of gymnastic moves, shapes, balances, stretches and vaults. To be able to play in different positions on a rugby pitch. To be able take part in a game of rugby. To be able to referee a game of rugby. To be able to show some degree of tactics in a game of rugby. To be able to create a dance with a range of moves either individually or in	Pitch, Tactics, Attacker, Defender, Goalkeeper, Referee Precision, Control, Technique, Jump, Balance, Shape, Stretch, Vault Rugby, Try, Teammate, Forward pass, Backwards pass, Possession, Tag, Agility, Movement, Space Compose, Movement, Shapes, Balance, Jump, Sequence, Strength, Technique, Flexibility, Theme

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					a group with a range of moves. To be able to perform a dance with confidence and making a good attempt to stay in time with the music. To be able to dance with fluency and control, linking all movements with transitions. To be able to move with appropriate style in relation to the theme or stimulus, while using a variety of levels, speeds and methods of movement.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	RE	To understand what the Holy Trinity is To understand the term eternal and know if anything is ever that To understand the good work Christians do around the world (Charities like Christian Aid) (Kindness) To understand when sweets are used in Hindu festivals (EYFS/Yr1 Diwali) (Festivals) To understand the similarities and differences between Hindu stories - inc Krishna (Yr 5) (Stories) To understand how Diwali is celebrated in different faiths (EYFS/Yr 1) To understand if believing in Karma, Samsara and Moksha helps Hindus have a good life. (Kindness) To understand that Hindus believe in doing good deeds for rewards in the afterlife - reincarnation and Rama (Yr 4) (Kindness) To know how to use Yoga and meditation to be more mindful - PE link	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God To be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism To be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do. To be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone To be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith To be able to with confidence use the correct vocabulary to explain the	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship Brahma, Vishnu, Shiva, Avatars, Mandir, lotus, swastika, Murti, Yoga, meditation, Mantra, Rangoli, Mehndi, Upanishads, samskaras, ashramas, Rama, Raksha, Holi. Varanasi, rituals, customs, pilgrimages, River Ganges, Bhagavad, Gita, samskaras, ashramas, Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					significance of different forms of religious and moral expression for believers To be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints To be able to reflect and confidently use reasoning to express their views and ideas and those of others	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Autumn	War and Conflict	Science	To know light waves travel out from sources of light in straight lines (Known as rays or beams of light). To know light travels from light sources (Such as sunlight) to our eyes or from light sources to objects and then to our eyes. To know objects are seen because they give out or reflect light into the eye. To know shadows have the same shape as the objects that cast them (Opaque objects block the sunlight) To know shadows can be elongated or shortened, depending on the angle of the light source. To know the component of a circuit and their symbols. To know what will make a bulb brighter/dimmer or a buzzer louder/quieter (More/less batteries or a higher/lower voltage creates more/less power to flow through	To be able to design and make a periscope using the idea that light appears to travel in straight lines to explain how it works. To be able to investigate the relationship between light sources, objects and shadows by using shadow puppets. To be able to investigate a range of phenomena including rainbows, linked to the findings of Isaac Newton's (Transparent Prism), using soap bubbles and light sources. To be able to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To be able to systematically identifying the effect of changing one component at a time in a circuit; designing and making a burglar alarm.	Newton, Reflection, visible spectrum, prism, shadow, transparent, translucent, opaque, light, light source, reflection, incident ray, reflected ray, the law of reflection, lamp/bulb (Indicator and lighting) wire, motor, buzzer, switch (Open and closed) battery, cell, circuit, symbol, current, amps, voltage, resistance, electrons.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				the circuit).		
Year 6	Spring	Climate Change: Be the Change	Art	To know artwork can be created using technology - computers, cameras (digital art) To know the process of collage and printing (collage and printing) To know artists who create collage and use printing in their artwork (collage) To know how to create texture in their artwork (texture)	To be able to appreciate digital artwork and make comments To be able to create own artwork using software on ipads or laptops To be able to edit a piece of artwork using software, adding own flair inspired by a digital artist To be able to name artists who create collage and printing in their artwork To be able to choose media to create texture (materials in paint, objects like forks, knives, natural materials like leaves) To be able to recreate a scene remembered, observed or imagined, through collage printing To be able to use different media, created by children (painted card/paper, textured paper, own printed paper) or taken from other media (newspaper, foil, coloured card/paper, text books) to create a collage To be able to use a printing process to create artwork (block printing, relief, impressed printing, lithographic)	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Spring	Climate Change: Be the Change	Computing	To know how to use search technology effectively. To know how to evaluate digital content. To know how to communicate and collaborate online. To know how to use technology safely, respectfully and responsibly.	To be able to use a search engine effectively and select an appropriate outcome. To be able to evaluate the effectiveness of digital content, such as typing on Microsoft word. To be able to send an email, with attachments, as a form of collaboration. To be able to collaborate on a website or app. To be able to communicate the risks of social media and gaming.	Sequence, selection, repetition, variable, input, output, outcome, communication, collaboration, evaluate, present, digital content, email, attachment, collaborate, collaboration, website, app.
Year 6	Spring	Climate Change: Be the Change	DT and Cooking and Nutrition	To know seasonality of foods and know how foods are grown, caught, reared and processed (food) To know the basic principles of a healthy and varied diet to keep the body active/healthy, including drinks (nutrition) To know which tools, equipment and materials are needed and to understand how to use them safely (technical knowledge) To know how mechanical systems are used to create movement (technical knowledge)	To be able to explain their choice of materials and components according to the design criteria and functionality of the product To be able to accurately assemble, join and combine materials and components using the appropriate resources for the function To be able to survey their target audience and use this to generate ideas To be able to draw scaled drawings, diagrams, prototypes, sketches and annotate these	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control savoury, reared, caught, processed, Seasons, growing, planting, food miles

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Year 6	Spring	Climate Change: Be the Change	Geography	To know the benefits of recycling (helps protect the environment, saves energy, reduces greenhouse gases, ensures oceans remain clean, and reduces the impact of climate change.) To know the environmental changes that have occurred at the Arctic and Antarctic circles. To know the terminology 'longitude and latitude'.	To be able to understand and describe the importance of recycling and explain the impacts this has on our environment, climate and oceans. To be able to identify the position of the Arctic and Antarctic Circle, (Including longitude and latitude) using a globe and digital mapping.	Hills, mountains, coasts, rivers. Climate changes, impacts, Antarctic, Arctic
Year 6	Spring	Climate Change: Be the Change	History	NA		
Year 6	Spring	Climate Change: Be the Change	Music	To know about lyrics and their importance in a song. To know about Hans Zimmer and how compositions for television. To know how to recreate sounds using percussion instruments or homemade instruments.	To be able to analyse lyrics in modern songs, such as What a Wonderful World by Louis Armstrong, Big Yellow Taxi by Joni Mitchell, Feels like Summer by Childish Gambino or The 1975 by The 1975, and know their purpose. To be able to explain how Hans Zimmer uses music to represent animals (in documentaries such as: Our Planet, Blue Planet II and Planet Earth). To be able to use instruments to recreate the sounds of an animal.	Lyrics, purpose, orchestra, score, choir, duet, ensemble, harmony, flat, sharp, major, minor, performance, genre, pitch, crescendo, decrescendo, dynamics, duration.

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Year 6	Spring	Climate Change: Be the Change	PE	To know that adding media to paint will create texture (texture) To know that using media in paint can add texture (texture) To know the art form of Lithography (An ancient form of printing that uses a flat stone or metal plate) (Printing) To know artists who use printing in their artwork (printing) To know that different tones, hue and mood can be created by mixing primary colours (red, blue and yellow) and secondary colours (orange, green and purple) to create tertiary colours. (colour) To know that the above colours can be changed to create different tones by adding white or black. (colour)	To be able to play in different positions on a netball pitch. To be able take part in a game of netball. To be able to referee a game of netball. To be able to show some degree of tactics in a game of netball. To be able show continuing improvement in archery. To be able to create archery inspired games. To be able to show continuing improvements in goalball games. To be able to create goalball inspired games. To be able take part in a game of basketball. To be able to referee a game of basketball. To be able to show some degree of tactics in a game of basketball. To be able take part in a game of badminton. To be able to referee a game of badminton. To be able to show some degree of tactics in a game of badminton.	Overhead, Bounce, Chest, Pass, Catch, Aim, Hoop, Positions, Shoot. Bow, Pull, Arrow, Flight, Shoot, Load. Roll, Goalball, Blindfold, Inclusion, Defend, Goal. Badminton racket, Shuttlecock, Shot, Rally, Serve, Opponent, Referee, Tactics.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Spring	Climate Change: Be the Change	RE	To understand if Sikh stories still have relevance today (Yr 1 Milk and Jasmine Flower and EYFS The Crying Camel etc) (Stories) To understand why and where Sikhs congregate and what happens there, and how this shows respect (Yr 4) (Places of worship) To understand a Buddhist is enlightened and if it is possible for us to be To understand what makes a good Buddhist (Yr 4 and 5 The Eightfold path) (Kindness)	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God To be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism To be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do. To be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone To be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith To be able to with confidence use the correct vocabulary to explain the	Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Onkar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban. Generosity, Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Siddhartha, 8 paths

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					significance of different forms of religious and moral expression for believers To be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints To be able to reflect and confidently use reasoning to express their views and ideas and those of others	

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Year 6	Spring	Our Changing World/Be the Change	Science	To know and describe living things are classified (The Linnaeus System) into broad groups according to common observable characteristics (Domain, Kingdom, Phylum, Class, Order, Family, Genus, Species) based on similarities and differences. To know microorganisms are tiny living things that can only be seen using a microscope. To know microorganisms are viruses, bacteria, mould and yeast. To know some animals (dust mites) and plants (Phytoplankton) are microorganisms. To know and identify the difference between helpful microbes within: cheese, wine, yoghurt, bread and harmful microbes (bacteria, virus, and fungi). To know evolution is the gradual process by which different kinds of living organism have developed	To be able to give reasons for classifying animals based on specific characteristics. To be able to research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. To be able to compare and contrast how some living things are adapted to survive in extreme conditions. To be able to analyse, observe and raise questions for the advantages and disadvantages of specific adaptations for the polar bear (fur) and toucan (beak).	Characteristics, classify, taxonomist, key, Linnaeus, bacteria, microorganism, microscope, species, yeast, fungi, offspring, inheritance, variations, characteristics, adaption, habitat, environment, evolution, natural selection, fossil, adaptive traits, inherited traits.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				from earlier forms over millions of years. To know fossils are preserved remains of ancient animals and plants. To know living things produce offspring of the same kind. To know offspring can vary and are not identical to their parents. To know the difference between adapted traits (Influenced by the environment) and inherited traits (Eye and hair colour). To know how animals and plants are adapted to suit their environment (Polar bear in the Arctic and a Toucan in the rainforest) in different ways. To know adaptation may lead to evolution.		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	Art	To know that the artist Esther Mahlangu uses geometric shapes in her artwork (pattern) To know other artists who use geometric shapes in artwork (pattern) To know techniques for joining materials together (textiles) To know the names of all the stitches taught in previous years (textiles)	To be able to name artists and artwork that use geometric shape in their artwork (Esther Mahlangu, Mondrian, Georgia O'Keeffe, Pablo Picasso) and compare these to artists Sonia King and Antoni Gaudi). To be able to compare Esther Mahlangu to Banksy. To be able to recreate or create a piece of artwork inspired by Esther Mahlangu using geometric shapes and bold colours . To be able to confidently choose the correct tools and method for joining materials together for modelling or constructing (glue, tape, flanges). To be able to construct stable 3d form (junk modelling, woodwork, fabrics, clay). To be able to apply knowledge of stitches to choose appropriate stitch for chosen work . To be able to add detail and design on textile work using stitches as 'drawing' or adding different shapes of fabric (applique) or attachments for embellishment (gems, charms, buttons).	Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book

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Year 6	Summer	Africa	Computing	To know how to plan, make and evaluate a piece of music on a music making app, e.g. GarageBand. To know how to manipulate and edit sounds. To know how to control variables and accomplish a specific goal. To know how to use technology safely, respectfully and responsibly.	To be able to plan, create and evaluate a final piece of music on an app or website. To be able to manipulate outcomes, after feedback, and edit sounds when needed to show improvement. To be able to set a goal, such as 'I want to include strings and drums', for a piece of music. To be able to present and explain the dangers of the internet, in preparation for secondary school.	Sequence, selection, repetition, variable, input, output, goal, manipulate, edit, communication, collaboration, evaluate, present, score, audio, audio loop, loop, brief, soundtrack.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	DT and Cooking and Nutrition	To know how to strengthen, stiffen and reinforce more complex structures (technical knowledge) To know which tools and equipment to use for practical tasks (cutting, joining, shaping and finishing) (Technical knowledge) To know how which mechanical systems to use to provide the best movement for a model (technical knowledge) To know how to cook predominantly savoury dishes using different cooking techniques (cooking) To know foods from different cultures and society (food) To know that different foods and drinks contain different substances (nutrients, water, fibre) that are needed for health (nutrition)	To be able to formulate step by step plans as a guide to making. To be able to meet an identified need – e.g. a meal for an older person – by selecting suitable ingredients. To be able to work safely and hygienically. To be able to use proportions when cooking, by doubling and halving recipes. To be able to modify a recipe and explain why they have changed it. To be able to apply finishing techniques to a product by accurately applying knowledge of resources, tools and materials.	innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	Geography	To know the six types of biomes. (rainforests, deserts, savannah, woodlands, grasslands and tundra). To know the climate zones of the world (polar, temperate, arid, tropical, Mediterranean, mountainous). To know the vegetation belt of Egypt and its features. To know the impacts of Mount Etna's eruption on Italy, To know the impact of the Earthquake in Sicily.	To be able describe, compare and contrast the biomes of Africa. (rainforest, desert and savannah). To be able to identify the climate zones on a map and key and describe each zone (Fauna, flora and weather). To be able to define and draw a vegetation belt, labelling its features. To be able to describe the key aspects of mountains, volcanoes and earthquakes.	Biomes, longitude, latitude, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, flora, fauna

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Year 6	Summer	Africa	History	To understand where the Civilisation of Benin fits on the timeline of history and was after the Romans and at the same time as The Viking invasions of the UK. To know where Benin is on the map. To understand what we know about Benin from indigenous, oral traditions, written record, objects and artefacts. To understand how the Benin Kingdom was ruled 900 - 1300 CE. (Civilisations and Empires) To understand the religious beliefs of the people of Benin. (Civilisations and Empires) To know what life was like for a child growing up in Benin. (Civilisations and Empires) To understand the factors that led to the end of the Benin civilisation (Civilisations and Empires) To know how Benin traded with	To be able to place this topic in relation to others studied. To be able to use relevant dates and terms. To be able to sequence ten events on a timeline. To be able to find out about beliefs, behaviours and characteristics of people, recognising that not everybody shares the same views. To be able to compare beliefs and behaviours with other topics studied. To be able to write another explanation of a past event using evidence to support and illustrate the explanation. To be able to recite key names and dates of the period studied. To be able to link sources and work out how conclusions were arrived at. To be able to consider the accuracy of interpretations, fact, fiction or opinion. To be aware that different evidence will lead to different conclusions. To be able to confidently use the library and other sources to research a topic. To be able to recognise primary and secondary sources. To be able to suggest possible omissions of facts in key events during the topic. To be able to bring knowledge	empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, monarchs, Animists, Ogiso, Guild, Brass, Elders, Dynasty, Yam, Cowrie Shell, Oracle, Oral culture, Sacrifice, Ivory, Edo, Ife, Slave trade, Ceremony, Plaque, Igodomigodo, Storyteller, Merchant

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				other people in slavery. (Invasions and settlements) To know about the key dates and figures in the Civil Rights movement and apartheid, comparing this to British Values today. (Monarchy and sig figures) To know who Nelson Mandela was, what he did and why he was so important in our planet's history. To know that we sources of information have increased with the developments in technology and these such as carbon data, television, radio, newspapers and the internet allow us a much wider range of sources than before. To know the meanings of these substantive concepts, prime minister, parliament, political party, democracy, republic, colony, diplomacy, empire (small and older, difficulties they would have faced compared to Year 3 Romans), slave (Yr 3 Roman link to the slave trade and Egyptians used to build pyramids), Trade	gathered from several sources together in a fluent account.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				routes (Yr 3 by the sea and mouth of river).		
Year 6	Summer	Africa	Music	To know about traditional African beats and rhythms. To know about a famous African musician. To know a traditional African song off by heart. To know how to sing and perform with confidence and evaluate effectiveness.	To be able to play an African beat with increasing difficulty, and identify African rhythms. To be able to identify the influence of famous Africa musicians and appreciate their work. To be able to perform a traditional African song off by heart, with confidence. To be able to evaluate a performance.	Dynamics, tempo, rhythm, beat, structure, chants, rhymes, tuned, untuned, percussion, composition/composer, orchestra, unison, evaluate, performance.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	NOTES	In the Summer Term, our final topic will be: Africa! This will be a geographical and historical project with lots of learning about culture, the slave trade and black history and the history of Benin. Some of our key class texts in English will be: Journey to Jo'Burg, A Long Walk to Water, African Tales, The Fastest Boy in the World and the Boy Who Harnessed the Wind. We will use these texts to learn about this diverse and fascinating culture, as well as to inspire cross-curricular writing too. Our classroom will be inspired by the African culture and geographical features. It will feature lots of animal print, a gorgeous sunset backdrop, giant African masks, a map of Africa, a reading corner showcasing our African themed texts and plenty of rich, gold colours to give the children the sense of a warm environment. Superb Starter: Exploration of the classroom, fruit of Africa tasting and sketching session. Mix it up Middle: A visit from either an African drumming workshop or African storyteller		

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				(and our fantastic Adventure4You day out in Paulerspury!). Enthralling Ending: A clay day, sculpting our own African clay houses to paint and decorate in the style of African wall artist Esther Mahlangu. Within this project, there'll be lots of opportunity for project teaching. In history, we will be delving into the life of Ancient Benin, exploring culture, historical events, religious beliefs, trade and what life was like for a child during these times. In geography, our focus will be on biomes, climate zones, human and physical features in Africa and the water cycle. It'll be fantastic for the children to develop a great understanding of such a contrasting continent. In art, we will look at clay skills. We will also study Esther Mahlangu and her gorgeous, geometric wall painting technique. Music will be influenced by the beats and rhythms rooted in traditional African culture, as well as traditional songs. Our science lessons will be challenging this term: we will look at the human body and its circulatory system,		

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				in addition to how water and nutrients are transported in humans, animals and plants. It promises to be a fascinating project!		

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				in addition to how water and nutrients are transported in humans, animals and plants. It promises to be a fascinating project!		

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Year 6	Summer	Africa	PE	To know how to accurately serve overarm. (Tennis) To know the scoring system in tennis. To know the rules of tennis. To know the tactics of a drop shot. To know the tactics of a lob shot. To know the techniques of acceleration when running. (Athletics) To know the technique of running hurdles, with a focus on the lead leg. To know some tactics and techniques involved in a relay. To know the technique of a standing vertical jump. To know the technique of a range of jumps in order to coach others. To know the technique of a heave throw. To know the technique of a range of throws in order to coach others. To know a range of tactics to apply fielding. (Cricket and Rounders) To know the technique of bowling	To be able to rally with a partner To be able to serve with a degree of accuracy towards a target To be able to score a game of tennis To be able to play a short game of tennis To show the tactical use of a shorter and longer shot based on where the opponent is Running To be able to accelerate to pass other competitors. To be able to build up speed quickly for a sprint finish. To be able to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern To be able to work as a team to competitively perform a relay To be able to confidently and independently select the most appropriate race for different distances and different parts of the run. To be able to demonstrate endurance and stamina over long distances in order to maintain a sustained run. Jumping: To be able to land safely and with control. To be able to develop the technique for	Rally, Serve, Court, Lob shot, Drop shot, Scoring Accelerate, Relay, Sprint finish, Stamina, Vertical jump, Performance, Javelin, Discus Field, Wickets, Attacking Defending Pace, Cardiovascular, Endurance, Muscular, Fitness, Power, Vary

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
				overarm and underarm. To know the tactic of batting into space. To know the rules of cricket. To know the rules of rounders. To know different distance runs and what pace to use for these distances. (Functional Fitness) To know how to continually improve muscular endurance. To know how to continually improve cardiovascular endurance. To know what agility and power is. To know the elements of a circuit training session.	the standing vertical jump To be able to develop and improve their techniques for jumping for height and distance and support others in improving their performance. To be able to perform and apply different types of jumps in other contexts. To be able to set up and lead jumping activities including measuring the jumps with confidence and accuracy Throwing: To be able to perform a heave throw. To be able to measure and record the distance of their throws. To be able to develop for refine techniques to throw for accuracy. To be able to continue to develop techniques to throw for increased distance and support others in improving their personal best To be able to field in a game with a degree of tactical knowledge using the correct techniques in the correct situation such as correct throw for the required distance To bowl towards the wickets both underarm and overarm To be able to hit the ball with a tactical intention for example towards a non-fielded area Demonstrate some use of tactics while	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					attacking and defending To participate in a full game of cricket To participate in a full game of rounders To be able to show different types of pace based on the distance of the run To improve on cardiovascular endurance by participating in fitness exercises To improve muscular endurance by participating in fitness exercises To show controlled and explosive power To participate in a circuit training session to improve fitness To be able to create a fitness activity in a group.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	RE	To understand the best way for Muslims to show their commitment to God. To understand how belief in Akhirah (life after death) can help Muslims lead a good life (Yr 4). To understand what the main religions have in common. To understand how we can make society equal (Yr 5 Caste system). (Kindness) To understand what criteria you might use to choose the religion you would want to be and why.	To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God. To be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism. To be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways. To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do. To be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone. To be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith. To be able to with confidence use the	Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
					correct vocabulary to explain the significance of different forms of religious and moral expression for believers. To be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings. To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints. To be able to reflect and confidently use reasoning to express their views and ideas and those of others.	

Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 6	Summer	Africa	Science	To know mammals have hearts with four chambers. To know blood that comes from the body is deoxygenated and the blood that comes from the lungs is oxygenated. To know and describe the ways in which nutrients and water are transported within animals and humans To know and identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood To know the impact: diet, exercise, and lifestyle has on the body's function. To know drugs, alcohol and smoking have negative effects on the body and understand the impacts caused.	To be able to record data and results of increasing complexity using a line graph or scatter graph. (Heart rate for example). To be able to question and explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Circulatory system, heart, blood vessels, oxygenated blood, deoxygenated blood, drug, alcohol, nutrients, lifestyle.