

Year C Spring 1 – Castles

		Year 3	Year 4	Year 5	Year 6
Science	Working Scientifically (taught within all each half term)	<ul style="list-style-type: none"> To ask relevant questions and suggest a test that could answer them To set up simple practical enquiries To make careful observations, taking accurate measurements To gather data in a systematic and useful way To record and present data in a variety of ways to help in answering questions To produce written, oral or presentations of findings To use results to draw simple conclusions To use straightforward scientific evidence to answer questions or support findings 	<ul style="list-style-type: none"> To ask testable questions, using different types of scientific enquiry to answer them To set up comparative and fair test To make systematic observations, taking accurate measurements using a range of equipment (including digital) To choose an appropriate way to gather data to answer a question To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables To report and present on findings explaining results and conclusions To use results to predict new values, suggest improvements and raise further questions To identify differences, similarities or changes related to scientific ideas and processes 	<ul style="list-style-type: none"> To plan different types of scientific enquiries to answer questions including recognizing and controlling variables where necessary 	<ul style="list-style-type: none"> To select the most appropriate form of scientific enquiries to answer questions, recognizing and controlling variables where necessary
				<ul style="list-style-type: none"> To know which variables are being controlled and why 	
				<ul style="list-style-type: none"> To take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where necessary To recording data and results of increasing complexity using scientific diagram and labels, classification keys, tables and bar graphs 	<ul style="list-style-type: none"> To understand what measurements should be taken, for how long and whether they should be repeated To use more complex tables, scatter graphs and line graphs to record information
				<ul style="list-style-type: none"> To report and present findings from enquiries including conclusions, causal relationships and level of trust in results 	<ul style="list-style-type: none"> To use conclusions to make predictions new values within and beyond the data collected To identify scientific evidence that has been used to support or refute ideas or arguments
	The Water Cycle	<ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. link back to Materials and Matter learning on evaporation and condensation of water. look at the movement of water from sea to land and how water is stored on Earth in different biomes and ecosystems. 			
	Earth and Space			<ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 	
History	Historical Skills	<ul style="list-style-type: none"> To know that some sources of information about history might not be reliable To evaluate how useful a source is to find out about an event, person or time 		<ul style="list-style-type: none"> To know how our knowledge of the past is constructed from a range of sources To construct informed responses that involve thoughtful selection and organisation of relevant historical information To study contrasting sources of information to identify the truth of an event, person or time 	
	Chronology	To place events, periods and people studied within a coherent timeline		To place events, periods, people and artefacts on a large scale time-line adding correct dates	

	Historical themes	<ul style="list-style-type: none"> To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century) To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to draw contrasts 	<ul style="list-style-type: none"> To understand historical terms (bias, significance, pre-historic, conquest, invasion, immigrant, emigrant, migration) To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry) To understand historical concepts (such as continuity and change, cause and consequence, similarity, difference and significance) and use them to analyse trends
Art	Sculpture: recycled art LKS2 artist: EL Anatsui UKS2: Bordalo II	<ul style="list-style-type: none"> Research recycled art. Plan a sketch a design Research and select recycled items to use in design Research and select different textures and shapes to use in design Research an artist and link to own design To make recycled art sculpture Evaluate, thinking about appearance, design and structure. 	<ul style="list-style-type: none"> Research and design a recycled model to communicate a message or theme. Research and select joining methods that are precise, strong and suited to the materials To make recycled sculpture To add fine details and texture to sculpture To reflect critically to the design, structure and impact of sculpture To compare work with others and suggest thoughtful improvements
RSHE	Diverse Britain	<ul style="list-style-type: none"> describe the benefits of living in a diverse and multicultural society; understand why democracy is important; identify how rules and laws help them; identify the rights of the British people; describe what being British means to others. 	<ul style="list-style-type: none"> identify ways of showing respect to people of all faiths and ethnicities; explain what it means to belong to a community; identify how laws help them; discuss local government in relation to democracy and human rights; discuss national government in relation to democracy and human rights; identify how charities and voluntary groups help meet the needs of all people in the community
RE	Islam	<ul style="list-style-type: none"> Understand that Muslims show submission to Allah through key beliefs and practices (e.g., Salat, Shahadah). Recognise and explore arabesque patterns as a form of Islamic art linked to worship and belief. Know that Muslims believe in one God (Allah). Identify that Muslims believe Allah has sent messengers (prophets) to guide people. 	<ul style="list-style-type: none"> Identify and explain the Five Pillars of Islam (Shahadah, Salat, Zakat, Sawm, Hajj) and understand how they guide Muslim life. Explore why the Qur'an is important to Muslims, including its role as a sacred text believed to be the word of Allah. Understand key beliefs and practices of Islam, recognising how these shape daily life, worship, and decision-making for Muslims. Explain the significance of Ramadan, including fasting, self-discipline, reflection, and community.
PE	Gymnastics	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
	Badminton	<ul style="list-style-type: none"> To show good attitude and sportsmanship Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
	Swimming		<ul style="list-style-type: none"> To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

			<ul style="list-style-type: none"> To perform safe self-rescue in different water-based situations
MFL	Food glorious food/That's tasty	<ul style="list-style-type: none"> follow a story and join in the repeated parts say what foods from a set they like/dislike describe the colour or size of an object ask politely for something 	<ul style="list-style-type: none"> listen and respond to topic vocabulary answer questions orally using the topic vocabulary write an answer in a sentence using a modelled sentence take part in role play using the key phrases studied.
Computing	Scratch Animation / Microbit Coding	Programming B- Events and Actions <ul style="list-style-type: none"> To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To develop my program by adding features To identify and fix bugs in a program 	Programming A – Selection in physical computing <ul style="list-style-type: none"> To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To evaluate the effectiveness of the LED display on the micro:bit
Music	Keyboards and Space Music	Music inspired by Space <ul style="list-style-type: none"> Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear. Select instruments to describe visual images. Choose instruments on the basis of internalised sounds. 	
	Singing	Singing assembly songs: Now and for Always (from LOTR musical), The Fox, The Invisible Fox, Rattlin' Bog, If I Knew You Were Comin' I'd've Baked a Cake, Feste's Song (The Wind and the Rain), The Cuckoo.	

EYFS	Subject	Specific areas	Year 1	Year 2
UTW – The Natural World Understanding the World – Natural World, objects are made from different materials, we can use our senses to describe materials, some materials change shape when we move them.	Science- understandin g the world	Working Scientifically	<ul style="list-style-type: none"> To ask questions about the world around me To explore the world around me To use simple measuring equipment To record simple data To compare objects and materials and sort and group them 	<ul style="list-style-type: none"> To ask simple questions and recognise that they can be answered in different ways To perform simple tests To observe closely using simple equipment To gather and record data to help in answering questions To use the skills of identifying and classifying
			<ul style="list-style-type: none"> To talk about what I have found out 	<ul style="list-style-type: none"> To use their observations and ideas to suggest answers to questions To use secondary sources to find answers
		Materials and Matter	<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
			Earth and Space	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.
UTW- Comment on images of familiar situations in the past	History	Historical skills	<ul style="list-style-type: none"> To know where I can find information about a person or event I am studying To study historical artefacts and think about what they tell me about the past 	<ul style="list-style-type: none"> To use sources to find information about a person or event I am studying To identify which artefact is the most useful to me
		Chronology	<ul style="list-style-type: none"> To sort pictures, names artefacts and events into past and present 	<ul style="list-style-type: none"> To order pictures, names artefacts and events into past and present on a timeline
		Historical themes.	<ul style="list-style-type: none"> To know some ways that the world has changed between my era and now 	<ul style="list-style-type: none"> To identify similarities and differences between the time of my event or person and the present

<ul style="list-style-type: none"> Expressive arts- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Use a range of small tools, including scissors, paint brushes and cutlery. 	ART	Sculpture, recycled art. Artist: Michelle Reader	<ul style="list-style-type: none"> To explore different recycled materials like cardboard, plastic and fabric. YR to discuss with adult, texture, what they like etc. Y1/2 to design their model labelling materials needed To explore joining materials using gluing, taping or slotting. Y1/2 to add to their design sheet and materials needed To make a sculpture with the recycled materials I have chosen. Y1/2 to use their plan to make their sculpture To add to sculpture with colour and texture. Talk about what I have made and how I made it. Y1/2 How i made my model and what improvements I would like to make. Look at recycled art by other artists and discuss what materials I can see. Y2: give photo of a sculpture and they can write about the materials they have use and how it has been joined. 	
UTW – Name and describe people who are familiar to them	PSHE	Diverse Britain	<ul style="list-style-type: none"> describe how they can help groups and communities they belong to; recognise choices can have negative and positive consequences; explain some consequences of negative and positive choices; talk about why helping their neighbourhood is important; describe different aspects of living in Britain; give reasons why it is important to have differences; identify famous British people, places and events; explain what famous British people, places and events tell them about being British. 	
PSED – Self-regulation <ul style="list-style-type: none"> Express their feelings and consider the feelings of others Think about the perspectives of others. Build constructive and respectful relationships. 			Understanding the World: <ul style="list-style-type: none"> Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. 	RE
PD: Gross motor <ul style="list-style-type: none"> to describe how the body feels when still and when exercising. Develop overall body-strength, balance, co-ordination and agility. Start taking part in some group activities which they make up for themselves, or in teams. 	PE	Gymnastics	<ul style="list-style-type: none"> To listen, help, praise and encourage others in their learning To be physically active for sustained periods of time To master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	
Expressive arts <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. 	Music	Study of music	<ul style="list-style-type: none"> To invent rhythm and pitch patterns and perform these for others, taking turns 	<ul style="list-style-type: none"> To work with a partner to improvise simple question and answer phrases, to be played on untuned percussion, creating a musical conversation.
			<ul style="list-style-type: none"> To use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat 	<ul style="list-style-type: none"> To play tuned and untuned instruments musically