

Year C Spring 1 – Jungle

		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 recognising and controlling variables where necessary 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 select the most appropriate form of scientific enquiries to answer questions, recognizing and controlling variables where necessary 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
				<p>To report and present findings from enquiries including conclusions, causal relationships and level of trust in results</p> <p>To know which variables are being controlled and why</p>	
		Plants (Ecosystems and producers)	<ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Classifying plants (based on structure) recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 		
	Materials and Matter (Properties of materials – reversible and irreversible changes)			<ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 	

			<ul style="list-style-type: none"> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Geography	Place Knowledge	<ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a: <ul style="list-style-type: none"> region of the United Kingdom a region in a European country a region within North or South America To answer questions about how two locations are similar or different 	
	Human & physical	To describe and understand key aspects of human geography including types of settlement <ul style="list-style-type: none"> land use and economic activity 	To describe and understand key aspects of physical geography including: <ul style="list-style-type: none"> Biomes
Art	Craft and Design: Collage. Create an animal from the Amazon.	Y3/4 animal and a tree Develop skill in precise cutting and layout planning <ul style="list-style-type: none"> Explore contrast using different textures and colours Understand the impact of composition and layering Begin using mixed media for more complex effects Show control in design and presentation 	Y5/6 rainforest with animals. <ul style="list-style-type: none"> Plan and refine compositions using mixed media Use collage to explore social, environmental, or personal themes Demonstrate mastery of techniques like layering, photomontage, and abstraction Evaluate and refine work with a clear artistic intention Show understanding of how artists use collage to communicate.
RSHE	Be Yourself (Relationships)	<ul style="list-style-type: none"> list some of their achievements and say why they are proud of them; identify facial expressions associated with different feelings; describe some strategies that they could use to help them cope with uncomfortable feelings; suggest assertive solutions to scenarios; explain that the messages they receive from the media about how they should look, think and behave are not always realistic; suggest ways to make things right after a mistake has been made; explain that mistakes help them to learn and grow. 	<ul style="list-style-type: none"> discuss scenarios where children are torn between 'fitting in' and being true to themselves explain how to communicate their feelings in different situations; discuss which situations would make people fight or flee and why; discuss different ways to manage uncomfortable feelings; create resolutions to different tricky situations; identify the feelings involved in making a mistake and understand how to make amends.

RE	Salvation.	<ul style="list-style-type: none"> • Christians believe that Salvation means being rescued from sin • Christians believe that Jesus came to Earth to save people from sin. • The Easter story is essential to Salvation. • Christians believe that God forgives people when they say sorry and try to change • Salvation gives Christians a hope for a new start and a close friendship with God. 	<ul style="list-style-type: none"> • What did Jesus do to save human beings? • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
PE	Tennis		
	Badminton		<p>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.</p>
	Swimming	<p>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] To perform safe self-rescue in different water-based situations</p>	
MFL	Family and Friends	<ul style="list-style-type: none"> • identify and introduce some of their relations; • name some common pets; • recognise some rooms in their home; 	<ul style="list-style-type: none"> • join in traditional songs and rhymes; • recognise rhyming sounds; • use 1st person possessive adjectives confidently and recognise that third person is different; • introduce family members; • say what sort of home they live in and name items inside; • give a simple opinion about a named animal or object; • construct a simple sentence about a variety of topics.
Computing	Creating Media – Photo Editing / Digital Collage	<ul style="list-style-type: none"> • To explain that digital images can be changed • To change the composition of an image • To describe how images can be changed for different uses • To make good choices when selecting different tools • To recognise that not all images are real • To evaluate how changes can improve an image 	<ul style="list-style-type: none"> • To change the composition of an image • To make good choices when selecting different tools
Music	Jungle Music - African +	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create descriptive music in pairs or small groups 	<ul style="list-style-type: none"> • Explore, select, combine and exploit a range of different sounds to compose a soundscape. • Identify the metre of different songs through recognising the pattern of strong and weak beats.

	Brazilian Music	<ul style="list-style-type: none">• Perform a repeated pattern to a steady pulse	<ul style="list-style-type: none">• Subdivide the pulse while keeping to a steady beat.• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.• Internalise short melodies and play these on pitched percussion (play by ear).
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EYFS	Subject	Specific areas	Year 1	Year 2
<p>UTW – The Natural World</p> <p>Understanding the World – Natural World and Personal, Social and Emotional Development, naming our body parts, we start our lives as babies, we get taller and stronger as we grow, we must eat, drink and breathe to stay alive, moving our bodies is good for us, washing our hands is important.</p>	<p>Science</p>	<p>Working Scientifically</p>	<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
		<p>The Human Body</p>	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> notice that humans, have offspring which grow into adults find out about and describe the basic needs of humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
		<p>Earth and Space</p>	<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. 	<ul style="list-style-type: none"> To know how the four seasons affect the behaviour of plants and animals To identify seasonal and daily weather patterns in the United Kingdom
<p>UTW- Comment on images of familiar situations in the past</p>	<p>GEOGRAPHY</p>	<p>Place knowledge</p>	<p>To understand geographical similarities and differences through studying the human and physical geography of a:</p> <ul style="list-style-type: none"> small area of the United Kingdom small area in a contrasting non-European country 	
		<p>Alternate locational knowledge and skills</p>	<ul style="list-style-type: none"> To recognise that places contain physical/natural and human/made features To know the names of some countries of the world To use world maps, atlases and globes to identify countries 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country To name and locate the world's seven continents and five oceans To use world maps, atlases and globes to identify countries, continents and oceans studied
		<p>Human and physical geography</p>	<ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and weather 	<ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

<p>Expressive arts- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Explore and name a range of collage materials Start to arrange and layer materials to create visual interest Talk about the process and the end result with adult support</p>	ART	<p>Craft and Design: Collage: Animal from the Amazon rainforest.</p>	<ul style="list-style-type: none"> • KS1: Cut and shape materials with increasing control • KS1: Use overlapping and layering techniques • KS1: Select materials for purpose (e.g., soft for clouds) • KS1: Begin to plan a collage before starting • KS1: Reflect on their work using art-specific language. 	
<p>UTW – Name and describe people who are familiar to them</p> <p>PSED – Self-regulation</p> <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. 	PSHE	Be Yourself (Relationships)	<ul style="list-style-type: none"> • identify their own special traits and qualities • identify and name common feelings • select times and situations that make them feel happy • talk about what makes them feel unhappy or cross • explain how change and loss makes them feel • understand the importance of sharing their thoughts and feelings. 	
<p>Understanding the World: Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.</p>	RE	Understanding Christianity: Salvation	<ul style="list-style-type: none"> • recognise that Incarnation and Salvation are key parts of the Bible’s ‘big story’. • retell stories from Holy Week and Easter and identify how they link to the Christian idea of Salvation. • recognise that Jesus taught people how to behave and can talk about some of his instructions. • give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in Easter worship • think, talk and ask questions about what the Easter story might say to them about sadness, hope or heaven, exploring different ideas. 	
<p>PD: Gross motor</p> <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	Ball skills Send and return	<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 • Participate in team games, developing simple tactics for attacking and defending 	
<p>Expressive arts</p> <p>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.</p>	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
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