

Year C Summer 1 – Fossils					
		Year 3	Year 4	Year 5	Year 6
Science	Working Scientifically (taught within all each half term)	- 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	- 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	- 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	- 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
	Human Bodies (Teeth, digestion and nutrition)	- describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions		To report and present findings from enquiries including conclusions, causal relationships and level of trust in results To know which variables are being controlled and why	
	Human Bodies (The circulatory system and staying healthy.)			- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.	
History		To understand historical terms (AD, BC, ACE, BCE, artefact, source, chronology, decade, century)		- To gain and develop a historically grounded understanding of abstract terms (such as empire, civilisation, parliament and peasantry) - To understand historical terms (bias, significance, pre-historic, conquest, invasion, immigrant, emigrant, migration)	

		- To know the legacy of a time period, its benefits and deficits in shaping our society To know time periods/events that took place before and after the period I am studying - To evaluate how useful a source is to find out about an event, person or time	- To note connections, contrasts and trends over time To draw links between different eras using common themes (such as government, monarchy, progress, invention, religion) - tracking change, cause, similarity and difference - To know how our knowledge of the past is constructed from a range of sources
Art	DT: Drawing	Learning Objectives - Use careful observation to draw fossils with increasing accuracy - Use a range of lines (thick, thin, continuous, broken) to show shape and detail - Apply shading techniques (e.g. hatching, cross-hatching) to show tone and form - Represent texture and patterns found in fossils (e.g. ridges, spirals, imprints) - Select and use appropriate drawing materials (e.g. pencil grades) for effect - Evaluate and refine their work by adding detail and improving accuracy	Learning Objectives Produce detailed observational drawings of fossils with accurate proportions Use scale to enlarge or reduce fossil drawings appropriately Create labelled diagrams, including simple cross-sections where appropriate Use annotation to explain key features (e.g. ridges, layers, imprints) Apply tone and shading to show depth, texture, and form Evaluate and refine their drawings to improve accuracy and clarity
RSHE	Aiming High (+1 additional lesson on Puberty)	- discuss their personal achievements and skills; - identify what a positive learning attitude is; - talk about a range of jobs that people do; - discuss what skills and interests are needed for different jobs; - talk about jobs they might like to do in the future; - discuss what skills they might need to do certain jobs. - identify skills and attributes that are useful in many roles; - identify elements of a growth mindset; - identify and challenge stereotypes; - discuss goals they could set to work towards their ambitions; - discuss challenges many people face and how some people overcome these.	- discuss their personal achievements and skills; - discuss different learning styles; - identify what a helpful learning attitude is; - talk about the range of jobs that people do; - understand what a stereotype is; - talk about skills employers look for in employees; - work with others in a team; - discuss the skills everyone needs to succeed. - identify skills and attributes that are useful in many roles; - identify their preferred learning style; - identify potential barriers to success; - identify opportunities that might be available to them in the future; - identify and challenge stereotypes; - explain different routes into further education and work; - discuss goals they could set to work towards their ambitions; - understand the different roles within a team; - discuss challenges many people face and how some people overcome these.
	Hinduism	- Describe what Hindu people mean by Dharma and how it guides how they live their lives. - Explain what Hindus believe about Deity, including belief in one supreme reality shown in many forms.	- Explain Hindu beliefs about Dharma and analyse how it shapes moral choices and responsibilities. - Explain Hindu understanding of Deity, including Brahman and the different gods, and compare this with Christian beliefs about God.

RE		- Describe what Atman means and why it is important in Hindu belief. - Give examples of how beliefs about Dharma, Deity and Atman influence Hindu daily life and behaviour. - Identify similarities and differences between Hindu and Christian ideas about God, the soul and living a good life. - Reflect on how religious beliefs can influence people's choices and values	- Explain the concept of Atman and how it relates to ideas of the soul, self, and ultimate reality. - Analyse how beliefs about Dharma, Deity and Atman influence Hindu worship, behaviour, and life choices. - Compare and contrast Hindu and Christian beliefs about God, the soul, and living a good life, using religious vocabulary accurately. - Evaluate how religious beliefs can influence people's identity, values and actions, including their own reflections.
PE	Outdoor adventurous activities	Take part in outdoor and adventurous activity challenges both individually and within a team	Take part in outdoor and adventurous activity challenges both individually and within a team
	Athletics	- 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.	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.
MFL	Time	- Count 11-31 - Days of the week - Months of the year - My birthday - What's the date today? - Yesterday, today and tomorrow	- Count with me - I'm 500 years old - French History - What year was it - I was born - Famous lives
Computing	Data handling – Flowcharts and spreadsheets – Farming and bread-making	- Design and create simple flowcharts to represent processes - Use logical thinking to sequence steps and identify decision points - Understand that flowcharts model algorithms and can be followed or improved	- Enter data into a spreadsheet - Apply an appropriate format to a cell - Apply a formula to calculate the data I need to answer questions - Use a chart to show the answer to a question

EYFS	Subject	Specific areas	Year 1	Year 2
UTW – The Natural World Understanding the World – Natural World, plants grow from seeds/bulbs etc, food can come from plants, plants that grow in the local area, begin to observe how plants change with seasons, observe and draw plants.	Science	Working Scientifically	- 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	- 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
			To talk about what I have found out	
			- To begin noticing patterns and relationships with help - To access secondary sources with help	- To use their observations and ideas to suggest answers to questions - To use secondary sources to find answers
		Plants	- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.	- explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of plants, and how they depend on each other - identify and name a variety of plants in their habitats and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
		Earth and Space	- 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 themes	- To know what time period the people I am studying come from - To know some ways that the world has changed between my era and now - To know how people or events I have studied are similar or different	- To identify similarities and differences between the time of my event or person and the present - To recognise features of different eras and use this to place people, transport, technology and other features studied - To know why my era is significant

		Historical skills	- To answer questions about my era using information I have learnt - 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 - To use words like true, fact and proof when discussing historical topics	- To discuss my era showing I have understood its key features - To know different types of sources give me different information - To use sources to find information about a person or event I am studying - To identify which artefact is the most useful to me
Expressive arts- Exploring drawing tools to represent simple features of fossils through imaginative play and early mark-making. Design: Use drawings to represent ideas from play and stories about fossils and prehistoric life Make: Choose and use drawing tools and colours with support to create fossil shapes and patterns Evaluate: Talk about what they have drawn and why, including the type of fossil or pattern	ART	Art: Drawing	- Use drawing tools to make marks and shapes - Represent simple features of fossils (e.g. shells, bones, imprints) in drawings - Explore colours, textures, and lines to show fossil details - Talk about what their picture shows - Choose materials/tools independently - Add basic details like patterns, ridges, or spiral shapes to their drawing	- Use a variety of drawing tools to create different types of lines and shapes - Observe and draw simple fossil forms (e.g. shells, bones, imprints) - Use pattern and texture (e.g. spirals, ridges, repeated lines) to add detail - Experiment with shading to show depth and surface texture - Talk about their work, describing what their fossil is and how they created it - Select appropriate materials and tools with increasing independence
UTW – Name and describe people who are familiar to them PSED – Self-regulation - Express their feelings and consider the feelings of others - Think about the perspectives of others. - Build constructive and respectful relationships.	PSHE	Aiming High	- discuss their star qualities; - identify what a positive learning attitude is; - talk about jobs they can do when they grow up; - discuss what skills and interests are needed for different jobs; - talk about hopes they have for the future; - discuss what they are looking forward to about next year. - identify star qualities in others; - give examples of positive learning attitude statements; - identify attributes they have that would suit them to a desired job; - challenge stereotypes; - discuss their ambitions; - identify ways next year will be different and explain why they think this.	

Judaism: What do Jewish people believe about God and the Covenant?	RE	Judaism	- To know that Jewish people believe in one God who cares for them. - To recognise that the Covenant is a special promise between God and the Jewish people. - To identify important Jewish symbols and objects linked to the Covenant (e.g., mezuzah, Torah). - To talk about how Jewish people show they belong to God (e.g., keeping Shabbat, following rules). - To describe how stories from the Torah teach Jewish people about God and how to live. ☑ To reflect on promises we make and why keeping promises matters.	
PD: Gross motor - 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	Athletics Swimming	- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	
Expressive arts 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- Your imagination - Singing and composing songs	To know what a song is about, the meaning of the lyrics and how they can make you feel different things.	To know a composition has a pulse, rhythm and pitch that work together and are shared by tempo, dynamics and structure.
			I know when to take a breath in music and have control over my posture and sound projection.	I know how to compose a short song to own lyrics based on everyday phrases.