

	Cycle I 2018-2019	Curriculum Objectives
Autumn 1	<p><u>The Anglo-Saxons</u> (Text focus: <u>Beowulf</u>)</p> 	<p>English See National Curriculum</p> <p>Maths See National Curriculum</p> <p>Science Sc5/3.1 Properties and Changes of Materials Sc5/3.1a 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 Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes Sc5/3.1f 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.</p> <p>History Hi2/1.4 Anglo-Saxons & Vikings</p> <p>Art Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Music Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>PSHE</p> <ul style="list-style-type: none"> • Good to me be <p>RE</p> <ul style="list-style-type: none"> • Creation/Incarnation – Understanding Christianity <p>PE PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1c develop flexibility, strength, technique, control and balance PE2/1.1d perform dances using a range of movement patterns PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
Autumn 2	<p><u>The Anglo-Saxons</u></p> <p>Offa's Dyke field trip</p> 	<p>English See National Curriculum</p> <p>Maths See National Curriculum</p> <p>Science Sc5/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4 using test results to make predictions to set up further comparative and fair tests</p>

		<p>Sc5/1.5 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>Sc5/1.6 identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Geography</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>PSHE</p> <ul style="list-style-type: none"> • Getting on and falling out <p>RE</p> <ul style="list-style-type: none"> • Incarnation – Understanding Christianity <p>Music</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>PE</p> <p>PE PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Spring 1</p>	<p><u>Jungles</u></p> <p>(Text focus: The Jungle Book)</p> 	<p>English See National Curriculum</p> <p>Maths See National Curriculum</p> <p>Science</p> <p>Sc6/2.1 Living Things and their habitats</p> <p>Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p> <p>Geography</p> <p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Coding</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>

		<p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>PSHE</p> <ul style="list-style-type: none"> • Going for Goals <p>RE</p> <ul style="list-style-type: none"> • Gospel Understanding – Christianity <p>PE</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Spring 2</p>	<p><u>Plants, animals and their habitats</u></p> 	<p>English</p> <p>See National Curriculum</p> <p>Maths</p> <p>See National Curriculum</p> <p>Science</p> <p>Sc6/2.2 Animals including humans</p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Sc6/2.3 Evolution</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Geography</p> <p>Ge2/1.2 Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Computing</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>PSHE</p>

Changes

RE

PE

PE PE2/1.1a use running, jumping, throwing and catching in isolation and in combination

PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

PE2/1.1c develop flexibility, strength, technique, control and balance

PE2/1.1d perform dances using a range of movement patterns

PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team

PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Music

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Mu2/1.6 develop an understanding of the history of music.

<p>Summer 1</p>	<p><u>The Ancient Greeks</u> (Text focus: (The Odyssey))</p> 	<p>English See National Curriculum Maths See National Curriculum Science Sc6/4.1 Light Sc6/4.1a recognise that light appears to travel in straight lines Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them History Hi2/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world Art Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials RE Other faiths - Islam Music Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music. PE PE PE2/1.1a use running, jumping, throwing and catching in isolation and in combination PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending PE2/1.1c develop flexibility, strength, technique, control and balance PE2/1.1d perform dances using a range of movement patterns PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Summer 2</p>	<p>Mayan civilisation and end of year performance</p>	<p>English See National Curriculum Maths See National Curriculum Science Sc6/4.2 Electricity Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Sc6/4.2b 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 Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram. History Hi2/2.5 Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: a.early Islamic civilization, including a study of Baghdad c. AD 900; b.Mayan civilization c. AD 900; or c.Benin (West Africa) c. AD 900-1300</p>

	<p>D.T</p> <p>DT2/1.2 Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3 Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4c understand and use electrical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p> <p>PSHE</p> <p>Say no to bullying</p> <p>PE</p> <p>PE PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Music</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music</p>
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