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|  | **Cycle 2**2019-2020 | **Curriculum Objectives** |
| **Autumn 1** |  | **English****See National Curriculum****Maths** **See National Curriculum****Science****Sc6/1 Working Scientifically**Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessarySc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precisionSc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsSc6/1.4 using test results to make predictions to set up further comparative and fair testsSc6/1.5 using simple models to describe scientific ideasSc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentationsSc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.**Sc5/4.2    Forces**Sc5/4.2a    explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectSc5/4.2b    identify the effects of air resistance, water resistance and friction, that act between moving surfacesSc5/4.2c    recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect**Geography** **regions of the UK** **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**Art**Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials**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**PSHE** Rights and Responsibilities l7,l8,l11,l12Growing and Changing H5,H6,H7,H8,Healthy Relationships R7**RE*** Creation/Incarnation – Understanding Christianity

**PE**PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingPE2/1.1c    develop flexibility, strength, technique, control and balancePE2/1.1d    perform dances using a range of movement patterns PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamPE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Autumn 2** | Dickens’ A Christmas Carol | **English** **See National Curriculum****Maths** **See National Curriculum****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 circuitSc6/4.2b    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 switchesSc6/4.2c    use recognised symbols when representing a simple circuit in a diagram.**History**Hi2/2.2    Extended chronological study- Working rights – Children’s rights – British HistoryPupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**PSHE** * Valuing differences-R11, R13,R14,R16,R17,R18
* Living in the wider world (Money) L13,L14

**RE*** Incarnation – Understanding Christianity

**Music**Mu2/1.2    improvise and compose music for a range of purposes using the interrelated dimensions of music**PE**PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingPE2/1.1c    develop flexibility, strength, technique, control and balancePE2/1.1d    perform dances using a range of movement patterns PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamPE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Spring 1** | **A Dangerous Crossing: Jane Mitchell****Stepping stones: Margarte Rivers (Picture book)****C:\Users\emma.woodhouse1\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9F9B7DF4.tmp** | **English****See National Curriculum****Maths****See National Curriculum****Science**Sc5/2.2    Animals, including humansSc5/2.2a    describe the changes as humans develop to old age. Sc6/2.2a    identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and bloodSc6/2.2b    recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies functionSc6/2.2c    describe the ways in which nutrients and water are transported within animals, including humans.**Geography**Ge2/1.1    Locational KnowledgeGe2/1.1a    locate the world’s countries, using maps to focus on countries of Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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), Ge2/1.2    Place KnowledgeGe2/1.2a    understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.**Art** Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2    to improve their mastery of art and design techniques: drawing and painting**Coding** 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 partsCo2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and outputCo2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs**PSHE** * H1,H2,H3,4,R1,,R3,R5,R6R12,R19,R20,L17,L18

**RE*** Gospel Understanding – Christianity

**PE**PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingPE2/1.1c    develop flexibility, strength, technique, control and balancePE2/1.1d    perform dances using a range of movement patterns PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamPE2/1.1f    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 |
| **Spring 2** | Hitchhiker’s guide to the Galaxy Douglas Adams.  |

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|  | **English** **See National Curriculum****Maths** **See National Curriculum****Science**Sc5/4.1    Earth and SpaceSc5/4.1a    describe the movement of the Earth, and other planets, relative to the Sun in the solar systemSc5/4.1b    describe the movement of the Moon relative to the EarthSc5/4.1c    describe the Sun, Earth and Moon as approximately spherical bodiesSc5/4.1d    use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.**History** Hi2/2.2    Extended chronological studyPupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Britain’s involvement with the **Space Race.** ComputingCo2/1.3    use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programsCo2/1.4    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 collaborationCo2/1.5    use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.**PSHE: R9,H5,H6,H7,H15****RE Salvation – understanding Christianity.**Other faiths – Sikhism **PE**PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingPE2/1.1c    develop flexibility, strength, technique, control and balancePE2/1.1d    perform dances using a range of movement patterns PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamPE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.**Music**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 musiciansMu2/1.6    develop an understanding of the history of music. Holst – Planet Suite. |

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| **Summer 1** | Fieldwork, local study.See the source image | **English****See National Curriculum****Maths** **See National Curriculum****Science** Sc5/2.1    Living Things and their habitatsSc5/2.1a    describe the differences in the life cycles of a mammal, an amphibian, an insect and a birdSc5/2.1b    describe the life process of reproduction in some plants and animals. CONTINUED INTO SUMMER TWO TO OVERLAP WITH RSE.**Art**Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials**Printing, William Morris****PSHE R15,R21 H9,H10,H11,H12,H13,H14,H15****RE**Other faiths – IslamKingdom of God- understanding Christianity. **Geography**Ge2/1.4b    use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world- **Local focus- Geocaching- Mini D of E trip.** Ge2/1.4c    use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**Music**Mu2/1.4    use and understand staff and other musical notationsMu2/1.5    appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansMu2/1.6    develop an understanding of the history of music.**PE**PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingPE2/1.1c    develop flexibility, strength, technique, control and balancePE2/1.1d    perform dances using a range of movement patterns PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamPE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Summer 2** | Mayan civilisationand end of year performanceImage result for theatre mask | **English****See National Curriculum****Maths** **See National Curriculum****Science****Hi2/2.3 Ancient Civilizations****Pupils should be taught about the achievements of the earliest civilizations****D.T** DT2/1.2 MakeDT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accuratelyDT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualitiesDT2/1.3 EvaluateDT2/1.3a investigate and analyse a range of existing productsDT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their workDT2/1.3c understand how key events and individuals in design and technology have helped shape the worldDT2/1.4 Technological KnowledgeDT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structuresDT2/1.4b understand and use mechanical systems in their productsDT2/1.4c understand and use electrical systems in their productsDT2/1.4d apply their understanding of computing to programme, monitor and control their products.**PSHE RSE, L5** **DRAMA- END OF YEAR PERFORMANCE TBC- SHAKESPEARE ROCKS?** **PE**PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combinationPE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defendingPE2/1.1c    develop flexibility, strength, technique, control and balancePE2/1.1d    perform dances using a range of movement patterns PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a teamPE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.**Music** 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 musiciansMu2/1.6 develop an understanding of the history of music**RE**Christianity – C of E, Catholic, Protestant, differences and similarities.**Science**Sc5/1.1    planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessarySc5/1.2    taking measurements, using a range of scientific equipment, with increasing accuracy and precisionSc5/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphsSc5/1.4    using test results to make predictions to set up further comparative and fair testsSc5/1.5    reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentationsSc5/1.6    identifying scientific evidence that has been used to support or refute ideas or arguments. |
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