

# Curriculum Skills and Progression Map

## History



Nebula  
where stars are born



The Nebula Federation

Horsford CE VA Primary School

History - Age Related Statutory Coverage		
EYFS	Key Stage One Learning	Key Stage Two
<p><b>Understanding the World</b>  <b>People and Communities</b>  <b>30-50 months</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are close to them.</li> <li>Remembers and talks about significant events in their own experiences.</li> <li>Recognises and describes special times or events for family or friends.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>ELG</b>                      Children talk about past and present events in their own lives and the lives of family members.</p>	<ul style="list-style-type: none"> <li>Changes within living memory – family and local life, changes nationally</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Compare some aspects of life in different periods- e.g. explorers, kings and queens</li> <li>Significant historical events, people and places in their own locality.</li> <li>Simple introduction to some Key Stage Two features</li> </ul> <p>(See Appendix 1 for LTP for Cycle 1 &amp; 2).</p>	<ul style="list-style-type: none"> <li>Combine overview and in depth studies:</li> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain’s settlement by Anglo Saxons and Scots</li> <li>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A local history study</li> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>The achievements of the earliest civilizations</li> <li>Ancient Greece</li> <li>A non-European society that provides contrasts with British history</li> </ul> <p>(See Appendix 1 for LTP for Cycle 1 &amp; 2).</p>

HISTORY: VOCABULARY MAP		
EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Lives</li> <li>• Long ago</li> <li>• Events</li> <li>• Stories</li> <li>• Sequence</li> <li>• Time</li> <li>• Before</li> </ul>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Old</li> <li>• New</li> <li>• A long time ago</li> <li>• Present</li> <li>• Before</li> <li>• After</li> <li>• Future</li> <li>• Decade</li> <li>• Modern</li> <li>• Date order</li> <li>• Era/period</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Civilisation</li> <li>• Parliament</li> <li>• Peasantry</li> <li>• Source</li> <li>• Timeline</li> <li>• Significant</li> <li>• Chronological</li> <li>• Archaeology</li> <li>• Legacy</li> <li>• Conquest</li> <li>• Effects</li> <li>• Primary/secondary evidence</li> <li>• Eyewitness</li> <li>• Culture</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>

<b>HISTORY: INQUIRY/DEEPER THINKING BIG QUESTIONS</b>		
<b>EYFS</b>	<b>KEY STAGE 1</b>	<b>KEY STAGE 2</b>
<ul style="list-style-type: none"> <li>History is covered throughout the year through weekly themes taken from the interests of the children. A weekly hook sheet is published and geographical work can be identified on it. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied.</li> <li>Children will answer Big Questions at the end of the unit being covered. The Big Question provides an opportunity for the children to apply the knowledge that they have acquired throughout the unit of work, enabling them to use their historical skills &amp; understanding to answer a deeper thinking question (see Appendix 3 for examples).</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied.</li> <li>Children will answer Big Questions throughout the unit being covered. Big Questions provide opportunities for the children to apply the knowledge that they have acquired throughout individual lessons and the unit of work, enabling them to use their historical skills &amp; understanding to answer deeper thinking questions (see Appendix 3 for examples).</li> </ul>

Throughout this section 2 colours will be used to indicate the cycle which the skills will be taught in. Red represents Cycle 1 and Blue represents Cycle 2. If no colour is present, it indicates that these skills will be taught in both cycles.

Skills Map - History		
Early Years	Year 1 & Year 2	
Expected Standard		
<ul style="list-style-type: none"> <li>• Can they talk about past and present events in their own lives and in the lives of their family?</li> <li>• Can they order and sequence familiar events?</li> <li>• Can they use every day language related to time?</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Listen to stories from the past</li> </ul>	<ul style="list-style-type: none"> <li>• Can they put at least 3 pictures/artefacts or events in chronological order?</li> <li>• Can they use words and phrases such as old, new, a long time ago, before and after with accuracy?</li> <li>• Can they recognise that story may have happened a long time ago?</li> <li>• Do they know that some objects belong to the past?</li> <li>• Can they retell a familiar story set in the past in chronological order?</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Identify old and new from pictures</li> <li>• Use stories as sources for answering questions about the past</li> <li>• Observe and handle artefacts, and use this to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify some ways that people have impacted upon our lives?</li> <li>• Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>• Can they recognise why significant individuals did things, why events happened and what happened as a result?</li> <li>• Can they identify similarities and differences between ways of life at different times?</li> <li>• Can they recount personal history and events or changes that have happened?</li> <li>• Can they begin to identify objects from the past and the main differences between old and new objects?</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Identify old and new from artefacts</li> <li>• Use pictures and artefacts for answering questions about the past</li> <li>• Use a range of simple sources to devise historical questions</li> <li>• Summarise their learning into short sentences</li> <li>• Ask questions about what they have heard or seen</li> </ul>

<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>Understand that people use story to remember what has happened in the past.</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Can they use simple words to describe the past.</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>Develop a simple awareness of the past</li> <li>Tell stories from the past</li> <li>Recognise a past and a present in their own and other people’s lives</li> <li>Identify some things from their own past</li> <li>Identify some differences between past and present</li> <li>Know some of the main events and people studied in a topic</li> <li>Show some understanding of aspects of the past beyond living memory</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use simple words and phrases to describe the past - after, before, between</li> <li>Understand about time passing through birthdays</li> <li>Arrange objects in order of their age</li> <li>Begin to use very simple timelines to order some recent events</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>Retell stories they have heard about the past</li> <li>Pick out the main elements of stories they have heard about the past</li> <li>Discuss what they have enjoyed most about stories from the past</li> <li>Explain what they think is important about the past and explain reasons why</li> <li>Identify any important changes which happened at the time being studied</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use more complex phrases to describe time – a long time ago, centuries ago...</li> <li>Sort recent historical studies into a broad time order</li> <li>Recognise some differences &amp; similarities between the time being studied and now</li> </ul>
<p><b>Greater Depth</b></p>		
<ul style="list-style-type: none"> <li>Can they ask questions about past events or the lives of people in their family?</li> </ul>	<ul style="list-style-type: none"> <li>Can they ask relevant questions using a range of artefacts/ photographs provided?</li> <li>Can they find out more about a person or event from the past through their own research?</li> </ul>	<ul style="list-style-type: none"> <li>Can they research the past using multiple sources and summarise the key points?</li> <li>Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?</li> </ul>

Skills Map - History			
Year 3 & Year 4		Year 5 & Year 6	
Expected Standard			
<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using an artefact /photograph provided?</li> <li>• Can they find out more about a person or event from the past from a given source?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they research what it was like for a person in a given period from the past using primary and secondary sources?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> <li>• Can they give more than one reason to support an historical argument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion?</li> <li>• Can they explain how historical artefacts have helped us understand more about people’s lives in the present and past?</li> <li>• Can they research about the lives of significant individuals?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest why there may be different interpretations of events?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they suggest why certain events, people and changes might be seen as more significant than others?</li> <li>• Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions?</li> </ul>
<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Use a range of documents and printed sources</li> <li>• Use the internet for research</li> <li>• Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</li> </ul>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Use more complex sources of primary and secondary information</li> <li>• Choose and discriminate between a range of information, and use this to ask questions</li> <li>• Distinguish between reliable and unreliable sources Identify the most</li> </ul>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Rank sources of information in order</li> <li>• Identify differences between different versions of the past</li> <li>• Give a balanced view of interpretations of the past, using different points of view</li> </ul>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Devise historically valid questions about change, cause, similarity and difference</li> <li>• Interpret the past using a range of concepts and ideas</li> <li>• Understand the role of opinion and propaganda</li> <li>• Consider ways of checking the accuracy of</li> </ul>

<ul style="list-style-type: none"> <li>• Interpret the past through role play – e.g. hot seating</li> <li>• Can I recognise how my local area has changed over time?</li> </ul>	<p>useful sources for a particular task</p> <ul style="list-style-type: none"> <li>• Give reasons for change through analysing evidence</li> <li>• Support own point of view using evidence</li> <li>• Understand that some evidence is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Make conclusions with evidence as to the most likely version of events</li> <li>• Offer some reasons for different versions of events.</li> <li>• They should note connections, contrasts and trends over time.</li> </ul>	<p>interpretations – fact or fiction and opinion</p> <ul style="list-style-type: none"> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library or internet for research.</li> </ul>
<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Guess what objects from the past were used for, using evidence to support answers</li> <li>• Understand that some events of the past affect people’s lives today</li> <li>• Summarise the main events from a period in history, using their characteristics</li> <li>• Give reasons for main events and changes</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Understand differences in social, religious, political and cultural history</li> <li>• Know some similarities and differences within a period of time- e.g. the lives of rich and poor</li> <li>• Describe how some things from the past affect life today</li> <li>• Begin to understand why some people acted as they did and give reasons</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Organise a series of relevant historical information, and check this for accuracy</li> <li>• Describe the main changes in a period of history, from several perceptions – e.g. political, cultural</li> <li>• Understand links between history and geography</li> <li>• Explain their own point of view, justifying this with a broad range of evidence</li> <li>• Adapt their ideas and viewpoints as new information arises</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Suggest omissions from historical accounts</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Use historically valid questions about change, similarity, difference and significance.</li> <li>• Understand and use the concept of legacy, including Royal families and dynasties</li> <li>• Speculate and hypothesise about the past, formulating their own theories about reasons for change</li> </ul>



<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups</li> <li>Use some dates on a timeline</li> <li>Use a timeline with dates, including both BC and AD</li> <li>Use evidence to describe changes within a time period.</li> </ul>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use a full range of dates and historical terms</li> <li>Use a timeline to place events, periods and cultural movements</li> <li>Show changes on a timeline</li> <li>Describe and make links between events and changes</li> </ul>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Identify changes across periods of time, using chronological links</li> <li>Begin to identify factors in change</li> <li>Understand the concept of decades and centuries and use this to divide the past into periods of time</li> </ul>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time</li> <li>Speculate how present events and actions might be seen and judged in the future</li> <li>Speculate – what if? What if England lost the war? etc</li> </ul>
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> </ul>	<ul style="list-style-type: none"> <li>Can they research two versions of an event and say how they differ?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?</li> </ul>	<ul style="list-style-type: none"> <li>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul>

<b>Historical Sources of Evidence</b>
<ul style="list-style-type: none"> <li>Photographs</li> <li>Audio recordings</li> <li>Video recordings</li> <li>Films</li> <li>Journals, letters and diaries</li> <li>Speeches</li> <li>Visitors and interviews</li> <li>Published books, newspapers and magazine clippings published at the time</li> <li>Autobiographies and memoirs</li> <li>Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls</li> </ul>

## Appendix 1:

**Long Term Plan**

## Cycle 1: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	<b>Geography unit</b>	<b>The Great Fire of London</b> Events beyond living memory that are significant nationally or globally. (Inquiry)	<b>Superhero - Edith Cavell</b> The lives of significant individuals in the past who have contributed to national and international achievements (inquiry)	<b>Geography unit</b>	<b>Shipwreck – Henry Blogg</b> The lives of significant individuals in the past who have contributed to national and international achievements (inquiry)	<b>Geography unit</b>

## Cycle 2: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1/2	<b>Brothers Grimm Study</b> The lives significant individuals in the past who have contributed to national and international achievement (Inquiry)	<b>Moon Landing</b> Significant historical events. The lives of significant individuals in the past who have contributed to national and international achievements. (Inquiry)	<b>Geography unit</b>	<b>Geography unit</b>	<b>The Royal Family</b> Changes within living memory. The lives of significant individuals in the past who have contributed to national and international achievements. (Inquiry)	<b>Geography unit</b>

Cycle 1: **Geography** History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/4	<b>Geography unit</b>	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: Normans (Inquiry)	<b>Geography unit</b>	Changes in Britain from the Stone Age to the Iron Age: Stone Age to Iron Age (Inquiry)	Changes in Britain from the Stone Age to the Iron Age: Stone Age to Iron Age (Inquiry)	<b>Geography unit</b>
5/6	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: The Victorians (Inquiry)	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: The Victorians (Inquiry)	<b>Geography unit</b>	<b>Geography unit</b>	<b>Geography unit</b>	A non-European society that provides contrast with British history: Ancient Mayans (Inquiry)

Cycle 2: Geography History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3/4	Ancient Greece – a study of Greek life and achievements and their influence on the western world: Ancient Greeks (Inquiry)	<b>Geography unit</b>	Britain’s settlement by Anglo-Saxons & Scots/Anglo-Saxon and Viking struggle for the Kingdom of England in the time of Edward the Confessor: Anglo Saxons & Vikings (Inquiry)	<b>Geography unit</b>	<b>Geography unit</b>	The Roman Empire and its impact upon Britain: Romans (Inquiry)
5/6	<b>Geography unit</b>	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: WW1 (Inquiry)	A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: WW1 (Inquiry)	<b>Geography unit</b>	The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt (Inquiry)	The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt (Inquiry)

## Curriculum Skills and Progression Map

### Appendix 2:

Vocabulary linked with History units can be found below:

#### **KS1:**

##### **Great Fire of London:**

Burning, River Thames, Tower of London, Samuel Pepys, Pudding Lane, King Charles II, Bakers, Diary, Cart & Smoke

##### **Edith Cavell:**

World War 1, Soldier, Nurse, War, Escape, Arrest, Execution, Traitor, Patriot & Treason

##### **Henry Blogg:**

Norfolk, Cromer, Lifeboat, Crew, Mine, Oar, Rescue, Pyrin & Fernabo

##### **Brothers Grimm:**

Jacob Grimm, Wilhelm Grimm, German, Hansel, Gretel, German, Novels, Woodcutter, Witch & Forest

##### **Moon landing:**

Orbit, Saturn V, Eagle Lunar Module, Orbit, Surface, Neil Armstrong, Edwin 'Buzz' Aldrin, Michael Collins, Moon & Astronauts

##### **The Royal Family:**

Royalty, Jewels, Crown, Majesty, Throne, Coronation, Queen Elizabeth II & Reign

### KS2:

#### Mayans:

- **Cacao** - Seeds that the Maya used to make chocolate.
- **Chichen Itza** - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.
- **Glyph** - A symbol used in writing.
- **Haab'** - The Maya solar calendar that was used to measure time and had 365 days.
- **Pyramid** - A large monument with four sides that tapers at the top. The Maya build step pyramids with flat tops. At the top they built a temple to their gods
- **Yucatan Peninsula** - An area in southeastern Mexico where some of the Maya civilization developed

#### The Victorians:

- **Cane** – A long stick usually made of birch that would be used to punish children
- **Dunce** – A word used to mean someone incapable of learning
- **Industrial Revolution** – A period when manufacturing grew more common and people moved to cities to work
- **Workhouse** – A place where the poorest people can work in return for food and lodgings
- **Gruel** - a thin liquid food of oatmeal or other meal boiled in milk or water.
- **Chimney Sweep** - a person whose job is cleaning out the soot from chimneys, often a child
- **Queen Victoria** – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876
- **Prince Albert** – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.

#### Ancient Egyptians:

- **Dynasty** - A period of rule when a series of kings or pharaohs all came from the same family.
- **Egyptologist** - An archaeologist who specialises in Ancient Egypt.
- **Giza** - A place where several large pyramids and the Great Sphinx were built.
- **Hieroglyphics** - A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.
- **Mummy** - A dead body that has been specially preserved using embalming so that it won't rot.
- **Papyrus** - A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets, and rope.
- **Pharaoh** - The supreme ruler of all of Ancient Egypt. He or she was considered a god.

- **Pyramid** - A giant tomb built for the pharaohs of Egypt. It was made from stone and had four sides that came to a point at the top in a pyramid shape.
- **Rosetta stone** - A special stone that had the same inscription written both in Greek and in Egyptian hieroglyphics. It was very helpful in translating and understanding hieroglyphics.
- **Sarcophagus** - A large stone box that held a mummy's coffin.
- **Tutankhamun** - A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.

### Romans:

- **Century** - A division of the Roman army made up of 80 soldiers and led by a centurion.
- **Circus Maximus** - A large oval shaped stadium used for chariot races.
- **Citizen** - A Roman citizen had certain rights and privileges including the right to vote. Only freeborn men were fully Roman citizens.
- **Emperor** - The leader of an empire. The first emperor of Rome was Augustus.
- **Gaul** - What the Romans called the lands to the north and west of Italy.
- **Gladiator** - A person who fought for the entertainment of Roman audiences. Gladiators sometimes fought to the death.
- **Gladius** - A short sword used by Roman soldiers.
- **Mosaic** - A type of art using small tiles made of glass or stone to create a picture.
- **Patrician** - A member of the original elite land-owning families of Rome.
- **Plebeian** - A common person or person not of the patrician class.
- **Toga** - A long robe worn by Roman citizens. It was generally white with colour markings for high ranking officials.

### Ancient Greeks:

- **Assembly** - In Athens the Assembly consisted of the group of citizens who showed up to vote.
- **Athens** - One of the most powerful Greek city-states, Athens was the birthplace of democracy.
- **Chiton** - A type of clothing worn by the Greeks. It was often made from a single piece of cloth with a belt at the waist.
- **City-state** - A city-state consisted of a large city and the surrounding areas. Ancient Greece consisted of a number of independent city-states such as Athens, Thebes, and Sparta.
- **Democracy** - A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.
- **Homer** - A Greek epic poet who wrote the *Iliad* and the *Odyssey*.

## Curriculum Skills and Progression Map

- **Olympics** - An athletic event held by the Ancient Greeks every four years.
- **Sparta** - A power Greek city-state and rival to Athens, Sparta's culture was based around warfare and preparing for battle.

### WW1:

- **Allied Powers** - An alliance between a number of countries including Britain, France, Russia, Italy, and Japan. The Allied Powers fought against the Central Powers in World War I. The U.S. fought on the same side of the Allies but called itself an "associated" power.
- **Armistice** - An agreement by both sides to stop fighting while a peace treaty is negotiated.
- **Artillery** - Large, heavy guns used on land warfare.
- **Central Powers** - The Central Powers included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. They fought against the Allied Powers in World War I.
- **Conscript** - A person who is enlisted into the army whether they want to join or not.
- **Front line** - The front line was the point at which the armies of each side met. This is where most of the fighting took place.
- **No Man's Land** - The area between the front lines of two enemy armies was called No Man's Land.
- **Propaganda** - Information used and distributed to present one side of an issue.
- **Trench warfare** - A type of land warfare where each side digs long lines of trenches for protection. Much of the western front during World War I was fought for years using trench warfare.

### Anglo Saxons & Vikings:

- **Anglo Saxon** - People who settled in Britain after the Romans. They came from what is now Germany, Belgium and the Netherlands
- **Earls** - The highest in Anglo Saxon society. Comes from the Danish word, 'jarl' – a chieftain who rules on behalf of the king.
- **Oath** - A solemn promise to do something, sworn on a holy relic.
- **Succession** - The process that decided who should be the next king or queen and 'succeed' to the throne.
- **Long ship** – A long, narrow warship, powered by both oar and sail with many rowers, used by the Vikings and other ancient northern European peoples.
- **Conquest** - The act of defeating and taking control of
- **Invader** - Someone who enters by force in order to conquer
- **Plunder** - Steal goods; take as spoils
- **Raid** - A sudden short attack
- **Shield Wall** – A military tactic used by both Anglo-Saxon and Viking armies. Troops created a shield several men deep to create a defensive formation.



### Stone Age to Iron Age:

- **Cave** – First found homes
- **Artefact** – Found manmade things
- **Stonehenge** – A famous site; a prehistoric monument
- **Pottery** – items made of sand or clay
- **Roundhouse** – A round home lived in by people in the Bronze and Iron age
- **Skara Brae** – An ancient settlement
- **Settlement** – A place where people live
- **Hunter-Gatherer** - A member of a nomadic people who live chiefly by hunting and fishing, and harvesting wild food

### The Normans:

- **Imprison** – To lock up or confine, in or as in a jail
- **Succession** - The action or process of taking over an office or position
- **Heir** - A person entitled by law to inherit the estate of another
- **Cavalry** - Soldiers who fought on horseback.
- **Armour** - A protective covering that is used to prevent damage from being inflicted by an object

### Appendix 3:

**Here are some examples of the types of Deeper Thinking Big Questions which will be answered throughout history units taught:**

**Please note that the teacher's may choose to create their own Big Questions to suit the needs of the children that they teach, these are simply provided to give ideas for the formulation of their Big Questions:**

#### **KS1:**

##### **Great Fire of London:**

- The Great Fire of London helped to destroy lots of disease in the city. It was good for London. Do you agree with this statement? Why?

##### **Edith Cavell:**

- What might we learn from Edith Cavell's story?

##### **Henry Blogg:**

- How might you have felt, if you were a member of Henry Blogg's crew on a rescue mission?

##### **Brothers Grimm:**

- In your opinion, what was the greatest story written by the Brothers Grimm? Give reasons for your answer.

##### **Moon landing:**

- How might Michael Collins have felt about getting so close to the moon but never getting to step foot on its surface?

##### **The Royal Family:**

- Do you think that the Royal Family is really needed in our modern society? Why?

### KS2:

#### Stone Age to Iron Age:

- What was the most useful tool for a Stone Age person?
- How are cave paintings similar to hieroglyphics?
- Life is better now than in Stone Age time. Do you agree with this statement?
- What was the most important of the 3 ages we have studied and why?

#### Romans:

- What do these buildings tell us about Romans and why?
- Would you prefer to live in a Celtic or Roman home? Why?
- Why is a Roman home so different to a Celtic home?
- Which is the most interesting God and why?
- Having learnt about their love of art, what can we learn about the Romans?
- Would you rather live as a Roman or Celt?
- Would you want to be a Roman soldier living in Britain?
- The Romans were good for Britain. Do you agree with this statement?

#### Ancient Greeks:

- Do you think the ancient Greeks truly established democracy and why?
- Would you rather take part in the ancient or modern Olympics?
- Which state would you rather live in, Athens or Sparta?
- Which Greek god would you prefer to be and why?
- Do you think the Trojan horse really existed? Give reasons for your answer.
- Was Paris right to run off with Helen of Troy? Give reasons for your answer.

### The Normans:

- What does the Bayeux Tapestry tell us about the Normans?
- How might the story of the Battle of Hastings have been altered over time?
- William the Conqueror was a great leader. Do you agree with this statement? Why?

### Anglo Saxons:

- How did the Anglo Saxons bring law and order?
- What things are left that proves the Anglo Saxons came to Britain.
- Would you like to live as an Anglo Saxon – yes/no – why?

### Vikings:

- Was the Viking life glamorous? Why?
- Are the Vikings misunderstood? (always portrayed as negative)
- What did the Vikings ever do for us?
- Was the Dane Geld a good idea? Why/why not? Could you think of a better solution?

### Mayans:

- How would you feel if you experienced a Mayan sacrifice?
- Who might be chosen and why?
- What is similar/different between the Mayans and Egyptians?

### Victorians:

- Victorian empire – Bigger countries are more powerful. Agree/disagree? Explain.
- Would it be better to be rich in Victorian times or today?
- If you were an orphan, would you choose to go to a workhouse? Why?

### Ancient Egypt:

- Why do we need archaeologists?
- Which tool is most important to an archaeologist? Why?

## Curriculum Skills and Progression Map

- Was it fair that only the pharaohs were buried in tombs? Why?
- How would Ancient Egypt be different without the River Nile?

### **World War 1:**

- What would you dislike the most about trench warfare?
- Do you think that going to war was the correct decision and why?
- How might life have changed for the families of the soldiers sent to fight in the war?

## Appendix 4:

Here are the Whole School Long Term Plans with **cross-curricular links** and suggested **writing opportunities** for history/geography highlighted:

## Long Term Planner 2019-20

### Year 1/2 - Cycle One



Cross-Curricular links

Writing opportunities

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>TOPIC</b>	<b>Once Upon a Picnic</b>	<b>The Great Fire of London</b>	<b>How to Be a Superhero</b>	<b>Mad About Minibeasts</b>	<b>Mungo and the Picture Book Pirates</b>	<b>Around the World in 80 Days</b>
<b>Possible Texts</b>	<p><b>Texts used as stimulus:</b></p> <p>Once Upon a Picnic. Trust me, Jack's Beanstalk Stinks. The True Story of the Three Little Pigs.</p>	<p><b>Texts used as stimulus:</b></p> <p>Tragedy in London, Plague and fire. The Great Fire of London. The Gunpowder Plot. We completely must go to London Who was..? Samuel Pepys</p>	<p><b>Texts used as stimulus:</b></p> <p>How to be a Superhero. Elliot, Midnight Superhero. Superhero School Charlie's Superhero Underpants Marvel/DC Comics</p>	<p><b>Texts used as stimulus:</b></p> <p>Mad about Minibeasts Ugly Bug Ball The Very Busy Spider The Very Hungry Caterpillar</p>	<p><b>Texts used as stimulus:</b></p> <p>The Night Pirates. The Pirates Next Door. On a Pirate Ship. Pirate's Handbook.</p>	<p><b>Texts used as stimulus:</b></p> <p>Around the World in 80 Days. Stories from Around the World Tree of Life. The Willow Pattern Story. Rainbow Bird.</p>

<p><b>ENGLISH</b></p>	<p><b>Power of reading – The Tin Forest</b>  <b>Non-Fiction - Instructions</b>                  Write instructions to explain how to plant a seed to grow a beautiful forest.</p> <p><b>Fiction - Fairytales</b>                  Write a mixed up fairytale. Use the plot of a well known fairytale and change the characters and/or setting.</p>	<p><b>Power of reading – Out and About</b>  <b>Poetry</b>                  Write a poem about outdoor experiences.</p> <p><b>Fiction – Descriptive writing</b>                  Write a description of the Great Fire of London from the point of view of a character from the story.</p> <p><b>Non-Fiction – Newspaper Report</b>                  Write a newspaper report to tell the readers all about the Great Fire of London</p>	<p><b>Power of reading – The robot and the bluebird</b>  <b>Non Fiction – Instructions</b>                  Write instructions to make bird cakes to feed the birds.</p> <p><b>Fiction - Comics</b>                  Write a comic strip for an exciting Superhero story. How did our hero save the day?</p> <p><b>Non-Fiction – Information Text</b>                  Write an information text for a historical magazine about Edith Cavell.</p>	<p><b>Power of reading – Moth</b>  <b>Non-Fiction – Information</b>                  Write the life cycle of a moth.</p> <p><b>Fiction – Poetry</b>                  Write a minibeast poem.</p> <p><b>Non-Fiction – Fact file</b>                  As a class create a minibeast fact file.</p>	<p><b>Power of reading – How to find gold.</b>  <b>Non-Fiction – Book Review</b>                  Write a review of the book and send it to the author.</p> <p><b>Fiction - Stories</b>                  Write a pirate adventure story. Use the storytelling tools to choose a character, setting and plot.</p> <p><b>Non-Fiction – Non Chronological Report</b>                  Write an information piece for new recruits about how to be a pirate.</p>	<p><b>Power of reading – The Story Tree</b>  <b>Fiction – Story</b>                  Write a story from the Wolf’s point of view.</p> <p><b>Fiction – Postcard</b>                  Write a postcard home telling them all the exciting things places that have been visited.</p> <p><b>Non-Fiction – Recipe</b>                  Write a recipe for a dish from a different country.</p>
<p><b>MATHS</b></p>	<p><b>Coverage areas:</b>  <u>Both Year Groups</u>                  Number and Place Value                  Addition and Subtraction  <u>Year 2</u>                  Shape  <u>Year 1</u>                  Measurement</p>	<p><b>Coverage areas:</b>  <u>Both Year Groups</u>                  Number and Place Value                  Measurement  <u>Year 2</u>                  Multiplication and Division                  Statistics  <u>Year 1</u>                  Addition and Subtraction                  Geometry – Position and Direction</p>	<p><b>Coverage areas:</b>  <u>Both Year Groups</u>                  Addition and Subtraction  <u>Year 2</u>                  Money                  Time  <u>Year 1</u>                  Multiplication and Division                  Measurement</p>	<p><b>Coverage areas:</b>  <u>Both Year Groups</u>                  Multiplication and Division  <u>Year 2</u>                  Fractions                  Reasoning  <u>Year 1</u>                  Addition and Subtraction                  Measurement</p>	<p><b>Coverage areas:</b>  <u>Year 2</u>                  Geometry                  Reasoning  <u>Year 1</u>                  Number and Place Value                  Addition and Subtraction                  Multiplication and Division                  Fractions                  Geometry – Properties of shape</p>	<p><b>Coverage areas:</b>  <u>Year 2</u>                  Reasoning  <u>Year 1</u>                  Number and Place Value                  Addition and Subtraction                  Multiplication and Division                  Fractions                  Measurement</p>

<p><b>SCIENCE</b> – see objectives</p> <p>Working Scientifically in each topic</p>	<p><b>Topic:</b> <b>Wolf Trap</b></p> <p>Materials – Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Topic:</b> <b>London Houses</b></p> <p>Materials – Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Compare how things move on different surfaces.</p> <p>Distinguish between an object and the material from which it is made</p>	<p><b>Topic:</b> <b>Superhero Bodies</b></p> <p>Animals – Find out about and describe the basic needs of humans for survival.</p> <p>Describe the importance for Humans of exercise, eating and hygiene.</p>	<p><b>Topic:</b> <b>Minibeast Hunt</b></p> <p>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 animals and plants, and how they depend on each other</p>	<p><b>Topic:</b> <b>Noah’s Ark</b></p> <p>Animals – Notice that animals, including humans have offspring which grow into adults. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Explore the differences between things that are living and dead, and things that have never been alive.</p>	<p><b>Topic:</b> <b>Plants and Animals around the world</b></p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
<p><b>TOPIC</b> –</p> <p>History/ Geography</p>	<p><b>Geography:</b> <b>Map drawing with links to fairy tales</b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a map. Use a Key. Use simple compass directions and locational language.</p>	<p><b>History:</b> <b>Fire of London</b></p> <p>Events beyond living memory that are significant nationally or globally</p> <p><b>Newspaper report/descriptive writing</b></p> <p>(inquiry)</p>	<p><b>History:</b> <b>Superhero - Edith Cavell</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Information page</b></p> <p>(inquiry)</p>	<p><b>Geography:</b> <b>Horsford Minibeast Hunt</b></p> <p>Use simple fieldwork and observational skills to study the geography of their local school and it’s grounds and physical features of its surrounding area.</p> <p>Minibeast fact file</p> <p>Poetry about minibeasts</p>	<p><b>History</b> <b>Shipwreck – Henry Blogg</b></p> <p>The lives of significant individuals in the past in their own locality. Can understand changes within living memory - Transport (lifeboats)</p> <p><b>Henry Blogg plaque outlining his achievements</b></p> <p>(inquiry)</p>	<p><b>Geography:</b> <b>Our World</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans.</p> <p>Name and locate the four countries and capital cities of the UK.</p> <p>Identify weather patterns in the UK and the world in relation to the equator and the North and South Poles.</p> <p>Recipe writing of food from a different country</p>



<b>ART</b>		<b>Fire Pictures</b> Use a range of materials creatively to design and make products.		<b>Minibeast Patterns</b> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		
<b>DT</b>	<b>Wolf Trap</b> Design, Make, Evaluate. Technical knowledge – mechanisms.		<b>Make a cape</b> Design, Make, Evaluate. Technical knowledge – sewing.		<b>Make a Treasure Chest</b> Design, Make, Evaluate. Technical knowledge – Mechanisms.	<b>Cooking &amp; Nutrition:</b> Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes
<b>PE</b>	<b>Games Skills</b> Master basic movements including running, jumping, throwing and catching.	<b>Gymnastics</b> Develop balance, agility and co-ordination.	<b>Dance</b> Perform dances using simple movement patterns. Continue to develop balance, agility and co-ordination.	<b>Games Skills</b> Master basic movements including running, jumping, throwing and catching.	<b>Athletic Skills</b> Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.	<b>Team games</b> Participate in team games, developing simple tactics for attacking and defending.
<b>RE</b>	How do Jews and Christians celebrate God as provider?	Why is light an important symbol?	What does the cross mean to Christians?	What does the cross mean to Christians?	What do Jews remember on Shabbat?	What is God like?
<b>MUSIC</b>	Charanga - Hands, Feet, Heart	Charanga - Ho Ho Ho	Charanga - I Wanna Play in a Band	Charanga - Zootime	Charanga - Friendship Song	Charanga - Reflect, Rewind and Replay

## Curriculum Skills and Progression Map



<p><b>COMPUTING</b></p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Can recognise common uses of information technology</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p><b>RSE/PATHS</b></p>						
<p><b>ENRICHMENT – VISITS</b></p>	<p>Theatre Visit</p>	<p>Fire Service</p>	<p>Storytelling</p>	<p>Horsford Woods</p>	<p>Time and Tide</p>	<p>How Hill</p>



# Long Term Planner 2019-20

## Year 3/4 - Cycle One

Cross-Curricular links    Writing opportunities

Subject	Autumn 1 (6.3 weeks)	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks)	Spring 2 (5.5 weeks)	Summer 1 (5 weeks)	Summer 2 (7.2 weeks)
TOPIC	Where does our food come from?	Normans	Countries of the World	Stone Age to Iron Age	Stone Age to Iron Age	Earning a Living
ENGLISH	<p><b>The Promise</b></p> <p>Diary entry, narrative alternative endings &amp; story mapping</p> <p>Year 3:</p> <p><b>The Green Ship</b></p> <p>Story maps, character description, setting description, poetry &amp; persuasive writing</p> <p><b>Lower group Y1/2 text- Claude in the City</b></p> <p>Character descriptions, City Poems Storymapping, Postcard in role, Guide Book for the Museum, Newspaper Reports, Doctor's report, Own</p>	<p>Year 3:</p> <p><b>The Ice Palace</b></p> <p>Poetry, instructions, recount, non-chronological report, writing in role, captions, narrative ending</p> <p>Year 4:</p> <p><b>Pugs of the Frozen North</b></p> <p>Poetry about the Kraken, mythological creature abduction recount, Short stories for grandpa</p>	<p>Year 3:</p> <p><b>The Ice Bear</b></p> <p>Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter</p> <p>Year 4:</p> <p><b>Arthur and the Golden Rope</b></p> <p>Persuasive letter writing, poetry, Script for advertisement about Iceland, newspaper recounts, journal writing, research about Iceland</p>	<p>Year 3:</p> <p><b>The Pebble in my pocket</b></p> <p>Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter</p> <p>Year 4:</p> <p><b>Ug: Boy Genius of the Stone Age</b></p> <p>Procedural: Script, Instructions, Postcard Information Writing, Recount, Comic Strip, Persuasive Speech, Advertisement, Poetry</p>	<p>Year 3:</p> <p><b>Tales of Wisdom and wonder</b></p> <p>Poetry, story maps, fact files, instructions, writing in role, descriptive writing, book making, diary entry</p> <p>Year 4:</p> <p><b>Fox</b></p> <p>Senses poetry, captions, information text about foxes, writing in role</p>	<p>Year 3:</p> <p><b>The Great Kapok Tree</b></p> <p>Poetry, explanation, debate, report, writing in role, argument, playscript, narrative</p> <p>Year 4:</p> <p><b>James and the Giant Peach</b></p> <p>Character descriptions</p> <p>Setting descriptions</p> <p>Diary entry</p> <p>Playscripts</p>

	<p>Claude story in an alternative setting</p> <p>Year 4:</p> <p><b>Pugs of the Frozen North</b></p> <p>Diary entry, recounts, non-chronological reports about pugs, Bonfire Night poetry, An event programme</p>					
<b>MATHS</b>	<p>Coverage areas:</p> <p>Yr3 – Place value; addition and subtraction</p> <p>Yr4 – Place value; addition and subtraction; perimeter</p>	<p>Coverage areas:</p> <p>Yr3 – Number properties; multiplication and division</p> <p>Yr4 – Number properties; multiplication and division; area</p>	<p>Coverage areas:</p> <p>Yr3 – Properties of fractions and decimals; time</p> <p>Yr4 – Properties of fractions and decimals; time</p>	<p>Coverage areas:</p> <p>Yr3 – Properties of shape; angles</p> <p>Yr4 – Properties of shape; angles; co-ordinates</p>	<p>Coverage areas:</p> <p>Yr3 – Data handling; money</p> <p>Yr4 – Data handling; transformations; units of measure</p>	<p>Coverage areas:</p> <p>Yr3 – Solving problems with measures</p> <p>Yr4 – Solving problems with measures</p>
<b>SCIENCE</b>	<p><b>Topic:</b></p> <p><b>Healthy Eating</b></p> <p>Identify the different types of teeth and their functions.</p> <p>Recognise that animals including humans need the right types and amount of nutrition and they cannot make their own food, they get nutrition from what they eat.</p>	<p><b>Topic:</b></p> <p><b>Forces and magnets</b></p> <p>Magnes and his discovery of magnetism in Ancient Greece</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and</p>	<p><b>Topic:</b></p> <p><b>States of Matter</b></p> <p>Compare and group solids, liquids or gasses.</p> <p>Observe that some materials change state when heated or cooled and measure or research the temperature at which this happens in °c</p> <p>Identify evaporation and condensation in the water cycle and associate the rate</p>	<p><b>Topic:</b></p> <p><b>Rocks &amp; Fossils</b></p> <p>The work of Mary Anning</p> <p>Compare and group rocks based on their appearance and physical properties.</p> <p>Describe simply how fossils are formed when things that have lived are trapped within rock.</p>	<p><b>Topic:</b></p> <p><b>Plant Life Cycles – Links to farming in Bronze/Iron Age</b></p> <p>Identify and describe the function of different plants, roots, stem, trunk,leaves and flowers.</p> <p>Explore the requirements for plants for life and growth and how they vary from plant to plant, including pollination, seed formation and seed dispersal.</p>	<p><b>Topic:</b></p> <p><b>Classification</b></p> <p>Recognise that things can be grouped in a variety of ways.</p> <p>Recognise that environments can change and this can pose dangers to living things.</p> <p>Explore the use of classification keys to help group, identify and name a variety of living things in</p>

		<p>identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p>	<p>of evaporation with temperature.</p>	<p>Recognise that soils are made from rocks and organic matter.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants.</p> <p>Plant fact files</p> <p>Investigate the way in which water is transported within plants.</p>	<p>their local and wider environment.</p>
<p><b>TOPIC –</b> history/ geography</p>	<p><b>Geography:</b> <b>Where does our food come from?</b></p> <p>Consider that there are complex natural and man-made processes involved in bringing their food to the dinner table. Realise that these processes involve many people all over the world, and they will reflect on the fact that there are consequences of buying cheap food from abroad or transporting food long distances</p>	<p><b>History:</b> <b>Norman Conquest</b></p> <p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor/</p> <p>A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066:</p> <p><a href="#">Catapults - Forces</a></p>	<p><b>Geography:</b> <b>Countries of the World</b></p> <p>To be able to identify the continents of the world. To locate countries on a world map. To find out about some of the key geographical features of each continent. To locate major capital cities of the world. To use a variety of sources to identify</p>	<p><b>History:</b> <b>Stone Age to Iron Age</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><a href="#">Skara Brae information text – Literacy link</a></p>	<p><b>History:</b> <b>Stone Age to Iron Age</b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><a href="#">Stonehenge information text – Literacy link</a></p>	<p><b>Geography:</b> <b>Earning a living</b></p> <p>To explore jobs and why they are important.</p> <p>To be able to group jobs into sectors. To explore industries of the UK. To find out how people earn a living in other parts of the world. To find out about unemployment and its effects. To find out children</p>

# Curriculum Skills and Progression Map



	Food waste newspaper article - Literacy	<p>Creating the Bayeux tapestry – DT /Art</p> <p>CV For contenders to Throne - ICT</p> <p>The story of the battles for the throne Literacy</p>	<p>human and physical features in a particular country.</p> <p>To find similarities and differences between different countries.</p> <p>Country fact file Literacy</p>			<p>around the world who help earn a living for their families.</p> <p>Persuasive posters – literacy links</p>
<b>ART</b>		<p><b>Andy Warhol inspired Christmas cards/decorations</b></p> <p>To learn about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>European Art &amp; Artists</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas. To learn about great artists, architects &amp; designers in history, Improve their mastery of art and design techniques – drawing, painting and a range of materials.</p>		<p><b>Plants &amp; Flowers</b></p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	
<b>DT</b>	<p><b>DT (Cooking &amp; Nutrition):</b></p> <p>Creating a healthy locally sourced meal</p>			<p><b>Make a Stone Age Tool or Jewellery</b></p> <p>Design, Make, Evaluate.</p> <p>Technical knowledge – mechanical systems.</p>		<p><b>DT (Cooking &amp; Nutrition):</b></p> <p><b>Great Bread Bake Off</b></p> <p>To investigate and analyse a range of existing products</p>

	<p>To understand and apply the principles of a healthy and varied diet.</p> <p>To understand seasonality and know where food comes from</p>			<p>To investigate and analyse a range of existing products</p> <p>use research and develop design criteria.</p> <p>To inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>To investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>use research and develop design criteria.</p> <p>To inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>To understand and apply the principles of a healthy and varied diet to prepare dishes.</p> <p>To understand seasonality and know where food comes from.</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Design packaging/market item</p>
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<p><b>PE</b></p>	<p><b>Invasion games</b></p> <p>Hockey</p> <p>Korfball</p> <p>Play competitive games with attacking and defending.</p>	<p><b>OAA</b></p> <p>Team Building/Orienteering Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Net/Wall games</b></p> <p>Tennis</p> <p>Badminton</p> <p>Play competitive games.</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Striking and Fielding</b></p> <p>Cricket</p> <p>Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games.</p>
<p><b>RE</b></p>	<p>How and why do Jews show a commitment to their faith?</p>	<p>What do Christians learn from the Creation story?</p>	<p>What do Buddhists believe and how does it affect their daily lives?</p>	<p>Why do Christians call the day Jesus died Good Friday?</p>	<p>What is the Trinity?</p>	<p>What is the Trinity?</p>
<p><b>LANGUAGES</b></p>	<p style="text-align: center;"><b>Spanish</b></p> <p style="text-align: center;">Following the Early Start Programme</p> <p style="text-align: center;">Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.</p>					



# Curriculum Skills and Progression Map



<p><b>MUSIC</b></p>	<p>Food Glorious Food</p>	<p>Christmas production songs</p>	<p>Charanga - National Anthems</p>	<p>Charanga - Year 4 - Lean on Me</p>	<p>BBC Ten Pieces - Aaron Copland - Rodeo (see <a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j">https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j</a>)</p>	<p>Charanga - Year 4 - Blackbird</p>
<p><b>COMPUTING</b></p>	<p><b>We are Programmers</b></p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Use sequence, selection and repetition in programs.</p> <p>Use logical reasoning to explain how simple algorithms work.</p> <p>Select, use and combine a variety of software.</p>		<p><b>We are Word Processors</b></p> <p>Can select, use and combine a variety of software, including internet services, on a range of digital devices to design and create a range of programs, systems and content that can accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p><b>We are Communicators</b></p> <p>Use search technologies effectively.</p> <p>Select, use and combine a variety of software.</p> <p>Use technology safely, respectfully and responsibly.</p>	<p><b>We are Opinion Pollsters</b></p> <p>Understand computer networks including the internet.</p> <p>Understand computer networks including the internet.</p>	<p><b>Using &amp; Applying Skills</b></p>
<p><b>ENRICHMENT – VISITS</b></p>		<p>Church Visit</p>		<p>VISITOR:</p> <p>ROCKS &amp; FOSSILS</p>	<p>GRESSENHALL: Stone Age</p>	<p>Y4 to MFL Workshop at HHS</p>



# Long Term Planner 2019-20

## Year 5/6 - Cycle One

Cross-Curricular links    **Writing opportunities**

Subject	Autumn 1 (6.3 weeks)	Autumn 2 (7.5 weeks)	Spring 1 (6 weeks)	Spring 2 (5.5 weeks)	Summer 1 (5 weeks)	Summer 2 (7.2 weeks)
<b>TOPIC</b>	Victorian Britain	Victorian Britain	The Americas	The Americas	Health, Heart and Fitness	The Mayans
<b>ENGLISH</b>	<b>The Promise</b> - Reading Weeks  <b>Street Child</b> Diary writing Newspaper reports	<b>Moth – Darwin’s theory during Victorian times</b>  Non Chron report	<b>Wonder</b>  Letters	<b>The Journey</b>  Narrative: journey story	<b>Pig Heart Boy</b>  Explanation texts	<b>The Song from Somewhere else</b> Poetry Narrative: dilemma story
<b>MATHS</b>	Y5: Place Value, addition and subtraction  Y6: Place value, addition, subtraction, multiplication and division	Y5: Multiplication and division, statistics, Area and perimeter  Y6: Fractions, position and direction	Y5: Multiplication and division, Fractions, decimals and percentages  Y6: Decimals and percentages, algebra	Y5: Fractions, decimals and percentages  Y6: Measure (converting units), perimeter, area and volume, Ratio	Y5: Decimals, properties of shape  Y6: Properties of shape, statistics	Y5: Measure: converting units, volume  Y6: Problem solving and investigations

<p><b>SCIENCE</b></p>	<p><b>Topic: Electricity – Origins of electrical use in Victorian times</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Topic: Evolution and inheritance</b></p> <p>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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>Topic: Classification – American species</b></p> <p>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>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Topic: The digestive system</b></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Topic: The Human body: circulatory and respiratory system</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p><b>Topic: Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
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<p><b>History/ Geography</b></p>	<p>Who was Queen Victoria? <b>Non-chronological report</b></p> <p>Rich and Poor in Victorian times</p> <p>Crime and punishment</p> <p>The workhouse – <b>Diary entry</b></p>	<p>Inventions and discoveries</p> <p><b>Charles Darwin – Fact file</b></p> <p><b>Victorian Christmas</b></p>	<p><b>North America:</b></p> <p>Countries, cities, rivers and mountain ranges, economy, culture, climate</p> <p>Compare/contrast one area with East Anglia in UK</p>	<p><b>South America</b></p> <p>Countries, cities, rivers and mountain ranges, economy, culture, climate</p> <p>Compare/contrast one area with East Anglia in UK</p>	<p><b>Extreme Earth</b></p>	<p><b>The Mayan civilisation – information page</b></p>	
	<p><b>ART</b></p>	<p><b>Printing</b></p> <p>Inspired by William Morris</p>	<p><b>Printing</b></p> <p>Inspired by William Morris</p>				<p><b>Painting</b></p> <p>Mayan art</p>
	<p><b>DT</b></p>			<p><b>Structures</b></p> <p>Creating 3D models of maps, bridges, mountains</p>	<p><b>Structures</b></p> <p>Creating 3D models of maps, bridges, mountains</p>	<p><b>DT (Cooking &amp; Nutrition):</b></p> <p><b>Creating a healthy locally sourced meal</b></p> <p>Understand and apply the principles of a healthy and varied diet to prepare dishes.</p> <p>Understand seasonality and know where food comes from.</p>	

<p><b>PE</b></p>	<p><b>Invasion games</b></p> <p>Hockey</p> <p>Football</p> <p>Play competitive games with attacking and defending.</p>	<p><b>OAA</b></p> <p>Team Building/Orienteering</p> <p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Dance</b></p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Net/Wall games</b></p> <p>Tennis</p> <p>Badminton</p> <p>Play competitive games.</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Striking and Fielding</b></p> <p>Cricket</p> <p>Rounders</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games.</p>
<p><b>RE</b></p>	<p>What is Prayer? (Three Weeks)</p> <p>How can we Remember the Holocaust? (Three Weeks)</p>	<p>Was Jesus the Messiah?</p>	<p>What do Hindus believe and how does it affect their daily lives?</p>	<p>What did Jesus do to save human beings?</p>	<p>How do Hindus talk about God?</p>	<p>What kind of king is Jesus?</p>
<p><b>MFL</b></p>	<p style="text-align: center;"><b>French</b></p> <p style="text-align: center;">Following the Rigolo Programme</p> <p style="text-align: center;">Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.</p>					
<p><b>MUSIC</b></p>	<p>Recorder</p> <p>Songwriter</p> <p>Charanga - Happy</p>	<p>Recorder</p> <p>Stars, Hide your Fires</p> <p>Charanga - You've Got a Friend</p>	<p>Song Writer</p> <p>Charanga - Happy</p> <p>Recorder</p>	<p>Stars, Hide your Fires</p> <p>Charanga - You've Got a Friend</p> <p>Recorder</p>	<p>Charanga - Happy</p> <p>Recorder</p> <p>Song Writer</p>	<p>Charanga - You've Got a Friend</p> <p>Recorder</p> <p>Stars, Hide your Fires</p>

## Curriculum Skills and Progression Map



<b>COMPUTING</b>	Online safety and responsibility	Scratch	Controlling and programming	Radio Station	3D Modelling	Online safety and responsibility
<b>PSHE/RSE</b>	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
<b>ENRICHMENT – VISITS</b>	Y5 Challenger Bronze Award Y5 Shakespeare in schools Y6 HHS Science Fair	Residential trip to Thorpe Woodlands Y6 to German Market at HHS	Y6 to Drama production at HHS		Leisure centre visit/personal trainer for a Boot camp fitness session	Y5 to French Market at HHS



# Long Term Planner 2018-19

## Year 1/2 - Cycle Two

Cross-Curricular links    Writing opportunities

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks 2 days)	Spring 1 (6 weeks 2 days)	Spring 2 (6 weeks)	Summer 1 (5 weeks - 2 short weeks)	Summer 2 (7 weeks 3 days)
<b>TOPIC</b>	Fairytale Problem Solvers	Mission Space!	Animal Park	Where the Wild Things are	The Rebellion	At the Beach
<b>Enrichment</b>		Stargazing		Holt Country Park		Cromer and How Hill
<b>Possible Texts</b>	<p><b>Texts used as stimulus:</b></p> <p>Each, Peach, Pear, Plum</p> <p>Traditional Fairytales</p> <p>Mixed Up Fairytales</p> <p>Once Upon a Picnic</p>	<p><b>Texts used as stimulus:</b></p> <p>Whatever Next!</p> <p>The way back home</p> <p>Aliens love underpants</p> <p>How to catch a star</p> <p>The man on the moon</p>	<p><b>Texts used as stimulus:</b></p> <p>Dear Zoo</p> <p>Giraffes Can't Dance</p> <p>Rumble in the Jungle</p> <p>Elmer</p>	<p><b>Texts used as stimulus:</b></p> <p>Where the Wild Things Are</p> <p>Gruffalo</p> <p>A Seed in Need</p> <p>Jaspers Beanstalk</p>	<p><b>Texts used as stimulus:</b></p> <p>How to Catch a Dragon.</p> <p>Paperbag Princess.</p> <p>The Knight and the Dragon. <i>The Queen's Knickers.</i></p>	<p><b>Texts used as stimulus:</b></p> <p>At the beach</p> <p>Magic Beach</p> <p>Lucy and Tom at the Seaside</p> <p>Sharing a shell</p> <p>Commotion in the ocean</p>

<p><b>ENGLISH</b></p>	<p><b>Power of reading – Rapunzel</b></p> <p><b>Non – Fiction – Poster</b></p> <p>Make a wanted poster for the villains in the story.</p> <p><b>Fiction – Alternative Fairytales</b></p> <p>Rewrite a chosen fairytale with an alternative twist.</p> <p><b>Non-Fiction – Instructions</b></p> <p>Write instructions for Hansel and Gretal’s Dad to get to the Gingerbread Cottage.</p>	<p><b>Power of reading – Beegu</b></p> <p><b>Non-Fiction – Letter Writing</b></p> <p>Write a letter to say goodbye to Beegu.</p> <p><b>Fiction – Poetry</b></p> <p>Write a space poem, using descriptive language</p> <p><b>Non-Fiction – Newspaper Report</b></p> <p>Write a newspaper report to tell the world about the first moon landing!</p>	<p><b>Power of reading – Poems to perform</b></p> <p><b>Fiction – Poetry</b></p> <p>Perform a poem to the rest of the class.</p> <p><b>Fiction – Predictable and patterned language</b></p> <p>Write repetitive text using Dear Zoo or Brown Bear, Brown Bear as a model.</p> <p><b>Non-Fiction – Animal Fact Sheet</b></p> <p>Create a class book detailing how to look after all the animals at the park. Write a fact sheet for each one with all the essential information on it.</p>	<p><b>Power of reading – Where the Wild Things Are</b></p> <p><b>Fiction – Description</b></p> <p>Write a setting description for the island of the Wild Things</p> <p><b>Fiction – Description</b></p> <p>Write a detailed description of one of the ‘Wild Things.’</p> <p><b>Non-Fiction – Recount</b></p> <p>Write a recount of the trip to Holt Country Park.</p>	<p><b>Power of reading – The adventures of the egg box</b></p> <p>Write an invitation to the tea party.</p> <p><b>Fiction – Storytelling</b></p> <p>Use the storytelling prompts to write a fantasy story about the ruins that have been found.</p> <p><b>Non-Fiction – Non-Chronological report</b></p> <p>Write a report for Norfolk County Council about ‘Life in the Castle’ they have discovered.</p>	<p><b>Power of reading – 10 things I can do to help my world.</b></p> <p><b>Non-Fiction – Information Book</b></p> <p>Write a zig-zag book of 10 things that school can do to help our world.</p> <p><b>Non-Fiction – Persuasive Text</b></p> <p>Write a piece to persuade tourists to look after our beaches and protect the wildlife.</p> <p><b>Fiction – Poetry</b></p> <p>Write a seaside poem using the senses.</p>
<p><b>MATHS</b></p>	<p><b>Coverage areas: Both Year Groups</b></p> <p>Number and Place Value Addition and Subtraction <b>Year 2</b> Shape <b>Year 1</b> Measurement</p>	<p><b>Coverage areas: Both Year Groups</b></p> <p>Number and Place Value Measurement <b>Year 2</b> Multiplication and Division Statistics <b>Year 1</b> Addition and Subtraction Geometry – Position and Direction</p>	<p><b>Coverage areas: Both Year Groups</b></p> <p>Addition and Subtraction <b>Year 2</b> Money Time <b>Year 1</b> Multiplication and Division Measurement</p>	<p><b>Coverage areas: Both Year Groups</b></p> <p>Multiplication and Division <b>Year 2</b> Fractions Reasoning <b>Year 1</b> Addition and Subtraction Measurement</p>	<p><b>Coverage areas: Year 2</b></p> <p>Geometry Reasoning <b>Year 1</b></p> <p>Number and Place Value Addition and Subtraction Multiplication and Division Fractions Geometry – Properties of shape</p>	<p><b>Coverage areas: Year 2</b></p> <p>Reasoning <b>Year 1</b></p> <p>Number and Place Value Addition and Subtraction Multiplication and Division Fractions Measurement</p>



<p><b>SCIENCE</b> – see objectives</p> <p>Working Scientifically in each topic</p>	<p><b>Topic:</b></p> <p><b>Character Creation</b></p> <p>Animals - Identify, name, draw, and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Topic:</b></p> <p><b>Rockets</b></p> <p>Materials – Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p>	<p><b>Topic:</b></p> <p><b>Animal Study</b></p> <p>Animals – Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe and compare the structure of a variety of common animals.</p>	<p><b>Topic:</b></p> <p><b>Growing Plants</b></p> <p>Plants - Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Topic:</b></p> <p><b>Castles</b></p> <p>Materials – Describe some physical properties of a variety of everyday materials.</p>	<p><b>Topic:</b></p> <p><b>Sealife Study</b></p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
<p><b>TOPIC</b> –</p> <p>History/ Geography</p>	<p><b>History:</b></p> <p><b>Brothers Grimm Study</b></p> <p>The lives significant individuals in the past who have contributed to national and international achievement.</p> <p><b>Brothers Grimm plaque title- literacy</b></p> <p>(Inquiry)</p>	<p><b>History:</b></p> <p><b>Moon Landing</b></p> <p>Significant historical events.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Newspaper report/poetry- literacy</b></p> <p>(Inquiry)</p>	<p><b>Geography</b></p> <p><b>Animal Habitats</b></p> <p>Understand geographical similarities and differences through studying the human and physical differences – UK and non-European.</p> <p>Animal fact file - literacy</p>	<p><b>Geography:</b></p> <p><b>Wild Landscape</b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary.</p> <p>Hot/cold places poster - literacy</p>	<p><b>History</b></p> <p><b>The Royal Family</b></p> <p>Changes within living memory.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Report about life at Norwich Castle - literacy</b></p> <p>(Inquiry)</p>	<p><b>Geography:</b></p> <p><b>Seaside Mapping</b></p> <p>Use basic geographical vocabulary.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>Devise a simple map.</p> <p>Poetry about seaside – literacy</p> <p>Persuasive text about seaside - literacy</p>

<p><b>ART</b></p>			<p><b>Animal Patterns</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Artist Study</b></p>		<p><b>Dragon Sculpture</b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p><b>Seaside Art</b></p> <p>Use a range of materials creatively to design and make products.</p> <p><b>Artist Study</b></p>
<p><b>DT</b></p>	<p><b>Cooking and Nutrition</b></p> <p>Tea Party</p> <p>Understand where food comes from – Food around the world.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p><b>Rocket Crawler</b></p> <p>Design, Make, Evaluate.</p> <p>Technical knowledge – Mechanisms: Wheels and Levers</p>		<p><b>Make a Boat</b></p> <p>Design, Make, Evaluate.</p> <p>Technical knowledge – Building structures - Strength and stability</p>		
<p><b>PE</b></p>	<p><b>Gym</b></p> <p>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.</p>	<p><b>Dance</b></p> <p>Perform dances using simple movement patterns.</p>	<p><b>Gym</b></p> <p>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.</p>	<p><b>Dance</b></p> <p>Perform dances using simple movement patterns.</p>	<p><b>Games</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Team games</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
<p><b>RE</b></p>	<p><b>Christianity:</b></p> <p>What is the Good News that Jesus brings?</p>	<p><b>Christianity:</b></p> <p>What can we learn about Jesus from the Nativity Story?</p>	<p><b>Thematic Unit:</b></p> <p>Where is the religion around us?</p>	<p><b>Judaism:</b></p> <p>Why do Jews celebrate Passover (Pesach)?</p>	<p><b>Thematic Unit:</b></p> <p>How does celebration bring a community together?</p>	<p><b>Thematic Unit:</b></p> <p>How does celebration bring a community together?</p>

<p><b>MUSIC</b></p>	<p><b>Charanga - Rhythm in the way we walk</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><b>Alien sounds</b></p> <p>Play tuned and untuned instruments musically.</p>	<p><b>BBC Ten Pieces - No Place Like</b></p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music..</p>	<p><b>BBC Ten Pieces - 'Mars' from 'The Planets'</b></p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p><b>Charanga - Friendship Song</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p><b>BBC Ten Pieces - Lark Ascending</b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music..</p>
<p><b>COMPUTING</b></p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Recognise common uses of information technology beyond school.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>



# Long Term Planner 2018-19

## Year 3/4 - Cycle Two

Cross-Curricular links    Writing opportunities

Subject	Autumn 1 (5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
<b>Guided Reading</b>	The Firework Maker's Daughter	The Iron Man	The Butterfly Lion	The Lion, The Witch & The Wardrobe	Who Let the Gods Out?	Fantastic Mr Fox
<b>ENGLISH</b>	<p><b>Reading Week Text</b></p> <p>Year 3:</p> <p><b>The Green Ship</b></p> <p>Story maps, character description, setting description, poetry &amp; persuasive writing</p> <p><b>Lower group Y1/2 text- Claude in the City</b></p> <p>Character descriptions, City Poems Storymapping, Postcard in role, Guide Book for the Museum, Newspaper Reports, Doctor's report, Own Claude story in an alternative setting</p> <p>Year 4:</p>	<p>Year 3:</p> <p><b>The Ice Palace</b></p> <p>Poetry, instructions, recount, non-chronological report, writing in role, captions, narrative ending</p> <p>Year 4:</p> <p><b>Pugs of the Frozen North</b></p> <p>Poetry about the Kraken, mythological creature abduction recount, Short stories for grandpa</p>	<p>Year 3:</p> <p><b>The Ice Bear</b></p> <p>Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter</p> <p>Year 4:</p> <p><b>Arthur and the Golden Rope</b></p> <p>Persuasive letter writing, poetry, Script for advertisement about Iceland, newspaper recounts, journal writing, research about Iceland</p>	<p>Year 3:</p> <p><b>The Pebble in my pocket</b></p> <p>Non-chronological reports, drafting and editing, poetry, writing in role, diary entries, creative writing, letter</p> <p>Year 4:</p> <p><b>Ug: Boy Genius of the Stone Age</b></p> <p>Procedural: Script, Instructions, Postcard Information Writing, Recount, Comic Strip, Persuasive Speech, Advertisement, Poetry</p>	<p>Year 3:</p> <p><b>Tales of Wisdom and wonder</b></p> <p>Poetry, story maps, fact files, instructions, writing in role, descriptive writing, book making, diary entry</p> <p>Year 4:</p> <p><b>Fox</b></p> <p>Senses poetry, captions, information text about foxes, writing about fox habitats, writing in role</p>	<p>Year 3:</p> <p><b>The Great Kapok Tree</b></p> <p>Poetry, explanation, debate, report, writing in role, argument, playscript, narrative</p> <p>Year 4:</p> <p><b>James and the Giant Peach</b></p> <p>Character descriptions</p> <p>Setting descriptions</p> <p>Diary entry</p> <p>Playscripts</p>

## Curriculum Skills and Progression Map

	<p><b>Pugs of the Frozen North</b></p> <p>Diary entry, recounts, non-chronological reports about pugs, Bonfire Night poetry, An event programme</p>					
<b>MATHS</b>	<p>Coverage areas:</p> <p>Yr3 – Place value; addition and subtraction</p> <p>Yr4 – Place value; addition and subtraction; perimeter</p>	<p>Coverage areas:</p> <p>Yr3 – Number properties; multiplication and division</p> <p>Yr4 – Number properties; multiplication and division; area</p>	<p>Coverage areas:</p> <p>Yr3 – Properties of fractions and decimals; time</p> <p>Yr4 – Properties of fractions and decimals; time</p>	<p>Coverage areas:</p> <p>Yr3 – Properties of shape; angles</p> <p>Yr4 – Properties of shape; angles; co-ordinates</p>	<p>Coverage areas:</p> <p>Yr3 – Data handling; money</p> <p>Yr4 – Data handling; transformations; units of measure</p>	<p>Coverage areas:</p> <p>Yr3 – Solving problems with measures</p> <p>Yr4 – Solving problems with measures</p>

<b>SCIENCE</b>	<p>Topic: <b>Digestion</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p>	<p>Topic: <b>Humans &amp; Animals</b></p> <p>Construct and interpret a variety of food chains, energy chains and food webs, identifying producers, predators and prey</p>	<p>Topic: <b>Light</b></p> <p>Recognise that we need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change</p>	<p>Topic: <b>Electricity</b></p> <p>Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Topic: <b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Topic: <b>Biodiversity &amp; The Environment</b></p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

<p><b>TOPIC –</b> history/ geography</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world: <b>Ancient Greeks</b> (Inquiry)  Writing your own Greek myth - literacy</p>	<p><b>Our European Neighbours</b> locate Europe on a world map and find out about its features, identify and locate countries in Europe, identify European countries according to their features, identify the major capital cities of Europe, compare two European capital cities, human and physical features of a European country.  European country fact file text - literacy</p>	<p>Britain’s settlement by Anglo-Saxons &amp; Scots/Anglo-Saxon and Viking struggle for the Kingdom of England in the time of Edward the Confessor:  <b>Anglo Saxons &amp; Vikings</b>  Diary entry - literacy  (Inquiry)</p>	<p><b>Local geography/ history (Depth Study linked to Anglo Saxons) Sutton Hoo.</b> Learn about the location of Sutton Hoo. Calculate the distance from Horsford to Sutton Hoo. Learn about the types of settlements, consider the impact of such a historic sight being nearby, investigate the people and events that took place near where they live and develop a sense of historical curiosity about their area and a sense of place  Sutton Hoo information text - literacy</p>	<p><b>Settlements</b>  Explain why settlements develop in certain locations, use maps to identify settlements built by invaders, compare land use in different settlements, use maps to identify links between settlements,  create a map of a settlement  Persuasive text arguing for a specific settlement - literacy</p>	<p>The Roman Empire and its impact upon Britain:  <b>Romans</b>  Country fact file for soldier – Geography  Letter from a Roman soldier - literacy</p>
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<p style="text-align: center;"><b>ART</b></p>	<p style="text-align: center;">Art</p> <p style="text-align: center;">Pottery inspired by Greeks</p> <p>To produce creative work, exploring their ideas and recording their experiences To become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [clay]</p>		<p style="text-align: center;">Art</p> <p style="text-align: center;">Sketching skills</p> <p style="text-align: center;">Designing and creating Anglo Saxon shields</p> <p>To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>To produce creative work, exploring their ideas and recording their experiences</p> <p>To evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		<p style="text-align: center;">Art</p> <p style="text-align: center;">Portraits</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, looking at portraits created by Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol</p> <p>To improve their mastery of art and design techniques</p> <p>To draw different settlements</p>	



<p>DT</p>		<p>DT</p> <p>Autumn crafts/seasonal pop-up books</p> <p>To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. To critique, evaluate and test their ideas and products and the work of others</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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>DT Cooking &amp; Nutrition</p> <p>Cereal bars with raisins</p> <p>To understand and apply the principles of nutrition and learn how to cook.</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>DT</p> <p>Roman Catapults</p> <p>Roman mosaics</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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>
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<p><b>PE</b></p>	<p>Invasion games Hockey Football Tag rugby Play competitive games with attacking and defending</p>	<p>OAA Team Building/Orienteering Take part in outdoor and adventurous activity challenges both individually and within a team. Gymnastics Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Dance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Net/Wall games Tennis Badminton Play competitive games</p>	<p>Athletics 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>	<p>Striking and Fielding Cricket Rounders Use running, jumping, throwing and catching in isolation and in combination. Play competitive games</p>
<p><b>RE</b></p>	<p>What do Muslims believe and how does it affect their daily lives?</p>	<p>How do Christians bring hope to others?</p>	<p>How do Muslims talk about God?</p>	<p>What is it like to follow God?</p>	<p>When Jesus left, what was the impact of Pentecost?</p>	<p>What does it mean to be a pilgrim?</p>
<p><b>LANGUAGES</b></p>	<p style="text-align: center;">German Following the Early Start Programme Listen to spoken language and join in and respond, explore patterns and sounds through songs and rhyme, engage in conversation and speak in sentences.</p>					

<p><b>MUSIC</b></p>	<p>Let your spirit fly</p>	<p>Songs in preparation for Christmas Production</p>	<p>Three Little Birds</p>	<p><a href="#">The Dragon Song – Links to Anglo Saxon myths</a></p>	<p>Bringing us Together</p>	<p>Reflect, Rewind, Replay</p>
<p><b>COMPUTING</b></p>	<p>We are software developers</p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems to solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>We are musicians</p> <p>To select, use and combine a variety of software, including internet services, on a range of digital devices to design and create music</p>	<p>We are HTML editors</p> <p>To 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>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>We are animators</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	
<p><b>ENRICHMENT – VISITS</b></p>	<p>The Hobbit Performance</p>	<p>Visitors:</p> <p>Dog’s Trust - Dogs at War</p> <p>Archaeologist visit</p> <p>Church visit</p>	<p><a href="#">Anglo Saxon/Vikings trip</a></p>		<p><a href="#">Roman Day</a></p>	



# Long Term Planner 2018-19

## Year 5/6 - Cycle Two

Cross-Curricular links    Writing opportunities

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>TOPIC</b>	Rainforests	WW1	Stargazers	Floodland	Kingdom	Ancient Egyptians
<b>ENGLISH</b>	<b>The Explorer</b> Letters Diaries Descriptions	<b>War Horse</b> Recounts Letters Poetry	<b>Cosmic</b> Character and setting descriptions Letters Dialogue	<b>Floodland</b> Setting and character descriptions Diaries Narrative - stories set in future	Short story: Raiders  Narrative- portal stories	<b>Secrets of the Sun King</b>  Diaries Letters
<b>MATHS</b>	<b>Coverage areas:</b> Yr5 – place value, addition and subtraction, perimeter.  Yr6 – place value, 4 operations, algebra	<b>Coverage areas:</b> Yr5 – number properties, multiplication and division, area  Yr6 – number properties, multiplication and division, area and volume	<b>Coverage areas:</b> Yr5 – fractions, decimals, percentages  Yr6 - fractions, decimals, percentages, ratio and proportion	<b>Coverage areas:</b> Yr5 – shape, angles, coordinates  Yr6 – shape (inc. angles), transformations, coordinates, measure, data	<b>Coverage areas:</b> Yr5 – fractions, decimals and percentages  Yr6 - Revision	<b>Coverage areas:</b> Yr5 – properties of shape, angles  Yr6 – Enterprise Project

<p><b>SCIENCE</b></p>	<p><b>Topic: Living things and their habitats –</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p><b>Topic: Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>Topic: Earth Space</b></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p><b>Topic: properties and changes of materials</b></p> <p>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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic.</p>	<p><b>Topic: properties and changes of materials</b></p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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><b>Topic: Animals including humans</b></p> <p>Describe the changes as humans develop to old age.</p>
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<p><b>TOPIC –</b> history/ geography</p>	<p><b>Rainforest</b> identify areas of the world containing rainforests, describe the key aspects of a tropical climate, describe and understand the features of the layers of a rainforest, describe the animals and plants living in the rainforest, compare the Amazon rainforest with other forests, deforestation</p>	<p>A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: <b>WW1</b> (Inquiry)  <b>Letters</b></p>	<p>A study of an aspect or theme of history that extends pupils chronological knowledge beyond 1066: <b>WW1</b> (Inquiry)  <b>Diary entries</b></p>	<p><b>UK Geography (including rivers)</b> identify and describe key geographical features of the United Kingdom, identify and locate the counties, towns &amp; cities of the United Kingdom, find out about the hills, mountains, seas &amp; coast of the UK, identify and explore the major rivers of the UK, find out about rivers and how they erode, transport and deposit materials  Fact file about a region of the UK</p>	<p>The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study: <b>Ancient Egypt</b> (Inquiry)  <b>Diary entries</b></p>	<p>The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared and a depth study: <b>Ancient Egypt</b> (Inquiry)  <b>Fact files about Egyptian artefacts</b></p>
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## Curriculum Skills and Progression Map

<p><b>ART</b></p>	<p>Drawing: Rainforest pictures</p>	<p>Painting: creating paintings depicting WW1 battlefields, mixing paint, silhouettes</p>	<p>Famous artists: the works of Peter Thorpe Space Art</p>	<p>Painting and drawing landscapes</p>		<p>Egyptian art: scaled drawings, tomb paintings, jewellery</p>
<p><b>DT</b></p>		<p>Designing and making a trench in a shoe box</p>		<p>Cooking: making different types of bread and cakes</p>	<p>£D maps of regions of the UK</p>	
<p><b>PE</b></p>	<p><b>Invasion games</b> Tag rugby, netball, korfball, hockey  Play competitive games with attacking and defending.</p>	<p><b>Dance</b>  Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best  <b>PE - Gymnastics</b>  Develop flexibility, strength, technique, control and balance.</p>	<p><b>PE - Gymnastics</b>  Develop flexibility, strength, technique, control and balance.</p>	<p><b>OAA</b>  Team Building/Problem solving &amp; Orienteering</p>	<p><b>Athletics</b>  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>	<p><b>Striking and Fielding</b>  Cricket/Rounders  Use running, jumping, throwing and catching in isolation and in combination.  Play competitive games.  <b>Net/Wall Games</b>  Tennis/Badminton  Play competitive games</p>

<p><b>RE</b></p>	<p>Why is there suffering?</p>	<p>What does it mean if God is holy and loving?</p>	<p>Creation and Science: Confliction or complimentary?</p>	<p>What does the Resurrection mean to Christians?</p>	<p>Does religion bring peace or conflict?</p>	<p>Can I have an informed conversation about faith and belief?</p>	
<p><b>LANGUAGES</b></p>	<p style="text-align: center;"><b>French</b></p> <p style="text-align: center;">Following the Rigolo Programme:</p> <p style="text-align: center;">Broaden their vocabulary through using a dictionary, write phrases from memory and describe people, places things and actions orally and in writing and understand basic grammar.</p>						
<p><b>MUSIC</b></p>	<p>A - Recorder B - Charanga: Livin on a prayer C - Charanga: Classroom Jazz</p>	<p>A - Recorder B - Charanga: The Fresh Prince of Belair C - Charanga: Dancing in the Street</p>	<p>B - Recorder C - Charanga: Livin on a Prayer A - Charanga: Classroom Jazz</p>	<p>B - Recorder C - Charanga: The Fresh Prince of Belair A - Charanga: Dancing in the Street</p>	<p>C - Recorder A - Charanga: Livin on a Prayer B - Charanga: Classroom Jazz</p>	<p>C - Recorder A - Charanga: The Fresh Prince of Belair B - Charanga: Dancing in the Street</p>	
<p><b>COMPUTING</b></p>	<p style="text-align: center;"><b>We are Cryptographers</b></p> <p>Can 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>Can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p style="text-align: center;"><b>Spreadsheets (Twinkl) Excel</b></p> <p>Introduce and familiarise with spreadsheets using given templates. Enter and edit text and numbers in cells and use SUM formula; begin formatting cells. Begin to use the SUM function for specific a purpose, such as calculating a League Table. Order data using the Sort function and produce a graph to present the data. -Pupils will create totals and averages for existing data; sort according to either column then add or edit the data by following instructions. Begin to</p>		<p style="text-align: center;"><b>Code.org</b></p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Solve problems by decomposing them into smaller parts. Use logical</p>		<p style="text-align: center;"><b>We are Bloggers</b></p> <p>Can 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>Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>



	<p>Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>understand the benefit of automatic recalculation when editing.</p> <p>-Pupils are given an investigation where the solution to a problem is best calculated using a spreadsheet. They must use prior knowledge and skills to find the best solution.</p> <p>-Pupils are given a list of possible items and prices, along with a maximum spending budget. They must choose items for a party, calculate quantities and totals within the set budget for a given number of people. -After a recap of the skills taught so far, and the potential use for a spreadsheet, pupils are given an open-ended challenge to design their own.</p>	<p>reasoning to explain how some simple algorithms work.</p> <p>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>Can select, use and combine a variety of software, including internet services, on a range of digital devices to design and create a range of programs, systems and content that can accomplish given goals, including collecting analysing, evaluating and presenting data and information.</p> <p>Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>(If time <b>Film Making</b>- Twinkl)</p>		
<p><b>ENRICHMENT – VISITS</b></p>	<p>Mini Monsters workshop: visit to school . An interactive talk and display</p> <p>Y5s: Shakespeare in schools</p>	<p><a href="#">WW1 Exhibition of art, music, writing and DT</a></p> <p>Y6: Stem day and visit to German Christmas Market at Hellesdon High School</p>	<p>The Planetarium: visit to school by a mobile planetarium</p> <p>Y6: visit to see Peter Pan at Hellesdon High School</p>	<p>Cracking the Anglo Saxon Code: introduction to the topic through a code breaking activity</p>	<p><a href="#">A Letter in a bottle: to introduce the topic</a></p>	<p><a href="#">Visit to British Museum, London to see the Egyptian collection</a></p>