

# Forest Lodge Academy

## Connected Curriculum

At Forest Lodge Academy we link our curriculum subjects together through a topic based approach which we call the Connected Curriculum. The topics we teach cover wide and varied themes.

We encourage the children to contribute and lead their learning by getting them to make suggestions and offering their ideas when planning our connected curriculum.

We also make sure that we take every opportunity to take the children on trips and visits to bring the learning alive, make it fun and memorable.

Learning and achievement drives everything that we do at Forest Lodge Academy. Our role, in partnership with parents, is to build the foundations for a successful education, to enable each child to discover the joy of learning, to help them to fulfil every aspect of their potential and to encourage their growth into effective citizens, ready to play their part in the world and their community.

We want all our children to experience success and enjoy their learning when at school. We aim to achieve this through high standards of teaching within a happy, structured and caring environment. While following the National Curriculum (2014), we ensure our children enjoy their learning by encouraging creativity and links across curriculum areas wherever possible. Through a rich and engaging curriculum, we motivate our learners to accumulate skills for life: children are encouraged to learn through enquiry and curiosity, drawing on real-life experiences to develop their skills as well as their knowledge.

Although the pages on our website will give you an insight of learning at Forest Lodge Academy, we believe the best way to get a real taste of learning is by joining the learning journey your children are taking.

If you would like to find out more about the way different subjects are approached and taught, please do not hesitate to speak to your child's class teacher or come and visit us. We also run a parent afternoon on a range of topics throughout the year, please come and join us.

If you are interested in finding out more about your child's Connected Curriculum topics, please speak to their class teacher. All year groups will send home a curriculum newsletter which outlines the chosen topic and skills that are being taught that term – these will be uploaded to the Year Group pages on the website.

If you are interesting in finding out more about the Curriculum at Forest Lodge Academy, please contact Mrs Malik (Deputy Head) via the main school office.

# Forest Lodge Community Primary School

## Connected Curriculum Long term plan 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Let's Pretend Fairy Tales	Animals	Dinosaurs	Growth	Into the Woods	Pirates/Treasure Under the sea
	People who help us	Celebrations	Superheroes, Space & Aliens	Minibeasts	Traditional Tales	Transport
Reception	Let's Pretend Fairy Tales	Animals	Dinosaurs	Growth	Into the Woods	Pirates/Treasure Under the sea
	People who help us	Celebrations	Superheroes, Space & Aliens	Minibeasts	Traditional Tales	Transport
Year 1	Animal Kingdom	Whatever the weather	Time travellers	Material World	Around the World (in 80 days)	Blooming Marvellous
Year 2	Amazing animals	Fantastic Festivals	Fantasy World	Blast Off	Castles & Knights	Castles & Knights
Year 3	Extreme Earth (Volcanoes, Tornadoes)	Dinosaurs	Early Man & Stone Age	Chocolate	Ancient Civilisation	Game Zone (Digital gaming & coding)
Year 4	London	Goosebumps	Rio and the Rainforest	Rio and the Rainforest	Romans	Investigators
Year 5	Big Hero	Space	Groovy Greeks	Vikings & Anglo Saxons	The Holiday Show	The Holiday Show
Year 6	Polar Explorers	Frankenstein	Harry potter	World War 2 (local study)	Dilemmas	Evolution

# Forest Lodge Academy

## Connected Curriculum Long term plan 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Let's Pretend Fairy Tales	Animals	Dinosaurs	Growth	Into the Woods	Pirates/Treasure Under the sea
	During this topic we will be: Listening to and retelling fairy tales and traditional tales. Role playing the different fairy tales. Building confidence and language skills. Learning to take turns and share. Singing number rhymes. Beginning to recognise our names.	During this topic we will be: Finding out about different kinds of animals and where they live. Finding out how to look after animals and keep them happy and healthy. Looking at animals and their young. Counting objects to 5. Enjoy stories and learn new rhymes. Make marks for our names.	During this topic we will be: Naming different dinosaurs and looking at their features. Labelling their body parts. Exploring what they eat and where they lived. Looking closely at dinosaur bones and how they go together. Counting objects to 10. Talk about pictures in books. Sing rhymes with confidence alone or in a group. Begin to separate marks in our names.	During this topic we will be: Talking about our bodies and how we change from a baby to a child. Planting seeds and watching them grow. Naming the parts of a plant and what they need to help them grow. Reading stories like Jack and The Beanstalk and Jaspers Bean Visiting the garden centre. Counting in order and with accuracy to 10. Join in repeated phrases from stories. Copy letters of our names.	During this topic we will be: Reading lots of stories about bears and the woods. Having a picnic with our teddies. Role playing with bears through stories such as Goldilocks. Making maps for bear hunting. Beginning to recognise numerals in the environment. Begin to recall parts of a story. Write a recognisable form of our name from memory.	During this topic we will be: Exploring creatures that live under the sea. Listening to the sounds of the sea. Pretending we are pirates and balancing on a plank! Using the story of The Rainbow Fish to reinforce being a kind friend. Making pirate ships out of boxes. Recognise numerals to 5 and counting beyond 10. Recall and retell parts of a story in sequence Make own representations of people and objects.
	People who help us	Celebrations	Superheroes, Space & Aliens	Minibeasts	Traditional Tales	Transport
	During this topic we will be: Finding out about the different jobs that people do and thinking about what we would like to do when we grow up. Building confidence and language skills. Learning to take turns and share. Singing number rhymes. Beginning to recognise our names.	During this topic we will be: Finding out when our birthday is and how we all celebrate it. Learning about different celebrations and how different cultures celebrate them. Counting objects to 5. Enjoy stories and learn new rhymes. Make marks for our names	During this topic we will be: Naming different planets. Dressing up as our favourite super hero. Designing super hero capes and rockets. Looking at rockets and space travel. Reading lots of books about aliens and astronauts. Counting objects to 10. Talk about pictures in books. Sing rhymes with confidence alone or in a group. Begin to separate marks in our names.	During this topic we will be: Going on a minibeast hunt. Reading lots of stories about our favourite minibeasts. Looking at how they grow and change. Labelling different minibeasts. Creating snail and butterfly art. Counting in order and with accuracy to 10. Join in repeated phrases from stories. Copy letters of our names.	During this topic we will be: Reading and reciting traditional tales such as The Little Red Hen, The Gingerbread Man, The Three Little Pigs, The Three Billy Goats Gruff and The Little Red Riding Hood. Creating drama based on our favourite stories. Beginning to recognise numerals in the environment. Begin to recall parts of a story. Write a recognisable form of our name from memory	During this topic we will be: Looking at the different types of transport. Making our own cars and designing number plates. Exploring sea, land and air transport. Looking at the importance of emergency transport. Recognise numerals to 5 and counting beyond 10. Recall and retell parts of a story in sequence. Make own representations of people and objects.

Reception	Let's Pretend Fairy Tales	Animals	Dinosaurs	Growth	Into the Woods	Pirates/Treasure Under the sea
	<p>During this topic we will be: Listening to and retelling fairy tales and traditional tales. Role playing the different fairy tales. Learning to write our name. Learning some simple sounds and how to write the first sound in words. Naming 2D shapes and numbers up to 10. Learning to take turns and share.</p>	<p>During this topic we will be: Finding out about different kinds of animals and where they live. Finding out how to look after animals and keep them happy and healthy. Looking at animals and their young. Learning how to read and write simple words. Learning to count to 10 and beyond.</p>	<p>During this topic we will be: Naming different dinosaurs and looking at their features. Labelling their body parts. Exploring what they eat and where they lived. Looking closely at dinosaur bones and how they go together. Learning to read simple sentences. Having a go at writing simple sentences and putting finger spaces between our words. Naming 3D shapes.</p>	<p>During this topic we will be: Talking about our bodies and how we change from a baby to a child. Planting seeds and watching them grow. Naming the parts of a plant and what they need to help them grow. Reading stories like Jack and The Beanstalk and Jaspers Bean Visiting the garden centre. Learning to read simple sentences. Having a go at writing simple sentences using finger spaces and full stops. Naming 3D shapes and their properties. Counting to 20 and saying one more and one less.</p>	<p>During this topic we will be: Reading lots of stories about bears and the woods. Having a picnic with our teddies. Role playing with bears through stories such as Goldilocks. Making maps for bear hunting. Reading and writing sight words correctly. Starting to add 2 groups of objects together. Solving problems including doubling, halving and sharing. Creating repeating patterns.</p>	<p>During this topic we will be: Exploring creatures that live under the sea. Listening to the sounds of the sea. Pretending we are pirates and balancing on a plank! Using the story of The Rainbow Fish to reinforce being a kind friend. Making pirate ships out of boxes. Taking away one amount from another. Ordering numbers to 20. Writing sentences that can read by ourselves. Writing sentences using full stops, finger spaces and sometimes a capital letter.</p>
	People who help us	Celebrations	Superheroes, Space & Aliens	Minibeasts	Traditional Tales	Transport
	<p>During this topic we will be: Finding out about the different jobs that people do and thinking about what we would like to do when we grow up. Learning to write our name. Learning some simple sounds and how to write the first sound in words. Naming 2D shapes and numbers up to 10. Learning to take turns and share.</p>	<p>During this topic we will be: Finding out when our birthday is and how we all celebrate it. Learning about different celebrations and how different cultures celebrate them. Learning how to read and write simple words. Learning to count to 10 and beyond. Naming 2D shape properties</p>	<p>During this topic we will be: Naming different planets. Dressing up as our favourite super hero. Designing super hero capes and cuffs. Looking at rockets and space travel. Reading lots of books about aliens and astronauts. Learning to read simple sentences. Having a go at writing simple sentences and putting finger spaces between our words. Naming 3D shapes.</p>	<p>During this topic we will be: Going on a minibeast hunt. Reading lots of stories about our favourite minibeasts. Looking at how they grow and change. Labelling different minibeasts. Creating snail and butterfly art. Learning to read simple sentences. Having a go at writing simple sentences using finger spaces and full stops. Naming 3D shapes and their properties. Counting to 20 and saying one more and one less.</p>	<p>During this topic we will be: Reading and reciting traditional tales such as The Little Red Hen, The Gingerbread Man, The Three Little Pigs, The Three Billy Goats Gruff and The Little Red Riding Hood. Creating drama based on our favourite stories. Counting to 20 and back again. Reading and writing sight words correctly. Starting to add 2 groups of objects together. Creating repeating patterns.</p>	<p>During this topic we will be: Looking at the different types of transport. Making our own cars and designing number plates. Exploring sea, land and air transport. Looking at the importance of emergency transport. Taking away one amount from another. Ordering numbers to 20. Writing sentences that can read by ourselves. Writing sentences using full stops, finger spaces and sometimes a capital letter.</p>

Year 1	Animal Kingdom	Whatever the weather	Time travellers	Material World	Around the World (in 80 days)	Blooming Marvellous
	<p><u>Science</u> - I can identify common animals - I can identify and name common animals that are carnivores herbivores and omnivores. - I can describe and compare the structure of common animals - I can identify and name and label basic parts of the human body and same which sense they are associated with.</p> <p><u>Music</u> - Make and combine sounds</p> <p><u>ICT</u> - I can complete a simple task on a computer or tablet.</p> <p><u>History</u> - I can explain how I can change when I am born</p> <p><u>PE</u> - Fundamental movement skills</p>	<p><u>Music</u> - Listen and understand music and songs - I can use instruments to perform - I can clap short patterns - I can make a sequence of sounds - I can respond to different moves in music</p> <p><u>ICT</u> - I can start to understand that some work is online.</p> <p><u>Art</u> - I can create moods in artwork - I can name primary and secondary colours - I can use IT to create a picture</p> <p><u>PE</u> - To copy a sequence and repeat them - To roll, curl, travel and balance in different ways</p> <p><u>Science</u> - I can observe changes across the seasons - I can observe and describe weather associated with the seasons. - I know that the day length varies in each season.</p> <p><u>Geography</u> - I can keep a weather chart - I can explain some of the main things that are in hot and cold places - I can explain clothes that I would wear in hot and cold places - I can explain how weather changes throughout the year.</p>	<p><u>ICT</u> - I understand that some information is private - I know I can tell an adult if something worries me online.</p> <p><u>History</u> - I can recognise that some objects belong to the past - I can explain how some people have helped us - I can ask and answer questions about old and new objects - I can spot old and new things in pictures - I can explain what an object from the past might have been used for.</p> <p><u>PE</u> - Parachute games</p> <p><u>Geography</u> - I can name the 4 countries of the UK and locate them on the map - I can name some main towns and cities</p>	<p><u>DT</u> I can use my own ideas to make something. I can describe how something works</p> <p><u>Art</u> I can cut, roll and coil materials</p> <p><u>PE</u> To throw and catch with both hands To throw and kick in different ways</p> <p><u>Science</u> I can distinguish between an object and the material it is made from - I can identify and name everyday materials - I can describe physical properties of everyday materials. - I can compare and group everyday materials</p>	<p><u>DT</u> I can make a product which moves. I can make my model stronger. I can explain how I want to make my product. I can chose appropriate resources I can make a simple plan.</p> <p><u>ICT</u> I follow instructions to make something happen so it works. I can control the movement of a floor turtle I can use one or more command.</p> <p><u>PE</u> To hit a ball with a bat</p> <p><u>Geography</u> - I can name some main towns and cities</p>	<p><u>Music</u> - I can say whether I like or dislike a piece of music. I can choose sounds I can follow instructions about when to plan and sing.</p> <p><u>Art</u> I can show how people feel in paintings and drawings I can describe art I can ask questions about art</p> <p><u>PE</u> Athletics</p> <p><u>Science</u> I can identify and name a variety of plants and trees I can identify the basic structure of plants and trees</p>

Year 2	Amazing animals	Fantastic Festivals	Fantasy World	Blast Off	Castles & Knights	Castles & Knights
	<p>Explore and compare the differences between things that are living or dead (Science)</p> <p>Describe how animals obtain their food from plants and other animals. Food Chain. (Science)</p> <p>Describe the basic needs of plants and animals (Science)</p> <p>Know what a habitat is (Science)</p> <p>Name and locate world continents and oceans using Geographical words (Geography)</p> <p>Recap the life of someone famous in Britain who lived in the past (history)</p> <p>I can use a pencil to create art (Art)</p> <p>Investigate and describe how plants need water, light and a suitable temperature to grow (Science)</p> <p>Observe and describe how seeds grow (Science)</p>	<p>I can recount the life of someone famous from Britain (history)</p> <p>I can recount key event in British history (Great Fire of London/ Bonfire Night) (History)</p> <p>I can create a piece of art by pressing, rubbing, rolling and scratching (Art)</p> <p>I understand what an algorithm is- a list of instructions that must be done in the right order (Computing)</p> <p>I can begin to understand that not all content on a web site is true (Computing)</p> <p>I can identify personal information that should be kept private (Computing)</p> <p>Describe the importance of exercise for humans (Science)</p> <p>Describe the importance of eating the right amounts of food (Science)</p> <p>Find out about the basic needs of animals including humans (Science)</p> <p>I can answer questions using books and the internet (History)</p> <p>I can describe a place outside of Europe (Africa/USA) (Geography)</p> <p>I can create a clay pot (Art)</p> <p>I can understand some basic rules about how to communicate safely with other people on line (Computing)</p>	<p>Materials</p> <p>Weather patterns</p> <p>Hot/cold areas of the world</p> <p>Basic geographical features and why animals live there</p> <p>Christopher Columbus</p> <p>3D model design</p> <p>Sculpture</p>	<p>I can describe a place outside of Europe (Geography)</p> <p>I can research the life of a famous person from the past using different sources of evidence (History)</p> <p>I can compare the life of someone today with the life of someone in the past (History)</p> <p>ART</p> <p>SCIENCE</p>	<p>I can name capital cities of England, Wales, Scotland and Ireland (Geography)</p> <p>I can create a piece of art in response to the work of another artist (Art)</p> <p>I can find where I live on a map of the UK (Geography)</p> <p>I can use observations and ideas to suggest answers to questions (Science)</p> <p>I can predict where the beebot will finish after a list of commands take place (Geography)</p> <p>HISTORY</p>	<p>I can name capital cities of England, Wales, Scotland and Ireland (Geography)</p> <p>I can create a piece of art in response to the work of another artist (Art)</p> <p>I can find where I live on a map of the UK (Geography)</p> <p>I can use observations and ideas to suggest answers to questions (Science)</p> <p>I can predict where the beebot will finish after a list of commands take place (Geography)</p>

Year 3	Extreme Earth (Volcanoes, Tornadoes)	Dinosaurs	Early Man & Stone Age	Chocolate	Ancient Civilisation	Game Zone (Digital gaming & coding)
	<p>Science • I can use observations and knowledge to answer scientific questions. (Exploding volcanoes)</p> <p>I can set up a test to compare two things. (Rocks&amp;Soils) Science Rocks • I can compare and group rocks based on their appearance and physical properties, giving a reason. • I can describe how fossils are formed. • I can describe how soil is made. • I can describe and explain the difference between sedimentary and igneous rock.</p> <p>History I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened.</p> <p>Geography I can describe how volcanoes are created. • I can locate and name some of the world's most famous volcanoes. • I can describe how earthquakes are created.</p> <p>I can name a number of countries in the northern hemisphere</p> <p>D&amp;T I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a textile for both its suitability and its appearance. • I can select the most appropriate tools</p> <p>I can prove that my design meets some design criteria</p>	<p>Science I can describe the function of different parts of flowing plants and trees. • I can explore and describe the needs of different plants for survival. • I can explore and describe how water is transported within plants. • I can describe the plant life cycle, especially the importance of flowers.</p> <p>History I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.</p> <p>Music I can use different elements in my composition I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music.</p> <p>Computing I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways. • I can manipulate and improve digital images.</p>	<p>Science I can describe what dark is (the absence of light). • I can explain that light is needed in order to see. • I can explain that light is reflected from a surface. • I can explain and demonstrate how a shadow is formed. • I can explore shadow size and explain.</p> <p>History I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.</p> <p>Art I recognise when art is from different historical periods.</p>	<p>History I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.</p> <p>D&amp;T I can prove that my design meets some design criteria</p> <p>I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a textile for both its suitability and its appearance.</p>	<p>History I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened. I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.</p> <p>Art I recognise when art is from different cultures.</p> <p>Computing I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways. • I can manipulate and improve digital images.</p>	<p>History I can use research skills to find answers to specific historical questions.</p> <p>Art I can use digital images and combine with other media in my art</p> <p>I can use IT to create art which includes my own work and that of others.</p> <p>Computing I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input. • I can work with various forms of output.</p>

Year 4	London	Goosebumps	Rio and the Rainforest	Rio and the Rainforest	Romans	Investigators
	<p><b><u>Geography objectives covered:</u></b></p> <p>I can find at least six cities in the UK on a map. I can explain the difference between the British Isles, Great Britain and the United Kingdom. I can name and locate some of the main islands that surround the United Kingdom. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one place rather than another/ I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school. I can carry out research to discover features of villages, towns or cities. I can plan a journey to a place in England. I know the countries that make up the European union.</p> <p><b><u>DT objectives covered:</u></b></p> <p>I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my own design. I can explain how I have improved my original design. I can evaluate products for both their purpose and appearance. I can present a product in an interesting way. I can measure accurately.</p>	<p><b><u>Science objectives covered:</u></b></p> <p>All states of matter objectives: compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius; investigate the temperatures at which these changes occur; identify the part played by evaporation and condensation in the water cycle.</p> <p><b><u>Working scientifically:</u></b> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers; reporting on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions, asking relevant questions and using different types of scientific enquires to answer them; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b><u>Art objectives covered:</u></b> I can show facial expressions and body language in sketchings and paintings. I can use line, tone, shape and colour to represent figure and forms in movement.</p>	<p><b><u>Science objectives covered:</u></b></p> <p><b>All living things and their habitats objectives:</b> recognise that living things can be grouped in a variety of ways and generate their own classification system; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; identify how habitats change throughout the year; recognise that environments can change and this can sometimes pose dangers to living things.</p> <p><b>Animals including humans objectives:</b> construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><b><u>Geography objectives covered:</u></b> I can locate the Tropic of Cancer and Tropic of Capricorn I can collect and accurately measure information (e.g. rainfall, temperature, wind speed etc)</p> <p><b><u>Computing objectives covered:</u></b> <b>Computer science objectives:</b> I can recognise an error in a program and debug it so that it works; I can understand that algorithms will help me to solve problems; I can test and retest a program whilst it is being developed (using my prediction skills of what MIGHT work); I understand that a program is built up of sequences of instructions that are in order; I understand that many</p>	<p><b><u>Science objectives covered:</u></b></p> <p><b>All sound objectives:</b> identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; group objects according to their sound; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; explore how distance changes the volume of a sound.</p> <p><b><u>Working scientifically objectives:</u></b> setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><b><u>Art objectives</u></b> I can experiment with the styles used by other artists.</p>	<p><b><u>Science objectives covered:</u></b></p> <p><b>All of animals including humans objectives:</b> describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions; compare the teeth of carnivores and herbivores.</p> <p><b><u>Working scientifically objectives:</u></b> asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests; making systematic and careful observations; using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b><u>History objectives:</u></b> <b>Roman objectives:</b> Roman Empire and the impact on Britain; Julius Caesar attempted invasion; Roman Empire and the successful invasion; British resistance e.g. Boudicca; Romanisation of Britain; Leisure</p> <p><b>History knowledge and skills objectives:</b> I can use specific historical vocabulary including terms, periods and dates; I can plot events on a timeline using centuries; I can use my mathematical skills to round up time differences into centuries and decades; I can explain how the lives of wealthy people were different from the lives of poorer people; I can explain how historic items and artefacts can be used to help build up a picture of life in the past; I can</p>	<p><b><u>Science objectives covered:</u></b></p> <p><b>All electricity objectives:</b> 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; 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; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; recognise and classify some common conductors and insulators, and associate metals with being good conductors; recognise some common conductors and insulators, and associate metals with being good conductors, draw working circuits.</p> <p><b><u>Working scientifically objectives:</u></b> asking relevant questions and using different types of scientific enquires to answer them; making systematic and careful observations and, where appropriate, taking accurate measurements using a range of equipment e.g. data loggers; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; using results to draw simple conclusions, make predictions for new values, suggest</p>



I can persevere and adapt my work when my original ideas do not work.

**Computing objectives covered:**

I can create a presentation to convey meaning and edit if necessary.

I can use an appropriate search engine effectively and judge if the information is useful to me.

I can combine more than one source of information (eg text, picture, video, animation and sound) in my work.

**Art objectives covered:**  
I can sculpt clay and other mouldable materials.

I can use marks and lines to show texture in my art.

I can experiment with styles used by other artists.  
I can show reflections in my art  
I can print onto different materials using at least four colours  
I can integrate my digital images into my art.

**Computing objectives covered**

**Algorithms and programming**

I can experiment with variables to control models.  
I can give an on-screen robot specific instructions that takes them from A to B.  
I can make an accurate prediction and explain why I believe something will happen (linked to programming).  
I can de-bug a program.

programs can follow more than one route (more than one thing can happen); I understand that repeating instructions can save time and make a program more efficient.

**Information technology:** I can use software to collect, present and analyse data appropriately; I can use an appropriate search engine effectively and judge if the information is useful to me; I can use some of the more advanced features of applications (not just change font) to present my ideas and work clearly; I can combine more than one source of information (e.g. text, picture, video, animation, sound) in my work; I can create a presentation to convey meaning and edit if necessary.

explain how an event from the past has shaped our life today; I can research two versions of an event and explain how they differ; I can research what I was like for children in a given period of history and present my findings to an audience.

**Art objectives:**

I can explain some of the features of art from historical periods.

I can experiment in the styles used by other artists.

I can show facial expression and body languages in sketches and paintings.

improvements and raise further questions

**History objectives:**

Broader History study earliest ancient civilisation and previous history skills objectives.

**History knowledge and skills objectives:** I can use specific historical vocabulary including terms, periods and dates; I can explain how the lives of wealthy people were different from the lives of poorer people; I can explain how historic items and artefacts can be used to help build up a picture of life in the past; I can explain how an event from the past has shaped our life today; I can research two versions of an event and explain how they differ; I can research what I was like for children in a given period of history and present my findings to an audience.

Year 5	Big Hero	Space	Groovy Greeks	Vikings & Anglo Saxons	The Holiday Show	The Holiday Show
	<p>Geography: To research the human and economical features of a location.</p> <p>Music: To describe, compare and evaluate music using musical vocabulary.</p> <p>To compose a soundtrack for a film scene.</p> <p>Science: To explain the effects of gravity on unsupported objects.</p> <p>To investigate the effects of air resistance. To explore the effects of water resistance.</p> <p>To investigate the effects of friction.</p> <p>To understand mechanisms in everyday situations.</p> <p>Art: To express emotion in Art.</p> <p>History: To construct a timeline of events within an historical period.</p> <p>To research what it was like for children before technology.</p> <p>Design &amp; Technology: To produce a detailed step-by-step plan.</p> <p>To use a range of tools and equipment comp</p> <p>To evaluate appearance and function against original criteria.</p> <p>Computing: I can use a range of sensing tools to control what happens (Scratch)</p> <p>I can understand that repeating instructions can save time and make a program simpler.</p>	<p>Science: To describe the Sun, Earth and Moon as spherical bodies.</p> <p>To identify scientific evidence that has been used to support or refute ideas)</p> <p>To explore the solar system.</p> <p>To name, describe and order the planets.</p> <p>To explain how the planets and the Earth's moon move in the solar system.</p> <p>To describe the movement of the Moon.</p> <p>To use the Earth's rotation to explain day and night.</p> <p>To research a famous scientist.</p> <p>History: To construct a timeline with significant events and people.</p> <p>Music: To contrast the work of a famous composer and explain my preferences.</p> <p>To describe music using musical vocabulary. To use notation to record groups of pitches (chords).</p> <p>Art: To use marks and lines to produce texture. To use shading to create mood and feeling.</p> <p>Geography: To plan a journey to another part of the world.</p> <p>Computing: I can use a range of sensing tools to control what happens (Scratch)</p>	<p>History: To understand how and why empires grow.</p> <p>To explain how democracy worked in Ancient Greece.</p> <p>To compare ancient and modern day Olympics.</p> <p>To write an account as a key eye witness.</p> <p>To learn about religion in Ancient Greece including gods and goddesses.</p> <p>To retell an historical event.</p> <p>Name and locate mountain ranges in an atlas.</p> <p>Art: I can organise line, tone, shape and colour to represent figures and forms in movement.</p> <p>Computing: Create and edit a presentation including hyperlinks.</p> <p>Music: Choose the most appropriate tempo for a piece of music.</p> <p>Record aspects of the composition process.</p> <p>Organise line, tone, shape and colour to represent figures in movement.</p> <p>Science: Compare and group materials by their properties including conductivity (electrical and thermal).</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance.</p> <p>Decide how mixtures might be separated.</p> <p>Give reasons for everyday uses of particular materials, based on evidence from comparative and fair tests.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain the formation of new materials and reversible changes.</p> <p>Plan a scientific enquiry to answer questions.</p> <p>Identify variables and control variables.</p> <p>Use a variety of scientific equipment accurately.</p> <p>Take measurements with increasing accuracy.</p> <p>Record data using scientific diagrams.</p> <p>Use test results to make predictions.</p> <p>Report and present findings.</p>	<p>History: To explain where the Vikings came from and why they raided Britain.</p> <p>To study the rule of a British monarch.</p> <p>To explain why King Ethelred introduced Danegeld.</p> <p>To explore Viking life.</p> <p>Bayeux Tapestry and Battle of Hastings</p> <p>Christian conversions.</p> <p>Computing: Combine more than one source of information and present this to other people.</p> <p>To find websites that are both useful and reliable.</p> <p>Music: To research the work of an artist and use their work to replicate a style.</p> <p>Breathe in the correct place when singing.</p> <p>Improvise within a group using melodic and rhythmic phrases.</p> <p>Science: Describe the difference in life cycles of mammals, amphibians, insects and birds.</p> <p>Describe the life processes of reproduction in some plants and animals.</p> <p>Understand the different types of reproduction.</p> <p>Research the work of a naturalist or animal behaviourist.</p> <p>Raise questions about the local environment.</p> <p>Use appropriate scientific vocabulary and diagrams in explanations.</p>	<p>Broader History study – Mayan Civilisation</p> <p>I can plot events on a timeline</p> <p>I can round to decades and centuries</p> <p>I know how people lived in the past.</p> <p>I can explain how events in the past influenced today.</p> <p>Art/DT- I can make a prototype. I can explain how a product appears to an audience</p> <p>Music: To evaluate music.</p> <p>Geography: To explain how a location fits into a wider geographical location with reference to human and economical features.</p> <p>I can explain why many cities are situated on or close to rivers.</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can explain the course of a river.</p> <p>I can name and locate many of the world's most famous rivers in an atlas.</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p>	<p>Geography: To plan a journey to a place in another part of the world taking account of distance and time.</p> <p>Computing: I am aware of several different search engines and explain the differences.</p> <p>I understand work can be saved in different places.</p> <p>I can combine different sources of information and present to others</p> <p>I can create and edit a presentation.</p> <p>I can find websites that are useful and reliable.</p> <p>ART: I can create an accurate print design following criteria.</p> <p>I can use images which I have created, scanned and found; altering them where necessary to create art.</p> <p>Science: Animals including humans</p> <p>Describe the changes as humans develop to old age.</p> <p>Draw a timeline showing the stages of growth and development.</p> <p>Learn what changes occur and puberty,</p>

Year 6	Polar Explorers	Frankenstein	Harry potter	World War 2 (local study)	Dilemmas	Evolution
	<p>Science</p> <p>I can 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>I can give reasons for classifying plants and animals based on specific characteristics</p> <p>I can plan different types of scientific enquiries to answer questions</p> <p>I can identify variables and control variables</p> <p>I can use a variety of scientific equipment accurately, recording data in a variety of ways</p> <p>I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeated readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p>	<p>Science</p> <p>I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions</p> <p>I can describe the ways in which nutrients and water are transported within animals including humans</p> <p>I can explain how drugs can be harmful to the body</p> <p>I can plan different types of scientific enquiries to answer questions</p> <p>I can identify variables and control variables</p> <p>I can use a variety of scientific equipment accurately, recording data in a variety of ways</p> <p>I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeated readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Science</p> <p>I can 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>I can compare and give reasons for variations in how components function including the brightness of bulbs, the loudness of the buzzers and the on/off position of switches</p> <p>I can use recognised symbols when representing a simple circuit in a diagram</p> <p>I can plan different types of scientific enquiries to answer questions</p> <p>I can identify variables and control variables</p> <p>I can use a variety of scientific equipment accurately, recording data in a variety of ways</p> <p>I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeated readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>I can use test results to make predictions to set up</p>	<p>Science</p> <p>I can recognise that lights appears to travel in straight lines</p> <p>I can 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>I can 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>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>I can plan different types of scientific enquiries to answer questions</p> <p>I can identify variables and control variables</p> <p>I can use a variety of scientific equipment accurately, recording data in a variety of ways</p> <p>I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeated readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>History</p> <p>I can use specific historical vocabulary including terms, periods and dates</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework</p> <p>I can identify and explain differences, similarities and changes between different periods of history</p> <p>I can explain how Parliament affects decision making in England</p> <p>I can describe how crime and punishment has changed over a period of time</p> <p>Music</p> <p>I can analyse features within different pieces of music</p> <p>I can compare and contrast the impact that different composers fro different times have had on people of that time</p> <p>Art</p> <p>I can use feedback to make amendments and improvement to my art</p> <p>I can explain why I have chosen specific techniques to create my art</p>	<p>Science</p> <p>I can recognise that living things have changed over time</p> <p>I can understand that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>I can recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>I can plan different types of scientific enquiries to answer questions</p> <p>I can identify variables and control variables</p> <p>I can use a variety of scientific equipment accurately, recording data in a variety of ways</p> <p>I can take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeated readings when appropriate</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification</p>

<p>I can reports and present findings from enquiries in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>History</p> <p>I can use specific historical vocabulary including terms, periods and dates</p> <p>I can summarize how Britain has had a major influence on the world</p> <p>I can summarize how Britain may have learnt from other countries and civilizations</p> <p>Geography</p> <p>I can use Ordnance Survey symbols and six figure grid references</p> <p>I can answer questions by using a map</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like</p> <p>I can describe how some places are similar and dissimilar in relation to their human and physical features</p> <p>I can name the largest desert in the world and locate desert regions in an atlas</p> <p>I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p>	<p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can reports and present findings from enquiries in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Music</p> <p>I can sing in harmony confidently and accurately</p> <p>I can perform parts from memory</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythm and chords)</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>French</p> <p>I can understand the main points in passages of language, spoken with authentic pronunciation and at authentic speed</p> <p>I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from my own experience</p> <p>I can present to an audience about familiar topic</p> <p><u>Computing</u></p> <p>I can write programs to do what I want them to do. I can test and debug these.</p>	<p>further comparative and fair tests</p> <p>I can reports and present findings from enquiries in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>D&amp;T</p> <p>I can use market research to inform my plans and ideas</p> <p>I can follow and refine my plans</p> <p>I can justify my plans in a convincing way</p> <p>I can show that I consider culture and society in my plans and designs</p> <p>I show that I can test and evaluate my products</p> <p>I can explain how products should be stored and give reasons</p> <p>I can work within a budget</p> <p>I can evaluate my product against clear criteria</p> <p>French</p> <p>I can read aloud with expression and accurate pronunciation</p> <p>I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats</p> <p><u>Computing</u></p>	<p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can reports and present findings from enquiries in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>History</p> <p>I can use specific historical vocabulary including terms, periods and dates</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework</p> <p>I can summarize the main events from a period of history, explaining the order of events and what happened</p> <p>I can summarize how Britain has had a major influence on the world</p> <p>I can identify and explain propaganda</p> <p>I can describe the features of historical events and way of life from periods I have studied, presenting to an audience</p> <p>Art</p> <p>I can use a range of e-resources to create art</p> <p>French</p> <p>I can understand and identify longer and more complex phrases and sentences in listening exercise and be able to answer questions based on what I hear</p> <p>Computing</p>	<p>I can explain the style of my work and how it has been influenced by a famous artist</p> <p>French</p> <p>I can understand the concept of gender and which article to use correctly with different nouns</p> <p>I can understand what the different forms of a verb look like</p> <p>I know what each of the personal pronouns are</p> <p>I can identify and correctly use adjectives</p> <p>I can use connectives to link together what I say so as to add fluency</p> <p>I know how to pronounce all single letter sounds and letter strings</p> <p>Computing</p> <p>I understand some ways that results are selected and put in order when searched for on the World Wide Web</p> <p>I am aware of several different search engines and can explain some of their features</p> <p>I understand that computer networks provide people with a range of services</p> <p>I can name some of the ways that networks allow you to cooperate and collaborate with other people</p> <p>I can name some of the dangers of communicating and collaborating with others</p> <p>I can describe why some World Wide Web pages are</p>	<p>keys, tables, scatter graphs, bar and line graphs</p> <p>I can use test results to make predictions to set up further comparative and fair tests</p> <p>I can reports and present findings from enquiries in oral and written forms such as displays and other presentations</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Music</p> <p>I can sing in harmony confidently and accurately</p> <p>I can perform parts from memory</p> <p>I can take the lead in a performance</p> <p>French</p> <p>I can write longer sentences and short paragraphs from memory or using supported materials</p> <p>I can use verbs in the correct form</p> <p>I can spell commonly used words correctly</p> <p>Computing</p> <p>I can write programs to do what I want them to do.</p> <p>I can use the 'if then else' commands to control what happens e.g. in Scratch</p> <p>I can Broadcast information to trigger another event</p>
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