Upton School Curriculum Planner

This document has been prepared for teachers and contains all key planning documentation required to plan for the curriculum at Upton Junior School.

This document is updated annually following the 'Curriculum Review'

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LINKING DOCUMENTS UBBC

These inform teacher planning: What has gone before that links and where learning will progress to in the future

Linking Document: Year 3 Term 1 Knowing Me, Knowing You

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
Art in Year 1 and Year 2 is more about expressing themselves through art. This will be their first foray into accurate drawing of humans but in Y1 (Enchanted Woodland) they will have drawn Animals using close observation skills. Close observation skills will have been introduced through infant science too	IALT: draw from close observation IALT: draw using scale and proportion Task: self-portraits Drawing skills: close observation, proportion; accurate drawing of people, variety of media (choice of media) Focus Artist: Frida Kahlo	In Year 4 pupils will move onto sketching of people during their Greece unit
Geography		
In Y2 in land ahoy topics children use maps, globes and atlases to identify the four countries and capital cities of the United Kingdom and its surrounding seas. We will also learn to use compass directions to describe the features on a map. In Beachcombers topic: looking at the features of the coast and use maps and globes to identify other beaches and coastlines. We will be looking at the oceans and continents of the world.	Follow a route on a map with some accuracy (around school). Use a map to find key areas Draw an annotated sketch from observation including descriptive and explanatory labels (draw map of school and label birds eye view.) Begin to identify features on aerial/oblique photographs Select views to photograph. Add titles and labels including date and location info.	Maps are used within the majority of topics Mapwork used increasing throughout the year as pupils will begin to use coordinates

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History		
History in Y2 has seen study of key people rather than skills. Sequencing will have been covered in maths and life events in science	To know how to create a family tree using relevant research tools To know how to select relevant information Know how to sequence several events in life e.g. birth, school Use dates and terms related to the unit and passing of time Sequence several events	Sequencing with timelines take place in all history focused units. Selection of relevant information progresses with introduction of sources in lower KS2.
DT		
Art and DT are very often taught together at St M. Pupils will have investigated what products are used for in Y2	Gather information about the needs and wants of particular individuals and groups Use annotated sketches, cross-sectional drawings and diagrams Develop their own design criteria and use these to inform their ideas Share and clarify ideas through discussion Investigate - what products are, who they are for, how they are made and what materials are used Task: Design a pencil case and evaluate.	Pupils move on from designing to creating products across the year.
Science		
In Year 1 Pupils will have identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. In Year 2: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (In their Beat Beat Boogie Topic)	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Ask relevant questions when prompted With prompting, use various ways of recording, grouping and displaying evidence Record findings in various ways Suggest how findings could be reported Suggest possible improvements or further questions to investigate Applied working scientifically skills above to investigating favourite hobbies	Also in Year 3 – Healthy Humans unit which moves onto using muscles for exercise In year 4, pupils will look at other aspects of the human body, with a focus on teeth.

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Linking Document: Year 3 Term 2 Rock Bottom

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
In Y2 at St M Beachcombers unit involved making Beach Art using natural resources – this will link very well	Task: Land art Pattern skills: pattern in the environment, patterns on a range of surfaces, symmetry; animal prints and patterns Andy Goldsworthy Resources: natural outdoor materials Task: cave paintings Drawing and pattern skills: initial sketches as a preparation for drawing, make patterns on a range of surfaces	In Y4 – natural and man-made patterns looked at during their design of a Greek pottery. Drawing on differing surfaces also links to this In Y4 – natural patterns in the animal kingdom looked at during Life on Earth topic
Geography		
Used Atlases in Land Ahoy and Beachcombers unit to ID place, coasts, seas etc. Mountains will be new but Atlas work should not be	Identify different mountain ranges on a map Describe and understand key aspects of mountains	Year 4 look at properties of Volcanoes within Our Planet; maps and Atlases are used continuously throughout Geography units
History		
Year 2 History AT St M has involved a lot of finding out about events and people (Columbus, Titanic, Grand of Duke of York etc) and so pupils should be able to ask and answer questions about people. Use of sources will be new to children	To know 'WHEN' the STONE AGE was To know that we use evidence from sources to answer the question 'How do we know?' To know about the job of an archaeologist and know that 'Lucy' is an AUSTRALOPITHECUS To know about the significance of Stonehenge as a historical monument. Place the time studied on a time line Use dates and terms related to the unit and passing of time Ask and answer questions about the past Be aware that different versions of the past may exist and begin to suggest reasons for this	Egypt (Y3) Greece and Romans (Y4) will be the next progression r.e. timelines and also that different versions of the past might exist. Y4 looks at more evidence from sources in greater detail
DT		
Y2 Beat Beat Boogie at St M they built percus-	Select from a range of tools and equipment explaining their choices	Pupils will use similar DT skills when creating

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sion instruments and so should have knowledge of joining but also using the resources around them	Assemble, join and combine materials and components Make simple judgements about their products and ideas against design criteria Suggest how their products could be improved, evaluating products and components used To assemble, join and combine materials and components to construct shelters. (linked to science insulators investigation) To design and evaluate a stone age shelter. To create stone age tools using natural resources. To make a fossil with plaster of Paris.	model Trojan horses during Y4 Topic Greece
Science		
In Year 2 Pupils will have identified rock as a material and been able to identify simple basic characteristics of it	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Cliffs trip - chalk and flint); Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Make replica fossils from plaster of paris Recognise that soils are made from rocks and organic matter. Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests With prompting, suggest how findings may be tabulated Suggest possible improvements or further questions to investigate	Rocks are revisited in Year 4 in Our Planet when they look at magma during volcanoes. Fossils are revisited in Year 6 During The World Around Us topic where fossils provide information about living things from the past

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Linking Document: Year 3 Term 3 It's a Small World

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
Year 2 St Mo learnt about the primary colours in SuperHeroes Topic (T3) and began mixing them and shading tones	Task: painting a jungle scene Colour skills: colour mixing, look at colour wheels, different size brushes, apply colour, using dotting, scratching Artist: Rousseau Resources: sketchbook, paints, brushes Make colour wheels with primary and secondary colours Use colour mixing to create Rousseau inspired artwork	In Y4 this will move on to draw/paint an electrical storm with areas of light and shadow, colour mixing tint, tone and shade, observe colours.
Geography		
Y2 have used Atlases to locate key feature during Land Ahoy topic and Beachcombers. Y1 and Y2 have identified physical features of areas but not compared countries and cultures as yet to the UK. This may have been taught to some degree within RE	• To recognise a map of the world. • To identify and name the continents. • To recognise The British Isles and our chosen country. • To identify the countries that make up the UK and their capital cities, including some counties. • To identify landmarks in our local area. To compare another country to England. (LOCAL TRIP TO LOOK AT LANDMARKS) • We will compare: school life, festivals and celebrations, the climate, the food, the landscape, transport • To identify the SIMILARITIES and DIFFERENCES in children's lives in different countries. UK and S.Africa • Name and locate countries and cities in UK and Kent • Locate the UK on a variety of different scale maps • Name seas surrounding the UK • Begin to use junior atlases	Each YG has one specific unit in which they compare vs the UK. Y4 is Greece, Y5 Invaders and Settlers and Y6, The World Around us. Each unit builds upon the things to compare leading up to Y6 where they compare human and physical Geography, Biomes, Natural resources etc
History		
Lots of KS1 history at St M has been finding out about specific people and events rather than ways of life. Lots of this unit therefore	To know how people in the chosen country live and how their lifestyle compares to our own To identify a key landmark from the country –research its origins and its impact on current society in that country.	Achievement or folly is something we link to debates and comes up regularly. In Y4 it will be to do with climbing

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will be new to children. However, they should have some experience with : Recognise what happened as a result of people's actions or events because they have studied both Christopher Columbus and Titanic during their Land Ahoy Topic	Identify similarities and differences between ways of life in different periods, including present day life. Make judgements as to whether landmark/monument was an achievement or a folly. Also – local trip to look at Broadstairs landmarks and judge	Everest; Y5 Moon Landing. Ways of life are also covered in Y3 Egypt (then and now); Y4 Greece and Romans; Y5 Maya; Invaders and Settlers' Y6 We'll Meet Again
DT		
Obvious link with Science and PE r.e. staying healthy Y2 at St M have also had experience following recipes to make Soup (Beachcombers and Superheroes)	Know that a healthy diet is made up from a variety and balance of different foods and drinks Know that to be active and healthy, food is needed to provide energy for the body Know that everyone should eat at least five portions of fruit and vegetables every day Prepare simple dishes safely and hygienically, without using a heat source – Fruit Salad	Y3 will revisit similar skills n Y6 making Bread (Healthy Humans); Y4 will make soup (Romans) and savoury scones (introducing a heat source). Y5 will make Chinese Wantons in China and Fair Trade linked foods in Walk on the Wild side; Y6 have an international food day.
Science		
Y2 Beachcombers has looked at habitats and the environments needed for plants to grow	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Make systematic observations, using simple equipment Use standard units when taking measurements Record findings in various ways With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence With prompting, suggest conclusions from enquiries Gather and record data about similarities, differences and changes With prompting, suggest conclusions that can be drawn from data Suggest possible improvements or further questions to investigate Grow tomato plants and measure growth Caterpillars and butterflies	Plants return in Y5 Walk on the Wild Side. Life Cycles and process of animals and plants.

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Linking Document: Year 3 Term 4 Egypt

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
Year 1 Dinosaur Planet at St M- they used clay to make fossils	Task: 3-D cartouche using hieroglyphs Form skills: Shape, form, model and construct; understanding of different adhesives and methods of construction. Artist: Barbara Hepworth (inspiration for sculpting) Resources: sketchbook, clay, modelling tools	Similar shaping skills will be used in Our Planet (Y4) constructing a 3D volcano and Y5 Mayan Face Mask. Also, in Year 5 salt dough modelling takes place during 'changes unit'
Geography		
Y2 have used maps to identify physical features and find countries around the world. At KS1 pupils should have use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Identify northern, southern hemisphere and equator locate on map. Know and understand the significance of these locations e.g. climate in Egypt Investigate the river Nile – physical and human geography and land use, trade links Consider how photos provide useful evidence and locate position of photo on a map (pyramids, Howard Carter tomb Use coordinates to locate features on a map Begin to use junior atlas	Physical and human geography – next steps Y4 Our Planet - volcanoes r.e. physical geography. Also, Greece understand geographical similarities and differences through the study of human physical geography of a region in the Uk and a region in Europe Hemispheres and equator are recapped also in Our Planet coordinates are used in the next y3 unit may the force be with you and in the final Healthy human unit for orienteering. Aerial photos are used in Y4 light it up to ID areas of light pollution. Aerial photo and 8 compass points used to locate Roman remains on school field in Romans topic.
History		
Y1 learned about timelines in their dinosaur topic and ordered things on them	…how they used hieroglyphs to communicate (Use appropriate historical vocabulary to communicate)	Timelines are revisited in every year group increasingly independently. The next step is in Y4 in Greeks and Romans

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Y2 learnt about important people and why they were important - Columbus, Duke of York, and in their 'superheroes topic'	Place the time studied on a time line some important people in Ancient Egypt. Howard Carter about the beliefs of Ancient Egyptians and the Afterlife The pyramids: creation and intent similarities and differences between ancient Egypt and modern-day Egypt (include River Nile) Be aware that different versions of the past may exist and begin to suggest reasons for this Distinguish between different sources – compare different versions of the same story	and the ordering of greater number of events on a time-line. Y4 also introduces children to sources and begins to look at which are the, most useful
DT		
In Y2 they used materials to make a collage - this though was combined materials (during beachcomber topic) and not measured	Know that a single fabric shape can be used to make a 3D textiles product Measure, mark out, cut out and shape materials and components Make Egyptian head dress	The next step on from this in a direct link is Y5 where they make Mayan blankets involving measurement and tes-sellation of shapes
Science		
Pupils will have begun to cover similar working scientifically skills in Y2. However, they have no prior knowledge of light specifically. They have looked at different materials and whether they are 'shiny' or 'dull'	Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. Ask relevant questions when prompted Make systematic observations, using simple equipment Use standard units when taking measurements Suggest how findings could be reported questions to investigate Suggest possible improvements	While working scientifically takes place every year, light is not covered again until Y6 within 'We'll Meet Again where pupils look at light travelling in straight lines.

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Linking Document: Year 3 Term 5 May the Force be with You

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
In Ks1 the Boogie Unit at St M saw pupils experimenting with music and responding through Art	Texture skills – tie-dying Splatter painting – colour skills techniques using splashing to represent emotion Focus artist – Jackson Pollack	Print patterns in Life in earth (y4) and Walk on the wild Side y5 involve fabric and colour on fabric. Colour mixing for purpose is involved in electrical storm in Y4. Abstract pictures are created in Y6 circle of life to represent emotions: Tie dying is repeated in Y6 during 'Survivor week.
Geography		
Y3 -already introduced coordinates in Ancient Egypt There is a link r.e. Titanic (y2 St M topic) and the dangers posed by natural aspects r.e. icebergs Compass points have been used, Maths link r.e. this doesn't take place until y4	Use co-ordinates to locate countries and areas affected by tornados and tsunamis describe and understand key aspects of tornados and tsunamis Additional link – orienteering club members	Natural disasters – earthquakes and volcanoes are covered in Y4; coordinates are used in every year group – Y4 will move into formal 4 figure grid coordinates
History		
Y2 learn about famous historical figures – at St M they learn about the Duke of York and Columbus English links to other famous historical figures and why they did what they did –Rosa Parks, Mandela	To know about the achievements of the Wright Brothers and other historical figures who have pushed against forces Recognise why people did things Recognise why some events happened understand how our knowledge of the past is constructed from a range of sources. Recognise what happened as a result of people's actions or events	▪ Historical figures next will be Thomas Edison; Sir Edmund Hilary; Thomas Beckett and children become more adept at asking 'why' questions Sources continues in Y4 where pupils start to determine which sources are more effective (Greece – looking at Greek pottery as a source of historical knowledge)

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DT		
Year 2 explore and use mechanisms such as, levers, sliders, wheels and axles, in their products	Understand how levers and linkages or pneumatic systems create movement Talk about their design ideas and what they are making Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Follow procedures for safety Select from a range of materials and components according to their characteristics	Safety procedures and selection of materials is a recurring theme across DT DT processes – analyse; design, make, evaluate become more independent Fun at the Fair in Year 6 is the next levers and pulleys event. The children create fairground rides In Y5 Science Invaders and Setters: Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
Science		
Children will have grouped together everyday objects based on similar properties. Magnetism may have been one of these, although St M curric does not show this	Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing **With prompting:** use various ways of recording, grouping and displaying evidence suggest conclusions from enquiries Gather and record data about similarities, differences and changes suggest conclusions that can be drawn from data Ask relevant questions Set up comparative tests	Pupils progress onto properties of materials in Year 4 and Year 5 - where they look at properties of material including hardness and suitability for usage Properties of materials studied again in Our Planet (y4) and in Romans (Y4) and China (Y5). Magnets NOT covered again so this needs to be a very thorough understanding of magnetism – Scientific skills progress– Pupils are expected to show these skills without the **prompting** they would have in Y3.

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Linking Document: Year 3 Term 6 Healthy Humans

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
At St Mildreds in Y1: We will be exploring a range of animal patterns and use printing techniques to create an animal print pattern.	Task: Fruit and veg printing Printing skills: relief and impressed printing, recording textures/patterns, colour mixing through overlapping colour prints Michelangelo (inspiration for sketching bones) Task: drawing bones Drawing skills: close observation	In y4: Pattern skills: Explore environmental and manmade patterns, use sketchbook to record textures and patterns, interpret patterns, modify and adapt print. In Y5 Task: print making Chinese characters – polystyrene block prints In Y6: Task: Create a print of Dreamland
Geography		
Y3 have already followed a map around the school in Knowing Me Knowing You Maths links r.e Grid letters	Know how to use a map for a purpose (orienteering) use 4 compass points to follow and give directions Know why a map key is needed Orienteering challenge using Compass points and a map with a key Know how to use letter/ number co-ordinates on a map Orienteering challenge using a map with letter/number coordinates	In Y4 Romans they begin to use 8 compass points for an archaeological search on the field In Y4 Life on Earth use coordinates to confidently locate features on a map
History		
In Y1 and Y2 at St M pupils have learned about real life people and what they did. This may be most relevant linking ti their 'superheroes' topic	To have an overview of the first Olympics: venue, inclusion, events To know about key athletes from the time period, e.g. how they trained, what they ate, how they lived, how they were rewarded To know the difference between these athletes and the athletes of modern day. Recognise and identify who was important within lessons based on specific historical events/accounts, e.g. talk about important places and who was important and why. Use a range of sources to find out about a period and distinguish between different sources – compare different versions of the same story Ask and answer questions about the past,	In Y4: Compare ancient and modern Olympics – what is the same, what is different? Looked at pottery as primary historical source Important places and people are continually revisited in every year group

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	Begin to use the library or online resources Identify similarities and differences between ways of life in different periods, including present day life, including to know about their OWN athlete from modern society, whom they've researched, to compare	
DT		
Pupils have already made a Fruit Salad in Y3 and covered dish preparation within this r.e. hygiene	Know that a healthy diet is made up from a variety and balance of different foods and drinks Know that to be active and healthy, food is needed to provide energy for the body Know that everyone should eat at least five portions of fruit and vegetables every day Prepare simple dishes safely and hygienically, without using a heat source. Sandwich Making	Y4: introduction of a heat source to make soup and scones Y5: further variance to make Chinese wantons, Food linked to Fair Trade and Bread Y6 International food day
Science		
In Y2 at St M: Beat, Beat Boogie: Science In our science work this term we will be looking at animals including humans. We will be learning about the basic needs of animals and humans for survival and discussing the importance of exercise, eating the right amounts of different types of food and hygiene for humans. We will be carrying out investigations to find out why we should exercise and will be developing skills of gathering ad recording data to answer questions	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests With prompting, suggest how findings may be tabulated With prompting, suggest conclusions from enquiries and data Gather and record data about similarities, differences and changes Suggest possible improvements or further questions to investigate	This next comes up specifically in Year 6 Born this Way BUT should be a part of PE lessons in the years before this.Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.

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Linking Document: Year 4 Term 1 Our Planet

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 texture skill in May the Force Be With You is tie dying.	Texture skill: observation and design of textural art, compare different materials, convey movement.	Y5 create a moonscape using texture skills – To Infinity and Beyond. They interpret the texture of a surface and concept of perspective and explore the use of texture in colour in Walking on the Wild Side. Y6 explore the use of texture in colour, apply knowledge of different techniques to express feeling, develop experience in embellishing in The World Around Us.
DT		
Y3 select from a range of tools and equipment explaining their choices in Rock Bottom.	Disassemble products to understand how they work. Use a wider range of materials and components.	Y5 produce lists of tools, equipment and materials that they need in Invaders and Settlers. They also explain their choice of tools and equipment in To Infinity and Beyond. Y6 select from and use material and components according to functional properties and aesthetic qualities in We'll Meet Again. They produce detailed lists of tools, equipment and materials that they need in Circle of Life. They explain their choice of tools and equipment in relation to the skills and techniques they will be using in Born This Way.
History		
Y3 recognise what happened as a result of people's actions or events in It's a Small World. Y3 recognise why people did things, why some events happened and what happened as a result of people's actions or events in May the Force be With You.	• Pupils to know where Pompeii is, why it was important, key features of the city Pompeii • Pupils to know about the events that led to its destruction and the effects upon civilisation • Writing opportunity – diary entry of someone who has seen the eruption . ▪ Identify and give reasons for historical events, situations and changes ▪ Identify some of the results of historical events, situations and changes ▪ Pupils should create their own structured	Y5 look at civilizations in The Maya. They begin to offer explanations about why people in the past acted as they did in Walking on the Wild Side and Changes. Y6 provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation) in Born This Way.

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	accounts .e.g.,-newspaper article; eye-witness account; diary entry	
Geography		
Y3 recognise a map of the world. They identify and name the continents, the British Isles and a chosen country. They identify the countries that make up the UK and their capital cities, including some counties. They name and locate countries and cities in UK and Kent and the seas around the UK in It's a Small World. In their topic Egypt, Y3 identify northern, southern hemisphere and equator and locate them on a map. They know and understand the significance of these locations e.g. climate in Egypt. In May the Force be With You, Y3 use co-ordinates to locate countries and areas affected by tornados and tsunamis.	• Recap equator, northern and southern hemisphere and use internet/maps to locate countries where volcanoes/earthquakes have been active • To understand how the Earth is formed • To explain what a volcano is and how it is formed incl. cross section of volcano • To explain what causes an earthquake • To explain how earthquakes can be measured • To look at the effects of volcanoes and earthquakes have upon civilisation • To contrast Japanese preparations for earthquakes to our 'fire drills or similar. WOW day – how Japan create 'earthquake proof building' (cocktail sticks and jelly), set up a relief centre for those affected; rehearse earthquake drill	Y5 and 6 identify the position and significance of lines of longitude & latitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Y5 locate countries focusing on North and South America. Y5 locate countries where animals habitats are being destroyed in Walking on the Wild Side. Y6 locate distribution of illegal drugs globally and locally using maps in Born This Way.
Science		
Y3 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Cliffs trip - chalk and flint) in Rock Bottom.	• 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 (°C) (liquid magma) - Experiment to measure liquid viscosity linked to lava • That change of state can come about with addition of chemical catalyst (bicarb volcanoes) • Compare and group materials together, according to whether they are solids, liquids or gases (link with magma)	Y5 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 in their China topic. Y5 observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees C – chocolate melting in The Maya. Y5 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. They use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. They demonstrate that dissolving, mixing and changes of state are reversible changes. They explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,

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		including changes associated with burning and the action of acid on bi-carbonate of soda – Changes topic.

Linking Document: Year 4 Term 2 Greece

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 Knowing Me, Knowing You (self-portraits) - Drawing skills: close observation, proportion; accurate drawing of people, variety of media (choice of media). Y3 Rock Bottom (land art) - Pattern skills: pattern in the environment, patterns on a range of surfaces, symmetry; animal prints and patterns. Y3 Rock Bottom (cave paintings) - Drawing and pattern skills: initial sketches as a preparation for drawing, make patterns on a range of surfaces. Y3 Healthy Humans (drawing bones) - Drawing skills: close observation.	Drawing and pattern skills: accurate drawings of people including proportion and placement; explore environmental and manmade patterns	Y5 The Maya (3D masks) - Create pattern for purposes. Y5 Walking on the Wild Side (drawing insects) - Drawing and colour skills: Interpret the texture of a surface and concept of perspective. Y6 Circle of Life (abstract picture to reflect personal experience) - Pattern skill: tessellation. Y6 Moving on up (self-portraits) - Drawing skills: effect of light on people from different directions to produce increasingly accurate drawings of people. Choose and select appropriate materials.
DT		
Y3 Rock Bottom – suggest how their products could be improved. Evaluate products and components used. Y3 Knowing Me, Knowing You - Share and clarify ideas through discussion. Y3 Rock Bottom – selet from a range of tools and equipment, explaining their choices. Y3 Egypt – measure, mark out, cut out and shape materials and components. Y3 Rock Bottom – assemble, join and combine materials and components.	Model Trojan horses: - Improve upon existing designs, giving reasons for choices. - Share and clarify ideas through discussion - Select tools and equipment suitable for the task - Measure, mark out, cut and shape materials and components with some accuracy - Assemble, join and combine materials and components with some accuracy	Y5 To Infinity and Beyond – evaluate the design of products so as to suggest improvements to the user experience. Y5 Changes – generate innovative ideas, drawing on research. Y5 To Infinity and Beyond - Identify the strengths and weaknesses of their ideas and products. Y5 Invaders and Settlers - Produce lists of tools, equipment and materials that they need. Y5 Invaders and Settlers – accurately measure to the nearest mm, mark out, cut and shape materials and components. Y5 Invaders and Settlers – accurately assemble, join and combine materials/components. Y6 Circle of Life – critically evaluate the quality of the design manu-

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	- Apply a range of finishing techniques - Stiffen - apply understanding	gacture and fitness for purpose of their products as they design and make. Y6 We'll Meet Again - generate innovative ideas, drawing on research. Y6 We'll Meet Again – select from and use material and components according to functional properties and aesthetic qualities. Y6 Circle of Life – produce detailed lists of tools, equipment and materials that they need. Y6 Born This Way – explain their choice of tools and equipment in relation to the skills and techniques they will be using. Y6 Fun at the Fair – know how to reinforce/strengthen a 3D framework.
History		
Y3 have studied the Stone Age – Iron Age and Ancient Egypt. Y3 learn about the job of an archaeologist in Rock Bottom. Y3 look at similarities and differences between ancient Egypt and modern day Egypt in their Egypt topic. Y3 have an overview of the first Olympics: venue, inclusion, events. They learn about key athletes from the time period, e.g. how they trained, what they ate, how they lived, how they were rewarded. They learn the difference between these athletes and the athletes of modern day in Healthy Humans. Y3 place the time studied on a time line in Rock Bottom. Y3 Use dates and terms related to the unit and passing of time and Use appropriate historical vocabulary to communicate including: chronology in Knowing Me, Knowing You and Rock Bottom. Y3 also become aware that different versions of the past may exist and begin to suggest reasons for this in Rock Bottom and Egypt. Y3 distinguish between different sources – compare different versions of the same story in Egypt.	• To know about Greek Life • To know about Greek achievements • To know about Greek influences of the Western world – link to British Values democracy • About Ancient Greek artefacts from the perspective of archaeologists. • Research the key differences between the people of Sparta and Athens to lead into debate • Compare ancient and modern Olympics – what is the same, what is different? - Look at pottery as primary historical source ▪ Place events from period studied on time line ▪ Use terms related to the period and begin to date events ▪ Understand more complex terms e.g. BC/AD ▪ Be aware that different versions of the past may exist and begin to suggest reasons for this ▪ Look at the evidence available ▪ Begin to evaluate the usefulness of dif-	Y5 study the Anglo-Saxons, Vikings and Mayans. Y6 study WW2. Y5 look at the Mayan civilization. Y5 Invaders and Settlers links - know and sequence key events of time studied. Use relevant terms and period labels. Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant information from research. Y5 To Infinity and Beyond links - Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Y5 The Maya - Use relevant terms and period labels. Y6 We'll Meet Again links - Place current study on time line in relation to other studies. Use relevant dates and correct terminology. Sequence up to 10 events on a time line. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account.

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Y3 use a range of sources to find out about a period in Healthy Humans. Y3 begin to use the library or online resources in Healthy Humans.	ferent sources. Use primary and secondary resources to discover about daily life of the Ancient Greeks. ▪ Use text books and historical knowledge	Y6 The World Around Us links - Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. Y6 Born This Way - Timeline of medicines over periods in history.
Geography		
It's a Small World - Y3 begin to use junior atlases to locate the UK, countries and cities within the UK and Kent and their chosen country. They recognise maps of the world. They compare similarities and differences in children's lives in their chosen country and the UK.	• Use junior atlas confidently to locate Europe and then Greece within Europe and the World –mapping the extent of Alexander the Great's empire • Expand atlas skills to name and locate countries in Europe including Russia, and their capital cities • Understand geographical similarities and differences through the study of human physical geography of a region in the UK and a region in Europe (compare weather/climate/food/housing land use/ transport/ trade)	Y5 The Maya links – locate north and south America including countries, cities, physical and human characteristics and environmental regions. Locate world countries and oceans. Begin to use atlases to find out about other features of places e.g. wettest part of the world. Y6 confidently use atlases and locate places on a world map. Y6 We'll Meet Again links - locate places on world map including oceans. To confidently use an atlas Y6 The World Around Us links - compare similarities and differences of UK, a region in Europe (France), and South America (Brazil). – 3D Biomes. Compare human and physical geography. Compare distribution of natural resources including energy, food, minerals and water. Locate places on a world map and confidently use an atlas.
Science		
Y3 look at human and animal skeletons and muscles in Knowing Me, Knowing You. Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat in Healthy Humans.	• 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 • Make model teeth from plasticine • Experiment into tooth decay using egg shells and differing liquids (orange juice, cola, water, vinegar)	Y6 Born This Way links - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

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Linking Document: Year 4 Term 3 Light It Up!

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 It's a Small World - Colour skills: colour mixing, look at colour wheels, different size brushes, apply colour, using dotting, scratching. Use colour mixing to create Rousseau inspired artwork. Y3 Rock Bottom - Drawing and pattern skills: initial sketches as a preparation for drawing, make patterns on a range of surfaces. Y3 May the Force be With You - Colour skills: techniques using splashing.	Drawing and colour skills: Identify and draw the effect of light, colour mixing tint, tone and shade, observe colours.	Y5 Walking on the Wild Side - Drawing and colour skills: Interpret the texture of a surface and concept of perspective. Explore the use of texture in colour. Y6 We'll Meet Again - Colour skills: Colour to express feelings, hue, tint, shades and mood, create silhouettes. Y6 The World Around Us - Texture and colour skills: explore the use of texture in colour, apply knowledge of different techniques to express feeling, develop experience in embellishing. Y6 Moving on Up (Self-portraits) - Drawing skills: effect of light on people from different directions to produce increasingly accurate drawings of people. Choose and select appropriate materials.
DT		
Y3 Rock Bottom – selet from a range of tools and equipment, explaining their choices. Y3 Rock Bottom - Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved Evaluating products and components used.	Constructions involving electrical circuit and switch – - Select materials and components suitable for the task - Order the main stages of making - Follow procedures for safety - Identify the strengths and weaknesses of their ideas and products - Understand how simple electrical circuits and components can be used to create functional products	Y5 Invaders and Settlers - Produce lists of tools, equipment and materials that they need. Y6 We'll Meet Again – select from and use material and components according to functional properties and aesthetic qualities. Y6 Circle of Life – produce detailed lists of tools, equipment and materials that they need. Y6 Born This Way – explain their choice of tools and equipment in relation to the skills and techniques they will be using. Y5 To Infinity and Beyond – evaluate the design of products so as to suggest improvements to user experience. Y6 Circle of Life – critically evaluate the quality of the design manufacture and fitness for purpose of their products as they design and make.

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		Y6 Born This Way - Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants. Y5 To Infinity and Beyond – understand how more complex electrical circuits and components can be used to create functional products (straight line moon vehicle). Y6 Fun at the Fair - Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) (fairground ride).
History		
Y3 May the Force Be With You - To know about the achievements of the Wright Brothers and other historical figures who have pushed against forces. Y3 Healthy Humans - To know about key athletes from the time period.	• The history behind the development of the light-bulb. • How uses for the light bulb have evolved. • The importance and journey of Thomas Edison. • Identify and begin to describe historically significant people and events in situations.	Y5 Changes - Understand that some events, people or developments are seen as more significant than others giving examples. Y5 To Infinity and Beyond – the children learn about the historical figure Neil Armstrong. Y6 The Circle of Life – (historically significant person) To know about the life, work and discoveries of Charles Darwin. Give reasons why some events, people or developments are seen as more significant than others.
Geography		
Y3 Knowing Me Knowing You links: Draw an annotated sketch from observation including descriptive and explanatory labels (draw map of school and label birds eye view.) Begin to identify features on aerial/oblique photographs. Select views to photograph. Add titles and labels including date and location info.	• Identify features of an aerial photograph (oceans, mountain ranges, deserts, cities etc) • Electricity around the world – locate areas with high levels of light pollution using aerial photos	Y5 China links: Make a judgement about the best angle or viewpoint when taking an image or making a sketch. Evaluate. (great wall of china, different views and perspectives) Compare maps with aerial photographs.
Science		
Y3 begin by looking at natural light sources	• Identify common appliances that run on electricity	Y6 Fun at the Fair links: • Associate the brightness of a lamp or the volume of a buzzer

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in their Egypt topic.	• 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. **This overlaps with DT** • Recognise some common conductors and insulators, and associate metals with being good conductors.	with the number and voltage of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram.

Linking Document: Year 4 Term 4 Romans

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 'Egypt' cartouches - Form skills: Shape, form, model and construct; understanding of different adhesives and methods of construction. Y3 'Healthy Humans' fruit and veg printing - Printing skills: relief and impressed printing, recording textures/patterns, colour mixing through overlapping colour prints. Y3 'Rock Bottom' land art - Pattern skills: pattern in the environment, patterns on a range of surfaces, symmetry; animal prints and patterns. Y3 'Rock Bottom' cave paintings - make patterns on a range of surfaces.	Mosaic patterns - Form skills: experience surface, patterns and textures and plan and develop ideas.	Y5 'Changes' salt dough modelling - Form skills: plan and develop ideas, shape, form, model and join. Y5 'The Maya' 3D mask collage - Form and pattern skills: Plan and develop ideas, shape, form model and join. Create pattern for purposes. Y5 'Walking on the Wild Side' insect/animal drawing - Drawing and colour skills: Interpret the texture of a surface and concept of perspective. Explore the use of texture in colour. Y6 'Born This Way' anti-smoking 3D poster - Form skills: plan and develop ideas, shape form model and join, observation and imagination, properties and choice of media. Y6 'Circle of Life' abstract art - Pattern skill: tessellation. Y6 'The World Around Us' Georgia O'Keeffe artwork - Texture and colour skills: explore the use of texture in colour, apply knowledge of different techniques to express feeling, develop experience in embellishing.
DT		
Y3 think about the intended users in 'Knowing Me, Knowing You'. They prepare sandwiches and salads (no heat source) in 'Healthy Humans' and	Soup making – • Measure using grams	Y5 design a celebration meal in 'China'. They: • Generate innovative ideas, drawing on research • Consider the views of others, including intended users, to im-

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'It's a Small World': • Know that a healthy diet is made up from a variety and balance of different foods and drinks • Know that to be active and healthy, food is needed to provide energy for the body • Know that everyone should eat at least five portions of fruit and vegetables every day	• Follow a recipe • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	prove their work • Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are Y6 create different food from around the world (using a heat source) in 'The World Around Us': • Understand the need for correct storage • Measure accurately • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
History		
Y3 start by sequencing events in <u>their</u> life (Knowing Me, Knowing You). They place the Stone Age on a time line (Rock Bottom). Y3 use dates and terms relating to the unit and passing of time (Knowing Me, Knowing You and Rock Bottom). Y3 look at evidence to support how we know things about the past and to build up a picture of past events. Y3 learn to use the internet and the library to research in 'Healthy Humans'. Y3 ask and answer questions about the past in 'Healthy Humans'.	▪ The origins of the Roman Empire ▪ Julius Caesar's attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army (expansion) (link to geog map-work) ▪ successful invasion by Claudius and conquest, including Hadrian's Wall ▪ British resistance, for example, Boudicca - (writing opportunity) ▪ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity ▪ To know how the Roman's influenced Britain ▪ To know how the empire ended – dissolution ▪ Place events from period studied on time line ▪ Use terms related to the period and begin to date events ▪ Understand more complex terms e.g. BC/AD ▪ Use evidence to build up a picture of a past event ▪ Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance ▪ Suggest where we might find answers to ques-	Y5 know and sequence key events of time studied in 'Romans' and 'The Maya'. Y6 sequence up to 10 events on a timeline (We'll Meet Again). Y5 use relevant terms and period labels in 'Invaders and Settlers' and 'The Maya'. Y6 use relevant dates and the correct terminology (We'll Meet Again). Y5 use evidence to build up a picture of a past event (Invaders and Settlers). Y6 look at primary and secondary sources in their 'We'll Meet Again' topic. Y6 look at evidence to support how we know things about the past and to build up a picture of past events. Y6 become confident in using the library and the internet for research in their 'The World Around Us' topic. Y5 select relevant sections of information, use the library and internet for research with increasing confidence, know and sequence key events of time studied and use relevant terms and period labels (Invaders and Settlers). Y6 devise, ask and answer more complex questions about the past, considering key concepts in history (We'll Meet Again). Y6 bring knowledge gathered from several sources together in a fluent account (We'll Meet Again). Y6 become aware that different evidence will lead to different conclusions (The World Around Us). Y6 link sources and work out how conclusions were arrived at (The World

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	tions considering a range of sources ▪ Use the library and internet for research	Around Us). Y6 create a timeline of medicines over periods in history (Born This Way).
Geography		
Y3 investigate the river nile – physical and human geography and land use, trade links (Egypt). Y3 use 4 compass points to follow and give directions (Healthy Humans).	• land use patterns and how these have changed over time (roman roads, farming etc) • begin to use 8 compass points for an archaeological search on the field (using aerial photograph)	Y5 look at types of settlement and land use e.g. comparison to modern day settlement and land use and to each other (Viking and Saxon) (Invaders and Settlers). Y5 look at types of vegetation and learn about deforestation and land use (Walking on the Wild Side). Y5 use 8 compass points (the Maya). Y6 use 8 compass points confidently and accurately to on a marching route (We'll Meet Again). Y6 use the 8 compass points to navigate (Fun at the Fair).
Science		
Y3 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Cliffs trip - chalk and flint) (Rock Bottom).	• Compare and group together everyday materials on the basis of their properties, including their hardness (duplicated from year 5.) • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • 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 • Recognise that sounds get fainter as the distance from the sound source increases	Y5 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 (China – deciding which material will keep tea hottest for longest on a journey up the Great Wall of China).

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Linking Document: Year 4 Term 5 Life on Earth

Prior Learning we can link to	Current Learning	Where will this progress to?
Art		
Y3 Rock Bottom pupils created Land Art Y3 Healthy Humans –pupils will have used printing skills to produce fruit and veg printing	Pattern skills: Explore environmental and manmade patterns, use sketchbook to record textures and patterns, interpret patterns, modify and adapt print. Use printing patterns and tessellations	Y5 use tessellation in their mayan blanket patchwork Y5 use printing blocks to create Chinese Characters for China topic Y6 use printing skills in Fun at the Fair to create a print of Dreamland
DT		
Investigated - what products are, who they are for, how they are made and what materials are used when they designed their own pencil case in Knowing Me knowing You. Pupils will also have covered recycling and reusing through PSHE in Y3 and Y4 (link to eco warriors)	Consider the views of others, including intended users, to improve their work Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reusedApply this to designing a house	This build towards and end point in Y6 Born this Way where pupils have to carry out full research first based on need before they start their design process
Geography		
Egypt -river Nile May the force be with you -coordinates where natural disasters Map work is used in all units in Y3	Know about the processes of the water cycle water cycle explain how rivers are formed name oceans and seas on a map of the world use coordinates to confidently locate features on a map	4 fig grid references are used in Y5 the Maya and 6 figure in Y6 the World around us
History		
Year 3 have already started looking at famous historical figures, their impact and why: Howard Carter in Ancient Egypt Topic; Wright Brothers in May the force be with you. In It's a Small World they made judgments achievement or folly r.e landmarks from selected countries. Year 4 have already looked at the impact of Thomas Edison Y3 have begin to understand there are different ver-	▪ Know about the life of Sir Edmund Hilary and his conquest of Everest ▪ Know about the role of his Sherpa team ▪ Know about Ang Tsering, the first woman to climb Everest ▪ Identify and begin to describe historically significant	Year 4 also look at the life of Thomas Beckett Year 5: To know about the first man and woman in space. Discuss reasons behind this time difference To know about the life and achievements of Neil Armstrong Examine and begin to make judgements regarding sources Moon landing Act or fiction; triumph or folly? Impact

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sions of the same event -Ancient Egypt and also Healthy humans where they looked at the first Olympics	people and events in situations ▪ Look at the evidence available ▪ Begin to evaluate the usefulness of different sources ▪ Judge whether this conquest s human achievement or folly and its impact in Britain	upon society Year 6 -Circle of Life- Charles Darwin -individual contributions
Science		
Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat From the earlier Our Planet topic, children have looked at Change of state already –rock to magma etc	Science Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things. 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 (°C) (water cycle) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Compare and group materials together, according to whether they are solids, liquids or gases	Y5 Walk on the Wild Side: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Y6 World around us Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Year 5 Changes Unit Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are reversible changes 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

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Linking Document: Year 4 Term 6 Planet Thanet

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 Knowing Me, Knowing You self-portraits - Drawing skills: close observation, proportion; accurate drawing of people, variety of media (choice of media) Y3 It's a Small World painting a jungle scene - Colour skills: colour mixing, look at colour wheels, different size brushes, apply colour, using dotting, scratching Y3 Rock Bottom cave paintings - Drawing and pattern skills: initial sketches as a preparation for drawing, make patterns on a range of surfaces Y3 It's a Small World' colour wheels -Use colour mixing to create Rousseau inspired artwork Y3 May the Force Be With You splatter painting - Colour skills: techniques using splashing Y3 Healthy Humans drawing bones - Drawing skills: close observation	Paint a landscape/seascape – Colour and drawing skills: Identify and draw the effect of light, observe colours, colour to reflect mood, scale and proportion. Focus artist - Turner	Y5 To Infinity and Beyond abstract art - Use colour skills to create a piece of abstract art based on the artist Peter Thorpe. Y5 Walking on the Wild Side drawing animals/insects - Drawing and colour skills: Interpret the texture of a surface and concept of perspective. Explore the use of texture in colour. Y6 We'll Meet Again images of war time London/Blitz - Colour skills: Colour to express feelings, hue, tint, shades and mood, create silhouettes. Y6 Moving on Up self-portraits - Drawing skills: effect of light on people from different directions to produce increasingly accurate drawings of people. Choose and select appropriate materials.
DT		
Y3 think about the intended users in 'Knowing Me, Knowing You'. They prepare sandwiches and salads (no heat source) in 'Healthy Humans' and 'It's a Small World': • Know that a healthy diet is made up from a variety and balance of different foods and drinks • Know that to be active and healthy, food is needed to provide energy for the body • Know that everyone should eat at least five portions of fruit and vegetables every day	• Measure using grams • Follow a recipe • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	Y5 design a celebration meal in 'China'. They: • Generate innovative ideas, drawing on research • Consider the views of others, including intended users, to improve their work • Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are Y6 create different food from around the world (using a heat source) in 'The World Around Us': • Understand the need for correct storage • Measure accurately

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		• How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
History		
Y3 learn about the achievements of the Wright Brothers and other historical figures who have pushed against forces (May the Force Be With You). Y3 identify similarities and differences between ways of life in different periods, including present day life (It's a Small World). Y3 recognise and identify who was important within lessons based on specific historical events/accounts, e.g. talk about important places and who was important and why (Healthy Humans). Y3 identify similarities and differences between ways of life in different periods, including present day life, including to know about their OWN athlete from modern society, whom they've researched, to compare (Healthy Humans).	▪ To know about the life and achievements of Thomas Beckett ▪ To know why Canterbury Cathedral became an important centre for Pilgrimage ▪ understand some of the similarities and differences between different periods, e.g. social, belief, local, individual ▪ Identify and begin to describe historically significant people and events in situations	Y5 learn about the life and achievements of Neil Armstrong (To Infinity and Beyond). Y6 learn about the life, work and discoveries of Charles Darwin (The Circle of Life). Y5 show understanding of some of the similarities and differences between the time period studied and present day, e.g. social, belief, local, individual (China). Y5 understand that some events, people or developments are seen as more significant than others giving examples (Changes). Y6 give reasons why some events, people or developments are seen as more significant than others (The Circle of Life). Y6 show a clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual (Fun at the Fair).
Geography		
Y3 begin to use junior atlases (It's a Small World, Egypt). Y3 identify the countries that make up the UK and their capital cities, including some counties (It's a Small World). Y3 investigate the river nile – physical and human ge-	• name and locate counties in UK • use junior atlases confidently • geographical regions identifying their human and physical characteristics and key topographical features e.g. hills, mountains, coasts, rivers **Fieldwork:** Use fieldwork to observe, measure, record and present the human and physical features in the local area using	Y5 begin to use atlases to find out about other features of places e.g. wettest part of the world (The Maya). Y5 use index and contents page in atlas to locate countries (Changes). Y6 confidently use an atlas (We'll Meet Again, Born This Way).

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ography and land use, trade links (Egypt). Y3 select views to photograph. Add titles and labels including date and location info (Knowing Me, Knowing You). Y3 draw an annotated sketch from observation including descriptive and explanatory labels (draw map of school and label birds eye view.) (Knowing Me, Knowing You).	sketch maps • Ask geographical questions • Record findings from fieldtrips • Present findings clearly • Use appropriate terminology • Draw an annotated sketch from observation including descriptive / explanatory labels • Select views to photograph to aid map drawing • Add titles and labels giving date and location information	Y6 use atlases to find out about other features of places (Africa) (The Circle of Life). Y5 locate the world's countries, focus on North & South America (To Infinity and Beyond, The Maya). Y5 locate north and south America including countries, cities, physical and human characteristics and environmental regions (The Maya). Y6 compare human and physical geography (The World Around Us). Y5 make a judgement about the best angle or viewpoint when taking an image or making a sketch. Evaluate. (great wall of china, different views and perspectives) (China). Y5 use fieldwork to observe, measure, record and present the land-use features related to animal life in the local area using graphs. Use photos or video to record to aid accurate graphing (Walking on The Wild Side). Y6 draw a sketch map using symbols and a key/ OS (Born This Way). Y6 use graphs to display data collected (Fun at the Fair). Y5 draw a sketch map using symbols and a key (time zones) (To Infinity and Beyond).
Science		
In year 1, children identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They also identify and name a variety of common animals that are carnivores, herbivores and omnivores. They identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. In year 2, children identify and name a variety of plants and animals in their habitats, including microhabitats. Y3 look at plants and animals in It's a Small World and	• Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Y6 Circle of Life links: • 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 • Give reasons for classifying plants and animals based on specific characteristics. Y5 look at animals and plants in 'Walking on the Wild Side'.

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Healthy Humans. Earlier in Y4, links with habitats and food chains in life on earth.		

Linking Document: Year 5 Term 1 Invaders and Settlers

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 – Cartouche made of clay and then painted linking to jewellery made from clay and then painted in Y5.	Texture Skills: using stories, music and poems as stimuli, select and use materials, embellish work – Shields and jewellery.	Y6 Georgia O'Keefe artwork - develop experience in embellishing.
DT		
Similar skills used in Y3 to make Stone Age shelters and in Y4 to make trojan horses/light it up models.	Design Viking longboats - Produce lists of tools, equipment and materials that they need Follow procedures for safety Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) Accurately measure to nearest mm, mark out, cut and shape materials and components Accurately assemble, join and combine materials/ components	Produce list of tools, equipment and materials they need – Y6 'Circle of Life' (designing and making a printing block). Follow procedures for safety and use a wider range of materials and components – Y6 'We'll Meet Again' (Making a bomb shelter). Accurately measure – Y6 'The World Around Us' (Create food from around the world). Use a wider range of materials and components – Y6 'Fun at the Fair' (fairground ride).
History		
Y4 learn about the Romans (the Roman Empire, the 'Romanisation' of Britain, how the Empire ended). Y4 look at primary and secondary sources to discover facts about the daily lives of Ancient Greeks. Y3 + 4 look at evidence to support how we know things about	• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture	Y6 look at primary and secondary sources in their 'We'll Meet Again' topic. Y6 look at evidence to support how we know things about the past and to build up a picture of past events.

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the past and to build up a picture of past events. Y3 learn how to select relevant information in their 'Knowing Me, Knowing You' topic. Y3 and 4 learn to use the internet and the library to research in 'Healthy Humans' and 'Romans'. Y3 start by sequencing events in their life (Knowing Me, Knowing You). Y4 then place events from the Romans on a timeline. Y3 use dates and terms relating to the unit and passing of time (Knowing Me, Knowing You and Rock Bottom). Y4 use terms relating to the period and begin to use date events. They start to understand BC/AD (Greece). Y3 identify similarities and differences between ways of life in different periods, including present day life (Healthy Humans and It's a Small World). Y4 understand some of the similarities and differences between different periods, e.g. social, belief, local, individual (Planet Thanet).	• Christian conversion – Canterbury, Iona and Lindisfarne • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • how Britain has influenced by the Vikings and Saxons • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past	Y6 become confident in using the library and the internet for research in their 'The World Around Us' topic. Y6 sequence up to 10 events on a timeline (We'll Meet Again). Y6 use relevant dates and the correct terminology (We'll Meet Again). Y6 show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual (Fun at the Fair).
Geography		
Y3 start by looking at the land use in Egypt. Y4 then look at land use patterns and how these have changed over time for Romans.	Types of settlement and land use e.g. comparison to modern day settlement and land use and to each other (Viking and Saxon). Evaluate quality of evidence collected and suggest improvements (settlements).	Y6 look further at human and physical geography in their topic 'The World Around Us'.
Science		
Y3 look at different forces in their 'May the Force be With You' topic. They study friction.	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	As children move to KS3, they will look at forces in more detail e.g. measuring forces in Newtons, looking at Hooke's Law, and energy changes on

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		deformation.

Linking Document: Year 5 Term 2 To Infinity and Beyond

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 – pastels used for self-portraits.	Use colour skills to create a piece of abstract art based on the artist Peter Thorpe (using pastels).	Y6 – create an abstract picture to reflect personal experience (Circle of Life).
DT		
Y3 use similar skills in 'Rock Bottom' and 'Knowing Me, Knowing You'. Y4 use electrical and mechanical components to make a mode with a working light (Our Planet and Light it Up).	Design and make straight line moon vehicles - Evaluate the design of products so as to suggest improvements to the user experience. Explain their choice of tools and equipment Identify the strengths and weaknesses of their ideas and products Understand how more complex electrical circuits and components can be used to create functional products.	Y6 use cams, pulleys and gears linking to a pulley used in the Y5 moon vehicle. Y6 use similar skills in 'Circle of Life'.
History		
Y3 look at achievements or follies in 'It's a Small World' topic through looking at landmarks in the local area. Y4 decide whether the conquest of Everest is an achievement or folly in 'Life on Earth'. Y3 compare different sources in 'Egypt'. Y4 evaluate the usefulness of different sources in 'Greece' and 'Life on Earth' and consider a range of sources in 'Romans'. Y3 start by looking at events in their own life and then the achievements of the Wright Brothers in 'May the Force be With You'. Y4 look at the life of Sir Edmund Hilary and Thomas Beckett.	• To know about the Space Race and the contributions of the superpower countries, including the history and development of NASA. • To know about the first man and woman in space. Discuss reasons behind this time difference. • To know about the life and achievements of Neil Armstrong. • Moon landing Act or fiction; triumph of folly? • Understand that the past is represented and interpreted in different ways and give reasons for this. • Compare accounts of events from different sources – fact or fiction.	Y6 link sources and work out how conclusions were arrived at in 'The World Around Us'. In 'We'll Meet Again' they use a range of sources and bring knowledge gathered from several sources together in a fluent account. Y6 look at the life and discoveries of Charles Darwin.

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Geography		
Y3 look at why a map key is needed in 'Healthy Humans'. They identify the northern and southern hemispheres on a map in 'Egypt'. They recognise a map of the world, identify and name continents, recognise the British Isles and another country they have chosen, identify countries and cities in the UK along with some counties, name seas surrounding the UK and locate the UK on a variety of different scale maps in 'It's a Small World'. Y4 begin to locate Europe and then Greece. They name and locate countries in Europe, including Russia, and some capital cities in 'Greece'. They recap equator, northern and southern hemisphere in 'Our Planet'. They name oceans and seas on a map in 'Life on Earth'. They continue to name and locate countries in the UK. They draw an annotated sketch in 'Planet Thanet'.	Locational knowledge – identify prime, Greenwich and meridian times zones including day and night. Draw a sketch map using symbols and a key (time zones). Identify position and significance of Arctic and Antarctic circle. Locate the world's countries, focus on North & South America. Identify the position and significance of lines of longitude & latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	Y6 locate places on a world map including oceans in 'We'll Meet Again'. They locate Tropics of Cancer, Capricorn, longitude and latitude in 'The World Around Us'. They draw a sketch map using symbols and a key/OS map symbols in 'Born This Way'.
Science		
Y3 begin to look at forces in 'May the Force be With You' – looking at friction, contact forces and magnetic forces.	• Describe the movement of the Moon relative to the Earth • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Describe the Sun, Earth and Moon as approximately spherical bodies	In KS3, children learn about 'space physics' – - gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) - our Sun as a star, other stars in our galaxy, other galaxies - the seasons and the Earth's tilt, day length at different times of year, in different hemispheres

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		- the light year as a unit of astronomical distance.

Linking Document: Year 5 Term 3 China

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 printing skills in 'Healthy Humans' - relief and impressed printing, recording textures/patterns, colour mixing through overlapping colour prints. Y4 print patterns in 'Life on Earth'.	Printing skills: Combining printing, design prints, use string or card to make a block print, evaluate own work.	Y6 printing skills in 'Fun at the Fair' - building up drawings and images using parts of wholes of items using various techniques, explore printing techniques.
DT		
Y3 think about the intended users in 'Knowing Me, Knowing You'. They prepare sandwiches and salads (no heat source) in 'Healthy Humans' and 'It's a Small World'. Y4 make Roman soup and scones (using a heat source) in 'Romans' and 'Planet Thanet'. They think about the intended users in 'Life on Earth' Y3 have made sandwiches Y4 have made a Roman soup and scones	Design a celebration meal – • Generate innovative ideas, drawing on research • Consider the views of others, including intended users, to improve their work • Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Y6 create different food from around the world (using a heat source) in 'The World Around Us'.
History		
Y3 look at hieroglyphs – linking to the pictographs that the Shang used. Y3 look at the afterlife and the similarities and differences	To know that: • The origin of the Shang dynasty is a succession of rulers from the same family or line.	Y6 look at the origins of medicine and the development of medical practices across History in 'Born This Way'.

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between Ancient Egypt and present day Egypt. Y4 study Greek life and compare ancient and modern Olympics.	• Religious beliefs: In order to predict the future, or ask questions of the gods, people would engrave questions on **oracle bones** (tortoise shells or cow bones). These would then be burned and the priests would 'read' the cracks which then appeared. • Chinese medicine: Chinese people used to grind down these ancient animal bones to make **traditional medicines**. In 1899 some scholars noticed engravings on the bones and discovered they had come from North East China. In 1928 excavations began and evidence of the Shang was discovered. Show understanding of some of the similarities and differences between the time period studied and present day, e.g. social, belief, local, individual.	
Geography		
Y3 begin to identify features on aerial/oblique photographs and select views to photograph, adding titles and labels including date and location info – 'Getting to Know You'. They consider how photos provide useful evidence and locate position of photo on a map – 'Egypt'. They draw an annotated sketch from observation including descriptive and explanatory labels (draw map of school and label birds eye view) – 'Getting to Know You'. Y4 identify features of an aerial photograph – 'Light it Up'. They select views to photograph to aid in map drawing – 'Planet Thanet'. They draw an annotated sketch from observation including descriptive/explanatory labels – 'Planet Thanet'.	Make a judgement about the best angle or viewpoint when taking an image or making a sketch. Evaluate. (Great Wall of China, different views and perspectives). Compare maps with aerial photographs (Great Wall of China). Use medium scale land ranger OS maps.	Y6 annotate sketches to describe and explain geographical processes and patterns – 'The World Around Us'. They use sketches as evidence in an investigation (how areas have changed over time) – 'The Circle of Life'. They also draw sketch maps using symbols and a key/OS symbols – 'Born This Way'.
Science		
Y3 compare and group together different kinds of rocks on the basis of their appearance and simple physical properties – 'Stone Age'. They Observe how magnets attract or repel each other and attract some materials and not others and compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials – 'May the Force be With You'. Y4 compare and group materials together, according to whether	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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	Children look further into the properties of different materials in KS3.

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they are solids, liquids or gases – 'Our Planet' and 'Life on Earth'. They recognise some common conductors and insulators, and associate metals with being good conductors – 'Light it Up'. They compare and group together everyday materials on the basis of their properties, including their hardness to investigate materials used for Roman weapons.		

Linking Document: Year 5 Term 4 The Maya

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 pattern skills: pattern in the environment, patterns on a range of surfaces, symmetry – land art. Y3 form skills: Shape, form, model and construct; understanding of different adhesives and methods of construction – 3D cartouche. Y4 pattern skills: explore environmental and manmade patterns – design and decorate a pot. Y4 form skills: experience surface, patterns and textures and plan and develop ideas – mosaic portrait. Y4 pattern skills: Explore environmental and manmade patterns, use sketchbook to record textures and patterns, interpret patterns, modify and adapt print – printing pattern and tessellation.	Form and pattern skills: Plan and develop ideas, shape, form model and join. Create pattern for purposes – 3D mask collage.	Y6 texture and colour skills: explore the use of texture in colour, apply knowledge of different techniques to express feeling, develop experience in embellishing – Georgia O'Keeffe artwork. Form skills: plan and develop ideas, shape form model and join, observation and imagination, properties and choice of media – anti-smoking 3D poster.
DT		
Y3 make a 3D textiles product (Egyptian headdress).	Tinkercad and blanket making: • Create innovative designs that improve upon existing products. • Make design decisions, taking account of constraints such as time, resources and cost • Use computer-aided design • Know that a 3D textiles product can be made from a combination of fabric shapes.	Y6 use a range of materials to create a 3D fairground ride.
History		

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Y4 learn about the Roman civilization. Y3 start by sequencing events in their life (Knowing Me, Knowing You) Y4 then place events from the Romans on a timeline. Y3 use dates and terms relating to the unit and passing of time (Knowing Me, Knowing You and Rock Bottom). Y4 use terms relating to the period and begin to use date events. They start to understand BC/AD (Greece). Y3 identify similarities and differences between ways of life in different periods, including present day life (Healthy Humans and It's a Small World). Y4 understand some of the similarities and differences between different periods, e.g. social, belief, local, individual (Planet Thanet).	• To know about Mayan civilisation • To know about Mayan hierarchies • To know about Mayan religion; • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past	Y6 learn about the conflict with religion in relation to Charles Darwin. Y6 sequence up to 10 events on a timeline (We'll Meet Again). Y6 use relevant dates and the correct terminology (We'll Meet Again). Y6 show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual (Fun at the Fair).
Geography		
.Y3 recognise a map of the world, identify and name continents, recognise the British Isles and another country they have chosen, identify countries and cities in the UK along with some counties, name seas surrounding the UK and locate the UK on a variety of different scale maps in 'It's a Small World'. Y4 begin to locate Europe and then Greece. They name and locate countries in Europe, including Russia, and some capital cities in 'Greece'. Y3 begin to use junior atlases and Y4 use junior atlases confidently. Y3 identify landmarks in our local area. Y4 use fieldwork to observe, measure, record and present the human and physical features in the local area. Y3 use 4 compass points. Y4 begin to use 8 compass points. Y3 and 4 look at letter/number coordinates.	• Locate north and south America including countries, cities, physical and human characteristics and environmental regions • Locate world countries and oceans • Begin to use atlases to find out about other features of places e.g. wettest part of the world • Local context • Use 8 compass points • Begin to use 4 figure coordinates to locate features on a map	In Y6 'The World Around Us', children compare similarities and differences of UK, a region in Europe (France), and South America (Brazil) and compare human and physical geography. Y6 locate places on a world map including oceans in 'We'll Meet Again'. Y6 use atlases to find out other features about Africa. Y6 look at the distribution of illegal drugs locally and globally. They also produce an interview about the local area and tourism. Y6 use 8 compass points confidently and accurately on a marching route. Y6 use 6 figure coordinates.

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Y4 look at human and physical characteristics in Planet Thanet.		
Science		
Y4 complete this same objective when looking at the water cycle and volcanoes.	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 (°C)	In KS3, children continue to look at changes of state: the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density, the anomaly of ice-water transition.

Linking Document: Year 5 Term 5 Walk on the Wild Side

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 painting jungle scene in it's a small world used doting sand scratching for texture ; y4 covered textual surfaces when they made a 3D volcano	Drawing and colour skills: Interpret the texture of a surface and concept of perspective. Explore the use of texture in colour. Used when drawing insects/animals.	Y6 develop embellishing skills to explore texture in colour in World around us
DT		
Using the same skills/knowledge: Y3 have made sandwiches Y4 have made a Roman soup and Tea scones	Create a variety of 'Fair Trade' linked foods. Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health How to prepare and cook safely and hygienically including, where appropriate, the use of a heat source	Year 6 International food Day uses similar skills to create a range of savoury dishes
History		
Pupils will have studied topics from Y3 and Y4 that focus on why people in the past acted as they did. From individual achievements such as Everest and space exploration to society beliefs such as the Ma-	To know how and why animals have been hunted throughout history To know what is being done by government and organisations to protect animals	History of Fairgrounds and circuses and how they have evolved across history To know how health and safety and animal

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yans; China etc Children will have studied the rule of law in British Values related lessons across their time at Upton	Begin to offer explanations about why people in the past acted as they did	cruelty laws, social pressures have impacted upon fairgrounds and circuses
Geography		
Map work takes place in all topics Fieldwork skills will have been visited in Healthy Humans (y3) and Planet Thanet (y4) Children will have leaned about habitat in the infants	Global map work. Countries where animal habitats are being destroyed, identify different types of vegetation and learn about deforestation and land use Use fieldwork to observe, measure, record and present the land-use features related to animal life in the local area using graphs. Use photos or video to record to aid accurate graphing	Y6 identify and understand vegetation belts and biomes as part of The World Around Us Topic Y6 the World around us -impact of global warming (History)
Science		
Y3 – life cycle of plants in it's a small world Y4 –classification of differing types of creatures in Planet Thanet Y4 – habitats and food chains in Life on Earth	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animal	Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. This links to RSE and reproduction

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Linking Document: Year 5 Term 6 Changes

Prior Learning we can link to	Current Learning	Where will this progress
Art		
Y3 form skills: Shape, form, model and construct; understanding of different adhesives and methods of construction – 3D cartouche. Y4 form skills: experience surface, patterns and textures and plan and develop ideas – mosaic portrait.	Form skills: plan and develop ideas, shape, form, model and join.	Y6 form skills: plan and develop ideas, shape form model and join, observation and imagination, properties and choice of media – anti-smoking 3D poster.
DT		
Y3 prepare sandwiches and salads (no heat source) in 'Healthy Humans' and 'It's a Small World'. Y4 make Roman soup and scones (using a heat source) in 'Romans' and 'Planet Thanet'.	• Know that recipes can be adapted to change the appearance, taste, texture and aroma • Know that different foods contain different substances - nutrients, water and fibre - that are needed for health • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. • How to use a range of techniques including, mixing, spreading, kneading and baking: Making their own bread • • Generate innovative ideas, drawing on research • Consider the views of others, including intended users, to improve their work • Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are •	Y6 create different food from around the world (using a heat source) in 'The World Around Us'.
History		
Y3 recognise and identify who was important within lessons based on specific historical events/accounts, e.g. talk about important places and who was important and why – Healthy Humans.	• To know the need for preserving food throughout history • To know how food was preserved throughout history • To know about the importance of a food supply to military campaigns throughout history	Y6 can link back to Y5 in their 'We'll Meet Again' topic – food supply to military campaigns. Y6 give reasons why some events, people or developments are seen as

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Y4 identify and begin to describe historically significant people and events in situations – Light it Up, Life on Earth and Planet Thanet. They ask and answer questions about the past, considering the significance – Romans. Y3 Recognise why people did things and why some events happened – May the Force be With You. Y4 identify and give reasons for historical events, situations and changes – Our Planet.	• Understand that some events, people or developments are seen as more significant than others giving examples. • Begin to offer explanations about why people in the past acted as they did	more significant than others – The Circle of Life. Y6 provide clear explanations for why people in the past acted as they did, commenting on their actions (using evidence to support and illustrate their explanation) – Born This Way.
Geography		
Y3 and 4 use junior atlases. Y3 look at trade links and land use in Egypt. Y4 understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe. They compare weather/climate/food/housing/land use/transport/trade – Greece.	Distribution of natural resources including energy, food, minerals and water and how this can change over time (depletion of these). Understand that differing countries have differing levels of natural resources. Use index and contents page in atlas to locate countries.	Y6 confidently use atlases. Y6 compare distribution of natural resources including energy, food, minerals and water – The World Around Us. Y6 look at economic activity and trade links in We'll Meet Again. Y6 confidently use atlases.
Science		
Y4 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 (°C) when looking at volcanoes and the water cycle. They compare and group materials together, according to whether they are solids, liquids or gases in Our Planet and Life on Earth. They also explore evaporation and condensation in the water cycle during Life on Earth.	• Describe the changes as humans develop to old age. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Demonstrate that dissolving, mixing and changes of state are reversible changes • 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 .	KS3 continue to look at changes of state.

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Linking Document: Year 6 Term 1 We'll Meet Again

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
Y4 Planet Thanet – paint a land/seascape that reflects mood No prior knowledge of silhouettes to work from other than the Science link to light	Task: create images of war time London/Blitz Colour skills: Colour to express feelings, hue, tint, shades and mood, create silhouettes. Art/artist: Jan Pienkowski (inspiration for silhouettes) Task: To represent a moment in History through art. Skills: English Link Children thought about words and phrases that showed and depicted how the people in concentration camps might have felt. Thye referred to their new knowledge from the books currently being read in English and UBBC.	This links to these KS3 Art objectives to use a range of techniques and media, including painting to increase their proficiency in the handling of different materials Use of colour to show emotion
Geography		
World maps and use of atlases is a feature in all YGs In Y5 The Maya – pupils started to use 8 compass points In Y5 Changes pupils studied distribution of natural resources including energy, food, minerals and water and how this can change over time (depletion of these) Also, Understand that differing countries have differing levels of natural resources Y4 The Romans-pupils looked at what land was used for - inc roads and farming. Also used 8 compass points for archaeological dig. Maths link r.e. position and direction	• know about economic activity and trade links (rationing) • use 8 compass points confidently and accurately to on a marching route • locate places on world map including oceans • to confidently use an atlas (Allies & Axis) • Trip to Kent life supported learning about RAF Navigation (Maths link)	In KS3: human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources Also move to OS maps in terms of grid references and compass points - The World Around Us Topic.

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here in Y5 too Year 3 use 4 compass points		
History		
Invaders and Settlers (Year 5) and the Maya involve timelines Infinity and Beyond (Moon landing) - pupils will have looked at evidence sources Year 4 The Romans -asking questions about the past Year 4 Greece – looking at sources (evidence from pottery) Greece and Roman timelines Year 4 – life on earth – evidence r.e. climbing of Everest Y3 had timelines in Ancient Egypt and saw pupils comparing different versions of stories in both healthy humans and Egypt	Includes: Trips to Ramsgate Tunnels; WWII Jive; WWII Day Peter O'Sullivan; trip to Kent life To know the countries involved in WWII and whether they were Allies or Axis To gain knowledge of the precautions that were taken in an air raid. English Link - Leaflet To know the evacuation process involving children and the evacuees and what life was like for those evacuated understand what it was like to be evacuated. English Link – Writing a letter To know what life was like during the Blitz. English Link – Newspaper report. To know where Thanet was bombed and where pupil took refuge To know that food was rationed and the reasons for this Place current study on time line in relation to other studies Use relevant dates and correct terminology. Sequence up to 10 events on a time line Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Devise, ask and answer more complex questions about the past, considering key concepts in history	.This will have forged excellent links for secondary school where they have to: challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust
DT		
In Y5, similar skills will have been used in Invaders and settlers – making Viking longboat models; In Y4 In ancient Greece making model trojan horse. In Y3 to design and evaluate a stone age shelter	Recognise when their products have to fulfil conflicting requirements Generate innovative ideas, drawing on research Select from and use material and components according to functional properties and aesthetic qualities Follow procedures for safety Develop prototypes Make design decisions, taking account of constraints such as	KS3 sees grater use of specialist tools to make more complicated designs

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	time, resources and cost Apply this to make Bomb shelters (Anderson and Morrison)	
Science		
Light was last studied in Y3 Recognise that they need light in order to see things and that dark is the absence of light; Notice that light is reflected from surfaces ; Recognise that light from the sun can be dangerous and that there are ways to protect their eyes ; Recognise that shadows are formed when the light from a light source is blocked by an opaque object ; Find patterns in the way that the size of shadows change. Scientific enquiry strategies and techniques should be at similar point from Y5 **but with support**	▪ Recognise that light appears to travel in straight lines ▪ 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 ▪ 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 ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. ▪ Plan different types of scientific enquiries to answer questions ▪ Take measurements with increasing accuracy and precision ▪ Record data and results of increasing complexity using scientific diagrams and labels ▪ Record data and results of increasing complexity using line graphs ▪ Report and present findings from enquiries, including conclusions and causal relationships ▪ Report and presents findings from enquiries in oral and written forms such as displays and other presentation ▪ Use test results to make predictions to set up further comparative and fair tests ▪ Input- searchlights over London during Blitz Use shadows and light investigation Also – make a periscope	In Ks3 - This moves onto light waves, transmission of light waves and colour in light

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Linking Document: Year 6 Term 2 The World Around Us

Prior Learning we can link to?	Current Learning	Where will this progress
ART		
Y5 Invaders and settlers – making of jewellery -link to embellishing of work Y4 – electrical storm – exploring light and shadow, texture and colours Y3 Stine Age - patterns in the environment Land Art	Focus Artist: Georgia O'Keeffe artwork; Art linked to climate change (stunning start); land art Texture and colour skills: explore the use of texture in colour, apply knowledge of different techniques to express feeling, develop experience in embellishing. WOW Day art work on climate change using different media, land are to depict climate change and the resources around us.	Y7 focus on differing media but also explore greater use or textures and colour mixing as well as embellishing techniques.
Geography		
Have been introduced to economic activity and trade links in We'll Meet Again Y6 Y5 Walk on the Wild Side: Learnt about types of vegetation and about deforestation and land use Y5 The Maya – pupils learned how to use 4 figure grid references Y5 To infinity and Beyond: View from space – I.D of hemispheres and tropics and sketches of areas Y4 – compare and contrast areas -UK vs Greece Y3 Comparison of UK to SA	• compare similarities and differences of UK, a region in Europe (France), and South America (Brazil). – 3D Biomes • Compare human and physical geography • Compare distribution of natural resources including energy, food, minerals and water • use 6 figure grid references and OS maps • locate tropics of cancer and Capricorn, longitude and latitude (task Globe Balloons) • Locate and understand about biomes and vegetation belts • annotate sketches to describe and explain geographical processes and patterns. Evaluate and improve. • locate places on a world map and confidently use an atlas	Y7 focus on comparing aspects of land use between areas of UK and areas of Africs and Asia in terms of Land use and human and physical geography
History		
Y5 -Walking on the Wild Side: What have the govt done to address the issue of animals hunted close to extinction? Y5 – Invaders and settlers: use of evidence and what this shows us? Y5 – To infinity and beyond. Compare evidence and judge	• History of global warming - KIC Theatre & Drama • When was it identified? • Controversy surrounding it – fact or fiction and know how evidence contradicts and the arguments for and against • Know the key pieces of evidence used in arriving at this conclusion • What have governments done to address this ? Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and	KS3 - They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

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if fact or fiction - Moon Landing Y4 -Greece – comparing evidence from pottery and evidence r.e. climbing of Everest to get the true story	opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research English link – Speeches, debates and Whole school Speaker competition.	
DT		
Year 5 -Pupils used similar skills to make: Chinese Wantons (China) Fair Trade linked foods (Walking on the Wild Side) Making of Bread (Changes) Y4 Romans – made Roman Soup Planet Thanet- made savoury scones Y3 It's a Small World - Fruit Salad Y3 Healthy Humans – Healthy Sandwiches	Understand the need for correct storage Measure accurately How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Apply this in International food day -create different food from around the world Additional foci : Also create a CAMs mechanism to show climate change	Year 6 -Food Tech -pupils will engage in more complicated recipes with increasing use of heat source, seasoning and ingredient manipulation
Science		
Y4 Life on Earth: Construct and interpret a variety of food chains, identifying producers, predators and prey. And: Recognise that environments can change and that this can sometimes pose dangers to living things. Y5: within majority of Y5 topics Record data using labelled diagrams, keys, tables and charts With support, present findings from enquiries orally and in writing	▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ▪ Plan different types of scientific enquiries to answer questions ▪ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts ▪ Report and present findings from enquiries, including conclusions and causal relationships ▪ Report and presents findings from enquiries in oral and written forms such as displays and other presentation ▪ Identify scientific evidence that has been used to support or refute ideas	In Ks3 - Genetics and evolution Inheritance, chromosomes, DNA will be taught in much greater depth during biology lessons

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	or arguments	

Linking Document: Year 6 Term 3 The Circle of Life

Prior Learning we can link to	Current Learning	Where will this progress?
Science		
• Y3 Stone Age: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Cliffs trip - chalk and flint); Y4 – Planet Thanet - Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment – Life on Earth – habitats and food chains 6 –The World Around Us – Adaptation and fossils.	•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 •Give reasons for classifying plants and animals based on specific characteristics (Natural Selection) •Plan different types of scientific enquiries to answer questions •Record data and results of increasing complexity using scientific diagrams and labels •Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts •Report and present findings from enquiries, including conclusions and causal relationships •Report and presents findings from enquiries in oral and written forms such as displays and other presentation Identify scientific evidence that has been used to support or refute ideas or arguments Children make a DNA helix from sweets.	Y7 Science – classification keys of greater complexity; investigations into DNA
History		
Children have learned about other individuals who have impacted upon society – Neil Armstrong in Y5; Thomas Beckett and Edmund Hilary in Y4; Edison; the wright brothers; and from English, Important	• **Includes Trip to Powell-Cotton Museum** • To know about the life, work and discoveries of Charles Darwin	Year 7 biology

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figures such as Rosa Parks and Nelson Mandela; Thomas Shackleton etc.	• English Link – Newspaper report & Debate • To know about the difficulties he faced convincing others and the conflict with religion To know the implication his life and work had upon current society	
Geography		
• Y5 Walk on the wild side - how areas have changed over time - Countries where animal habitats are being destroyed • Y5 Changes distribution of natural resources including energy, food, minerals and water and how this can change over time (depletion of these) • Y4 Romans land use patterns and how these have changed over time (roman roads, farming etc.) •	• use sketches as evidence in an investigation (how areas have changed over time) Use atlases to find out about other features of places (Africa)	Local area study – how region has changed Study of land use and how this has changed over time
Art		
Y4 tessellation – life on Earth Y6 We'll meet again Colour skills: Colour to express feelings, hue, tint, shades and mood,	Task: create an abstract picture to reflect personal experience. Pattern skill: tessellation Art/artist: Escher	Increased use of differing media
DT		
Y5 have used Chinese printing blocks in their art so are familiar with the idea Evaluating the quality of existing designs will have happened in Y4 where they designed a house and in Y5 where they designed and made Mayan blankets	Produce detailed lists of tools, equipment and materials that they need Use techniques that involve a number of steps Demonstrate resourcefulness, e.g. make refinements Critically evaluate the quality of the design manufacture and fitness for purpose of their products as they design and make Design and make a printing block in order to print an African design on fabric	Increased DT machinery and complex tools will allow aspects such as 3D printing and wood/metalwork

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Linking Document : Year 6 Term 4 Born this Way

Prior Learning we can link to	Current Learning	Where will this progress?
Science		
Y5 Changes is about the change from young to old – human lifecycles Y4: Greece looks at the importance of healthy diet related to teeth and the digestive system Y3 Healthy Humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Working scientifically skills should build year on year. In Year 6 these skills should become more independent	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Task draw this onto T shirts) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Digestive system experiment) Describe the ways in which nutrients and water are transported within animals, including humans. Recognise and control variables where necessary Take measurements using a range of scientific equipment Take measurements with increasing accuracy and precision Take repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels Record data and results of increasing complexity using line graphs Report and present findings from enquiries, including conclusions and causal relationships Report and present findings from enquiries, including explanations of, and degree of, trust in results Use test results to make predictions to set up further comparative and fair tests Heart Rate Experiment – Maths Link WOW day Circuits: PE & Maths link – heart rate WOW day – Fizz POP: Taste Buds Wow day Fizz Pop : Snotty Science Senses and adapting First Aid training for children CPR. Puberty	Secondary school science involving more complicated circuitry

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History		
Year 5 Changes – pupils learned about the importance of essentials e.g food ; Pupils would have discussed why people act the way they do when survival is at risk Begin to offer explanations about why people in the past acted as they did. Children would have used timelines in both Invaders and Settlers; the Maya and China. In To Infinity and Beyond they would have begun to compare accounts from differing sources Year 4 - The Romans; Greece; would have used timelines and sources . They also looked at the Greeks as the first doctors (link to medicine) esp .the digestive system and teeth Year 3 - Healthy Humans was one of the topics - nutrition was a focus and keeping healthy; Egypt and the Stone Age used timelines .	• To know the origins of medicine and the development of medical practices across history; from the use of blood drawing and leaches to the discovery of penicillin Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). Timeline of medicines over periods in history	Pupils will focus more upon why people acted as they did as they study period of history
Geography		
Year 6 already – you will have linked to trade lines using maps in We'll Meet again Year 5 –sketch maps would have been used in Infinity and Beyond (draw from Space). Year 5 - China – should have looked at OS Maps Y4 – annotated sketches in Planet Thanet during fieldwork in the local area Y3 started with Sketch Maps in Knowing Me, Knowing you – sketch map of the school All year groups use maps in atlases –pupils should be proficient by this stage	• You are the Drug Police: • distribution of illegal drugs globally – locate on map - and locally (County Lines) • draw a sketch map using symbols and a key/ OS • locate places on a world map confidently use an atlas	Maps skills will continue but pupils will learn more about the work of the police and drugs
Art		
Y5 3D Mayan masks, 3D Printing blocks in Chinese printing; Mayan blanket	Born this Way Task: create an anti-smoking 3D poster	Pupils will cover greater use of 3d design and media in both

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Y4 Our Planet Task: use textures and colour to convey terrain surface and lava movement on 3D volcano Y3 Egypt – 3D Cartouches	Form skills: plan and develop ideas, shape form model and join, observation and imagination, properties and choice of media. Art/artist: Jean Tinguely (inspiration for colour, feelings, mood – good resources on Tate modern website); DADA Art Resources: Sketchbooks, pencils, card, paper.	Art and DT and have access to more sophisticated equipment.
DT		
Y6 involves greater independence of the skills below Y5 Evalauate existing prouducts – Year 5 would have looked at existing product r.e their straight line moon bvehicle Year 4 would have looked at similar when thewy were designing a house in Life on Earth Y3 would have completed similar processe when designing their opwn pencil case	•Carry out research, using surveys, interviews, questionnaires and web-based resources •Explain their choice of tools and equipment in relation to the skills and techniques they will be using •Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants. Create a new cereal brand and packaging for heathy eating	Secondary school use of more sophisticated specialist equipment to create more complex machinery

Linking Document : Year 6 Term 5 Fun at the Fairground

Prior Learning we can link to	Current Learning	Where will this progress?
Science		
Y4 will have developed simple electrical Circuits in their Light it up unit that light bulbs and use switches. They also created a DT project that involved circuits to make a structure containing a light that could be switched on. They will have knowledge of basic circuit diagrams	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram.	Secondary school science involving more complicated circuitry

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History		
Year 5 Walk on the Wild Side To know how and why animals have been hunted throughout history To know what is being done by government and organisations to protect animals Show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual is covered in y5 China, Y4 Planet Thanet and Y3 IT'S a Small World Y3	History of Fairgrounds and circuses and how they have evolved across history To know how health and safety and animal cruelty laws, social pressures have impacted upon fairgrounds and circuses Show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual.	Secondary school debates on the fairness of laws and ethical treatment
Geography		
Local area is covered in Y4 Planet Thanet Graphs to display data covered in statistic units in Maths Y5 will have learned and used the 8 points of a compass and 4 figures grid references during The Maya Year 6- We'll Meet Agan 8 point compass Year 6: The World Around Us – 6 Figure grid reference.	Outdoor fieldwork unit involving trip to Dreamland interview about the local area and tourism use graphs to display data collected Use the 8 points of a compass and 6 figure grid references, symbols and keys to navigate	More detailed locality studies with secondary school geography; extended map work
Art		
Y3 printing skills (fruit and veg) in Healthy Humans Y4 Life on Earth Printing pattern and tessellation involving manmade and environmental materials Y5 create printing block to create Chinese characters in China	Printing skills: Building up drawings and images using parts of wholes of items using various techniques, explore printing techniques. Create a print of Dreamland	Textures and textiles as a more comprehensive part of art lessons at secondary school
DT		
Y5 will have used computer technology for their Mayan templates to link to DT Y3 levers and linkages as part of May the Force be with you Y6 Cams as part of we'll meet again	Compare their ideas and products to their original design specification Understand how cams, pulleys and gears create movement Understand how to program a computer to monitor changes in the environment / control their products -JJ link Know how to reinforce/strengthen a 3D framework. TASK: Create a fairground ride that works.	Secondary school use of more sophisticated specialist equipment to create more complex machinery

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Upton UBBC Planning

Topic Name:							
Finding Our Foundations							
UBBC Subject:	Art	DT	Geography	History	Science (Knowledge Base)	Science Working Towards	Additional
IALTs:							• Cultural Diversity and British Values • End of Unit Assess-ment • Pupil initiated re-search
Key Knowledge and Skills from the Planning and Pro-gression Documents							
Planned Maths & English links							
Learning Process and Tasks							
Challenge							
'Hands-on' learning aspects							
Trips and purpose (can we use our local com-munity?)							
What prior learning could I build on to help embed this in Long Term Memory?							
Stunning Start and Fabulous Finish							
At the end of this week of work they will be able to.... (end point to link to end of unit assessment)							

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Art:

Produce Art linked to your favourite part of our topic

Self-portrait in the style of Frida Kahlo using close observation.

Learning about the life of Frida Kahlo.

Maths Link

Conduct a survey recorded via Tally Chart and produce a bar chart linked to class favourite hobbies.

Geography:

Annotate a bedroom using aerial views.

Create own aerial view of objects within the classroom and of the classroom itself.

Follow a route on a map around the school.

Cross-Curricular Writing:

Information text –Create a fact page about focus artist Frida Kahlo

Recount: Description of a place important to them and describing what it was like when they went there

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History:

Create a time-line that shows key events in your life.

Understand the word Chronological

Create a family tree.

Knowing Me Knowing You

PSHE:

Mind-maps about ourselves

Annotated pictures of ourselves

Understanding how we learn

Create a family tree

Know the Upton Core Values

Learning names of everyone in our class.

Celebrating similarities and differences between our new classmates – why is it good to be me.

Main English Texts for Text-Based English Curriculum:

Anthony Browne – Voices in the Park and Gorilla.

UBBC (Afternoon) Text for this Term:

Marvellous Me: Inside and out by Lisa Bullard

Enrichment:

Parents invited into complete artwork with their children, as an 'expression of self'.

Science:

Developing Investigation and Recording Skills: Investigate favourites playtime hobbies through use of controlled questionnaire; record the results in a bar chart and draw conclusions.

PE:

Playground games for class cohesion

DT:

Developing evaluation skills: evaluate the design of a pencil case.

Developing design skills: design your own pencil case

Art:

Land Art and patterns in nature (animal prints).
Art in the style of Andy Goldsworthy
Cave paintings -patterns skills and symmetry.

History

Know when the Stone Age was

To understand the role of an archaeologist.

To Study 'Lucy' the Australopithecus.

To know about Stonehenge.

Begin to use evidence from sources and recognise primary and secondary sources.

To know how flint was used in the Stone Age (Fantastic Flint Facts)

Enrichment:

Trip to the cliffs at Louisa Bay (our locality) to discuss chalk and flint. Properties of rocks introduction.
WOW day – KIC theatre focus on the day in the life of a Stone Age person. Visit from Thanet Archaeology. Fossil making.

Science:

- Describe the properties of rocks
- Know about igneous, sedimentary and metamorphic rocks.
- Investigation into chalk and flint – permeable and impermeable.
- Thermal insulators – link to shelter building.

Geography:

Used aerial maps of the school for a Scavenger Hunt (links to history Australopithecus)

To know what mountains are –how tall and how they are made - and to locate mountain ranges in the UK

To know about other famous mountains around the world

Cross-Curricular Writing:

Poetry: Haiku, free verse or shape poetry relating to the Stone Age.

Diary Entry : a day in the life of a stone age child.

DT:

Design, Make and Evaluate a Stone Age tool, combining natural resources.
Make a fossil using clay and plaster of Paris
Design and evaluate a stone age shelter

PSHE:

Dramas – how would we act inside a stone age tribe?

Main English Texts for Text-Based English Curriculum:

Stone Age Boy by Satoshi Kitamura

UBBC (Afternoon) Text for this Term:

The stone Age: Hunters, Gathers and Woolly Mammoths by Macia Williams

Other ENGLISH LINKS: Skimming and scanning skills employed in finding out about Mountains around the world

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Art:

Understand and use primary and secondary colours.
Mixing colours.
Know about the artist Rousseau
Create artwork inspired by Rousseau

History

- To know how people in the chosen country live and how their lifestyle compares to our own
- To identify a key landmark from the country –research its origins and its impact on current society in that country.
- Recognise what happened as a result of people's actions or events.
- Cover in TOWN TRAIL

Make judgements as to whether landmark/monument was an achievement or a folly in local area.

Writing Ofsted Target:

Write about a key historical figure from chosen country.
Persuasive writing - explaining why tourists should go to either our country or South Africa?

PSHE:

Discussions surrounding equality for all, the civil rights movement. Linking to British Values. **Understand tolerance and respect for those who live differently.**

It's a Small World

Geography

- Recognise a map of the world.
- Identify and name the continents.
- Recognise The British Isles and our chosen country.
- Identify the countries that make up the UK and their capital cities, including some counties.
- Identify landmarks in our local area. To compare another country to England.
- compare: school life festivals and celebrations the climate the food the landscape
- To identify the SIMILARITIES and DIFFERENCES in children's lives in UK and South Africa
- Locate the UK on a variety of different scale maps
- Name seas surrounding the UK

Science:

- IALT: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

- IALT: Know the life cycle of a flowering plant

Grow tomato plants and measure growth

Investigate the way in which water is transported within plants – food dye and celery/carnations.

Caterpillars and butterflies

Enrichment:

Stunning Start – airport lounge in the hall (travelling from Uk to SA).
Trip in local area to look at and identify local landmarks.
Wow day – comparing UK to SA carousel.
Fabulous Finish – Parents in to teach them how to colour mix and create jungle artwork.

Maths and English Links

Temperature Graphs
Writing about a key historical figure – Emmeline Pankhurst and Nelson Mandela.

DT:

Prepare simple dishes safely and hygienically, without using a heat source.
Looking at different fruits grown in UK to Africa.
Tasting fruits/veg from UK and Africa and compare and evaluate.
Design fruit salad using favourite fruits from tastings

Main English Texts for Text-Based English Curriculum:

Little People, Big Dreams; Rosa Parks by Lisbeth Kaiser

UBBC (Afternoon) Text for this Term:

Here We Are: Notes for Living on Planet Earth by Oliver Jeffries

EGYPT

History

- how Egyptians used hieroglyphs to communicate (Use appropriate historical vocabulary to communicate)
- Place the time studied on a time line
- Know some important people in Ancient Egypt .e.g Howard Carter and Tutankhamun
- Know about the beliefs of Ancient Egyptians and the Afterlife – God top trumps cards.
- Know about the pyramids: creation and intent
- similarities and differences between ancient Egypt and modern day Egypt (include River Nile)

Art:

Artist: Barbara Hepworth (inspiration for sculpting)

- Use clay as a modelling material.
- Use techniques such as rolling, cutting, moulding and carving.
- Develop understanding of 2D and 3D in terms of artwork.
- Task: make a 3-D cartouche

Geography:

- Investigate the River Nile – physical and human geography and land use, trade links
- Consider how photos provide useful evidence and locate position of photo on a map (pyramids, Howard Carter tombs)
- Co-ordinates and atlas work

Cross-Curricular Writing

Write a letter to Lord Carnarvon from Howard Carter, on the day he discovered King Tut's tomb.

Narrative - linking to the fictional Jeremy Strong story "There's a Pharaoh in our bath" the children do their own re-write of this story; imagining they come home to discover a Pharaoh in their bath from 4000 years ago etc and what they do to next?

PSHE:

BV - Appreciate another cultural tradition

Science:

Understand how shadows are formed – obelisk of Tekhenu.

Know about Ra, the God of the Sun. (context).

Know the dangers of light and that it can be reflected.

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Opaque, transparent and translucent.
- Find patterns in the way that the size of shadows change.

Enrichment:

Trip to Kent Life – Ancient Egypt Theme day

KIC Theatre – focus on being archaeologists and going back in time in Egypt.

Maths Links

Why does River Nile need a CL?

Co-ordinate work.

Measuring to make headdress.

Pyramids – square based pyramids, triangular based pyramids.

DT:

Design and measure for an Egyptian headdress

Mark out and use a template to make an Egyptian headdress.

Evaluate design

Create a clay cartouche.

Main English Texts for Text-Based English Curriculum:

The Egyptian Cinderella

UBBC (Afternoon) Text for this Term:

So You Think You've Got It Bad? A Kid's Life in Ancient Egypt by Chae Strathie

May the Force be With You Science

- Investigate magnets
- Conduct an investigation to see what materials are magnetic.
- Explain how magnets work. Use the words attract, repel, north pole, south pole.
- Investigate friction.
- Conduct an investigation into friction: Cars on ramps with different surfaces.
- **Discuss – how to conduct investigation, prediction, how to make it a fair test.Write up: diagram, table of results, conclusion. Write how they would** improve/change **their investigation if they were to do it again.**

Art:

Learn about Jackson Pollock – what style of artist is he? What does this mean? Explore. Any similarities/differences between him and our previous artists? (abstract expressionist)
Splatter painting/picture in style of Pollock.
Tie-dying t-shirts (optional extra). Can use tea to dye white fabric, water and food dye, marbling.

Geography:

- Use co-ordinates to locate countries and areas affected by tornados and tsunamis
- understand natural forces such as tornadoes and tsunamis.
- Write about tornadoes and Tsunamis and how they're formed/effect they have – leaflet, fact page or poster.

Cross-Curricular Writing

Newspaper Report –Gravity disappeared for a day

Fact File about the Wright Brothers and their Achievements.

PSHE:

Cultural Diversity: explore and celebrate inventions linked to forces, developed by different cultures.
British Values: learn about how we can contribute to the lives of those affected by worldwide natural forces disasters.

History

- Learn about Isaac Newton. Complete a comprehension task on Newton.
- gravity investigation into dropping paper and a stone. Which drops quickest and why.=?
- Learn about the Wright Brothers and their achievements. Create a fact file using internet as a research tool.
- Making paper aeroplanes and seeing how to make them go further.
- Make different parachutes eg. Paper, bin bag, tin foil. What other materials could you use? Which would be best?

Enrichment:

Stunning Start – tug-o-war contest.
Carousel looking at different forces.
Making paper aeroplanes and/or parachutes.
Range of scientific investigations – gravity, friction.

Maths and English Links

Use co-ordinates to locate countries and areas affected by tornados and tsunamis

Reading comprehension based on Sir Isaac Newton.

DT:

understand how levers or pneumatic systems create movement

making a model that moves using junk modelling/lego/knex/duplo.

Main English Texts for Text-Based English Curriculum:

Peter Pan (Ladybird Classics) by J.M.Barrie
Force and Magnet (non-fiction)

UBBC (Afternoon) Text for this Term:

Bird Builds a Nest: A Science Storybook about Forces by Martin Jenkins and Richard Jones

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Healthy Humans

Science

- To know about the functions of a skeleton – support, movement, protection.
- Be able to name bones and know the job of muscles and joints. (make skeleton, label bones and joints)
- To identify vertebrates and invertebrates.
- Conduct an investigation in to starch (using iodine). Set up fair test.
- Record results and conclude my findings.

Art:

To know about Michelangelo.

Draw from close observation (bones)

Develop my printing skills, using fruit and vegetables

History

- To know when and where the first Olympic games were held. (Study of the 1st Olympic games. Locate on map where they were.)
- To know about important sports and athletes from the time period and now.
- Research an athlete from modern society (and know about reliability of sources) Learn about an influential athlete from the past (Jesse Owens or Greek athlete)
- Look at activities held then compared to now. Why the change?

Cross-Curricualr

Instructions linked to OAA Day – how to climb the wall

To write a scientific conclusion (starch investigation).

PSHE:

Healthy living/lifestyles.

British Values (linked to Rule of Law): appreciate the importance of PE within the School Curriculum.

Cultural Diversity: learn about a different cultures' diet (e.g. some Indian cultures do not eat beef, Muslim's halal diet)

Geography:

- Know and use compass points for directions (paired PE challenge).
- Follow a map for a purpose (orienteering using map with basic symbols and coordinates)

PE:

Athletics

OAA/Team building activities.

Focus on heart rate and the effect of exercise on the body.

Benefit of healthy and active lifestyle choices – PSHE link

Enrichment:

OAA day – children have a Wow day that includes using a climbing wall, an assault course, fire lighting and shelter building.

Maths and English Links

Data collection – favourite food groups. Frequency tables.

Position and direction – compass points.

Healthy Humans reading comprehension.

DT:

- Understand food groups (food pyramid lesson)
- Collect and record data about favourite food groups.
- Know about food hygiene.
- Design a healthy and unhealthy sandwich
- Make a healthy sandwich and write a set of instructions.

Main English Texts for Text-Based English Curriculum:

Cliffhanger by Jacqueline Wilson

UBBC (Afternoon) Text for this Term:

Life on Earth: Human Body by Heather Alexander

Stuff You Should Know About the Human Body by John Farndon

Art:

- Use materials to show texture and convey movement – looking at volcanic eruptions and the movement of different types of lava (Pahoehoe and Aa)

History:

- Create a timeline of volcanic eruptions.
- Pompeii case study
- Mt St Helens case study (English lessons)
- Mt Pelée case study (English)

Cross-Curricular Writing

- A diary entry (eruption of Vesuvius)
- Write a poem about volcanos/earthquakes

PSHE:

- British Values - Learn about UK charities that support those affected by worldwide natural forces disasters.
- Cultural Diversity - Learn how different cultures have adapted to their environment due to natural forces disasters.

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Our Planet

- Recap equator, northern and southern hemisphere and use internet/maps to locate countries where volcanoes/earthquakes have been active
- To understand how the Earth is formed
- To explain what a volcano is and how it is formed incl. cross section of volcano
- To explain what causes an earthquake
- To explain how earthquakes can be measured
- To look at the effects of volcanoes and earthquakes have upon civilisation
- To contrast Japanese preparations for earthquakes to our 'fire drills or similar.
- WOW day – how Japan create 'earthquake proof building' (cocktail sticks and jelly), set up a relief centre for those affected; rehearse earthquake drill.

Reading comprehension activities:

- I survived the eruption of Mr St Helens (all term)
- World volcanoes
- Volcano poem
- The devastation of Mr Pelée

Enrichment:

- Trip to National History Museum.
- Volcano building and erupting volcanoes (shared with parents).
- Earthquake proof buildings practical experiment.

Science:

- Compare and group materials together according to whether they are solids, liquids or gases (using volcanoes as an example of somewhere all 3 states are present – solid rock, liquid lava and gas/steam)
- Investigate liquids and explore their properties (how particles interact in liquids – viscosity experiment)

DT:

- Design, make and erupt a volcano.
- Cocktail sticks and jelly earthquake proof buildings.

Main English Texts for Text-Based English Curriculum:

I survived the Eruption of Mt St Helens, 1980

UBBC (Afternoon) Text for this Term:

I Survived the San Francisco Earthquake

Art:

- Looking at, copying and creating own man-made, geometric patterns.
- Drawing humans in proportion.
- Combining both of the above to design a Greek pot (link with history and pots being a record of history and a source of historical understanding)

Geography:

- Locate and label Ancient Greece on a map.
- Understand similarities and differences between modern Greece and the UK.

Cross-Curricular Writing

- A letter home from a Trojan Soldier about his experiences .
- Write own comic strip of own Greek Myth
- Big Write – mythical beasts

PSHE:

- British Values - Understand how democracy has developed from the Greeks.
- Cultural Diversity - Explore food from another culture.

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Greece

- To know about Greek Life
- To know about Greek achievements
- To know about Greek influences of the Western world – link to British Values democracy
- About Ancient Greek artefacts from the perspective of archaeologists.
- Research the key differences between the people of Sparta and Athens to lead into debate
- Compare ancient and modern Olympics – what is the same, what is different? Looked at pottery as primary historical source

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BC/AD
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Look at the evidence available
- Begin to evaluate the usefulness of different sources. Use primary and secondary resources to discover about daily life of the Ancient Greeks.
- Use text books and historical knowledge

Reading comprehension activities:

- Danae and Perseus (standalone reading comp)
- Perseus and Medusa (standalone reading comp)
- King Midas (standalone reading comp)

Enrichment:

- Dover Museum - arts and crafts workshop and artefact handling workshop
- Parents invited in for presentation, quiz and painting of clay mask from Dover Museum
- Building life size willow Trojan horses workshop

Science:

- know what damages teeth and how to look after them.
- Identify the names and functions of teeth
- Describe the functions of the parts of the digestive system.
- Link with history and Hippocrates and the birth of modern medicine.

DT:

- Design and make a Trojan horse (lollipop sticks).
- Build life size willow Trojan horses

Main English Texts for Text-Based English Curriculum:

Who Let the Gods Out?
Greek Myth and Legends

UBBC (Afternoon) Text for this Term:
Iliad and the Odyssey by Marcia Williams

Art:

- Use skills in light and tone to create a stormy sky background.
- Add silhouette and lightning to the sky to create electrical storm artwork.

Geography:

- Locate areas with high levels of light pollution.
- Write about the causes, effects and solutions of light pollution.
- Identify features on an aerial photograph – using a light pollution night time image to identify geographical features such as mountain ranges and deserts as well as cities which are worse light polluters.
- Look at night time aerial photographs of the world, Europe and the UK to identify the worst light polluting countries and cities, using atlases to help identify countries and cities.

Cross-Curricular writing

- Write a Newspaper report focusing on light pollution, its causes, effects and solutions.
- Create a poster to show the uses of a light bulb.
- Write a letter offering safety advice using knowledge of conductors and insulators.
- Biography of Edison

Light It Up

- 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. **This overlaps with DT**
- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Use different types of scientific enquiries to answer questions
- Set up simple and practical enquiries, comparative and fair tests
- Make systematic and careful observations using a range of equipment, including thermometers and data loggers
- Record findings using simple scientific language, drawings and labelled diagrams
- Record findings using keys, bar charts, and tables
- Gather, record, classify and present data in a variety of ways to help to answer questions Report on findings from enquiries, including oral and written explanations, of results and conclusions
- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Enrichment:

- Visit from FizzPop science with a focus on static electricity and circuits.
- Parents in to view DT models.
- Electric car building.
- Stunning start – electrical experiments.

History:

- Explore the history behind the development of the light bulb and how the uses for the light bulb have evolved.
- Identify and describe the historical significance of the importance and journey of Thomas Edison.

DT:

- Design and make a model which incorporates a circuit with a switch.
- Building electric cars using fans, motors and lolly sticks.

Main English Texts for Text-Based English Curriculum:

Iron Man by Ted Hughes

UBBC (Afternoon) Text for this Term:

City of Ember (graphic novel) - Jeanne Duprau

PSHE:

- British Values - Understanding the importance of UK electrical safety laws and why we need them.
- Cultural diversity - appreciate that some cultures do not live with electricity (e.g. a quarter of India – living in rural villages/ - 1 billion people still do not use electricity)

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Art:

- Create a mosaic (linking to Roman Mosaic floors).

Geography:

- Use 8 compass points to determine the location of Roman remains.
- Understand land use during the Roman time.
- Map the expansion of the Roman empire.

Cross-Curricular Writing

- A Day in the life of a Roman Solider
- What have the Romans done for us?

PSHE:

- British Values - Appreciating how Roman law has influenced our society today.
- Cultural Diversity - Appreciating the impact of the Roman's migrating to Britain.

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Romans

- The origins of the Roman Empire
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army (expansion) (link to geog map-work)
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudicca
- To know how the Roman's influenced Britain
- To know how the empire ended – dissolution

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BC/AD
- Use evidence to build up a picture of a past event
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Use the library and internet for research

Reading Comprehension Activities:

- Boudicca's rebellion (reading activity)
- Roman Gods and Goddess (reading activity)
- Hadrian's Wall (reading activity)
- Romulus and Remus (stand alone reading comprehension)

Enrichment:

- Visit to Canterbury Roman Museum.
- Kic Theatre on Roman invasion of Britain.
- Wow Day including cooking DT, drama workshop, mosaic art and Roman archaeology on the field

Science:

- Understand why Roman soldiers used different materials for different purposes.
- Identify how Roman instruments made sound and recognise that vibrations from sounds travel through a medium to the ear.
- find patterns between the pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sound gets fainter as the distance from the source increases.

DT:

- Prepare and cook a Roman soup, focus on measuring, chopping, slicing and dicing.

Main English Texts for Text-Based English Curriculum:

UBBC (Afternoon) Text for this Term:
Romans on the Rampage by Jeremy Strong

Art:

- Explore environmental and man-made patterns (patterns in nature)
- Print patterns and tessellations.

History:

- Know about the life of Sir Edmund Hillary and his conquest of Everest, including the role of his Sherpa team
- Know about the life of Junko Tabei, the first woman to climb Everest.

Cross-Curricular Writing

- Habitats fact file
- Dairy of Sir Edmund Hillary
- Creative writing on the rainforest
- Rainforest poetry

PSHE:

- British Values - Explore UK laws that preserves animals.
- Cultural Diversity - Explore veganism and vegetarianism and why people choose to live in this way.

Life on Earth

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Recognise that environments can change and that this can sometimes pose a danger to living things
- Observe that some materials change state when they are heated or cooled, and measure or research temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Compare and group materials together, according to whether they are solids, liquids or gases.

Main English Texts for Text-Based English Curriculum:

Gregory Cool by Caroline Binch

UBBC (Afternoon) Text for this Term:
Great Kapok Tree by Lynne Cherry

Enrichment:

- Visit to Wildwood – focus on habitats

Geography:

- Know about the processes of the water cycle water cycle
- Explain how rivers are formed
- Name oceans and seas on a map
- Use coordinates to confidently locate features on a map

DT:

- Design and build an environmentally friendly house.

Reading Comprehension Activity:

- Reading activities based on the Great Kapok Tree
- Layers of the rainforest poem
- Palm Oil reading comprehension

Art:

Viking/Anglo-Saxon shield and jewellery making. Investigate colour, materials and shapes of shields used.

Illuminated letters using examples from books in Anglo-Saxon/Viking times.

Geography:

Compare Anglo-Saxon and Viking settlements and land use to each other and to modern day.

Design and create their own 3D Anglo-Saxon settlement.

Cross-Curricular Writing

Write a play script about the invasion of the Anglo-Saxons

Non-Fiction task: Newspaper report-Landing of the Hugin Viking ship at Cliffsend.

PSHE:

Learn about the diverse national background of the Saxons.

Learn about law in the Saxon period.

British Values: show a tolerance towards Nordic beliefs and practices.

Cultural Diversity: appreciating the impact of the Viking's migration to Britain.

Invaders and Settlers

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- how Britain has influenced by the Vikings and Saxons

- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant information from research
- Know and sequence key events of time studied. Use relevant terms and period labels
- Make comparisons between different times in the past

PE:

Pupils take part in team games linked to Anglo Saxon/Viking customs e.g. rowing the longboat and archery.

Enrichment:

Building a quarter sized Viking long ship led by Build Your Own History (The Education People).
WOW Day: Anglo-Saxon/Viking day (Viking Schools Visits) with real life character.

Science:

Understand the effects of air resistance, water resistance and friction.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Planning own scientific enquiries to test buoyancy and durability of longboats they built in DT – some also tested air resistance (making their boat streamlined).

DT:

Research, design, make and evaluate Viking long boats using lollipop sticks.

Use construction materials and equipment to accurately assemble, join and combine materials.

Maths link: When making DT longboats, pupils are required to accurately measure to nearest mm, mark out, cut and shape materials.

Main English Texts for Text-Based English Curriculum:

How to Train Your Dragon by Cressida Cowell

UBBC (Afternoon) Text for this Term:
Viking boy by Tony Bradman

reading comprehensions: Victorious Vikings and Viking Long ships.

Art:

Viking/Anglo-Saxon shield and jewellery making. Investigate colour, materials and shapes of shields used.

Illuminated letters using examples from books in Anglo-Saxon/Viking times.

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UBBC (Afternoon) Text for this Term:
Viking boy by Tony Bradman

Stand-alone reading comprehensions: Victorious Vikings and Viking Long ships.

Art:

Use colour skills to create a piece of abstract art based on the artist Peter Thorpe.

Use marbling to develop colour skills.

Create a moonscape using texture skills.

DT: Design and make a straight-line moon vehicle with an electrical component and a lever, pulley or gears.

Geography:

Focusing on the features of Earth – identify the importance and the significance of lines of Longitude and Latitude, Equator, Tropics, Greenwich and Prime Meridian, Northern and Southern hemisphere, Arctic and Antarctic circle (link to English text), continents and countries (North and South America).

Understand the different time zones including day and night.

Use fieldwork to observe, measure, record and present the human and physical features using a sketch map, symbols and a key.

Cross-Curricular Writing

Non-Chronological Report on the Solar system

Newspaper report – first man/woman on the moon

Poetry –write a space poem

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To Infinity and Beyond

- Describe the movement of the Moon relative to the Earth
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Describe the Sun, Earth and Moon as approximately spherical bodies

- With prompting, plan different types of scientific enquiries to answer questions
- With prompting, recognise and control variables where necessary
- Select, with prompting, and use appropriate equipment to take readings
- Take precise measurements using standard units
- Record data and results
- Use line graphs to record data
- With support, present findings from enquiries orally and in writing
- With prompting, identify that not all results may be trustworthy
- Suggest further comparative or fair tests.

PSHE:

British Values: learn about the UK-led space mission to improve climate change.

Cultural Diversity: Compare the UK and another country's space programme.

PE: Pupils actively take part in mapping out the solar system outside of the classroom to demonstrate the distance of the planets relative to the sun.

Enrichment: Pupils take part in Astronaut training to 'prepare' for their space mission.

Astrodome planetarium visit to school.

Visit to The Royal Observatory in Greenwich. Pupils took part in a 'Mysterious Moons' workshop and visited the Moon Exhibition.

History:

Learn and gather information about a historical figure, focussing on the achievements of Neil Armstrong.

Create a timeline of space development, travel and discovery.

Identify and recognise the first moon landing. Compare accounts of events from different sources – fact or fiction?

Understand the history and development of NASA.

Maths link: When making straight-line moon vehicles, pupils are required to measure accurately, mark out and cut and shape materials.

Pupils use distance to map out solar system.

Main English Texts for Text-Based English Curriculum:

Cosmic by Frank Cottrell-Boyce

Stand-alone reading comprehensions: Ernest Shackleton

Art:

Printing skills: Use string or card to make a block print. Evaluate own work.

Ming vase patterns and willow patterns, based on traditional Chinese art. Discuss Chinese artist Tang Yin.

Chinese writing using pens and paint.

Science:

Group materials based on their properties (hardness, electrical and thermal conductivity, transparency and solubility) and decide which material would be the best thermal conductor to keep Chinese tea warm on a trip up the Great Wall of China. Pupils complete thermal conductivity experiment.

Cross-Curricular Writing

Information Text about China using atlases to find out about features of China.

Write a Poem based on a Chinese Myth

PSHE:

Celebrate Chinese New Year.

British Values: show respect towards Chinese culture.

Cultural Diversity: compare Chinese and British culture.

China

- Make a judgement about the best angle or viewpoint when taking an image or making a sketch. Evaluate. (Great Wall of China, different views and perspectives).
- Compare maps with aerial photographs (Great Wall of China)
- Use medium scale land ranger OS maps
- Begin to use atlases to find out about other features of places.

DT:

Design and make a celebration meal, thinking about the price and sustainability of the foods and packaging.

Know that recipes can be adapted to change the appearance, taste, texture and aroma.

Prepare and cook a savoury dish safely, using a heat source.

Use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.

Enrichment:

Cooking Chinese Wonton soup – Make with Kate.

Chinese dancing in the hall (Dance Days).

PE:

Pupils take part in Chinese dancing including traditional umbrella and dragon dances to celebrate Chinese New Year.

History:

Understand the significance of the Shang Dynasty and learn all about the Shang Dynasty (housing, classes and hierarchy, religion and artefacts).

Maths link:

Thermal conductivity experiment: Pupils plot data on a line graph to show comparison of results.

Pupils calculate cost of Chinese wonton soup recipe.

Main English Texts for Text-Based English Curriculum:

The Firework Maker's Daughter by Philip Pulman.
Chinese Myths

UBBC (Afternoon) Text for this Term:
Lon Po Po

Art:

Creating a 3D Mayan mask (using collaging).

Form and pattern skills: Plan and develop ideas, shape, form model and join. Create pattern for purposes-look at artefacts and images.

Science:

Observe how materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees C.

Investigate change in state of chocolate (linking to how chocolate is relevant to Mayans).

Plan scientific enquiry/fair test.

Cross-Curricular Writing

Geographical writing: Information text to compare Mexico and Broadstairs. Fiction writing. Quest/historical adventure fiction. Use class text as basis

PSHE: Compare Mayan and British hierarchy. Explore the impact of Mayan civilization on today.

British Values: compare Mayan hierarchy with British hierarchy.

Cultural Diversity: explore the impact of the Mayan civilisation on society today.

The Maya

- To know about Mayan civilisation
- To know about Mayan hierarchies
- To know about Mayan religion;

- Know and sequence key events of time studied
- Use relevant terms and period labels
- Make comparisons between different times in the past

DT:

Design, make and sew a Mayan style blanket (using tessellation).

Use computer aided design to design and make a Mayan temple (TinkerCad).

Main English Texts for Text-Based English Curriculum:

MiddleWorld

UBBC (Afternoon) Text for this Term:

TimeRaiders: The Mayan Prophecy

reading comprehension-The Maya Creation Story.

Enrichment:

Visit to Kent Life, Maidstone: Maya Day.

Wow day – parents in for blanket making/decorating masks. Mayan pottery.

Chocolate tasting.

Geography:

Locate world countries linked to Maya – Mexico, Canada, USA, Columbia and Brazil.

Use compass points, co-ordinates and grid references to answer questions about where certain places are linked to the Maya.

Use atlases to find information about Mexico, including physical and human characteristics and environmental regions.

Maths link:

Use of compass points and co-ordinates when using maps.

In DT, pupils use tessellation of shapes when making their blankets.

The use of TinkerCad and 3D design include links to naming and classifying 3D shapes, understanding and manipulating angles, exploring transformations, understanding and manipulating fractions and working with and converting units of measure.

Use line graphs, Venn or Carroll diagrams used to record data (science experiments).

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Art:

Create images of animals/insects in the style of Steven Brown, thinking about adding texture through colour and lines.

Science:

Identify differences in life cycles of birds, mammals, amphibians and insects.

Describe life processes of reproduction in some plants and animals.

Cross-Curricular Writing

Non-fiction writing. Task: Recipe-Set of instructions for making a Fairtrade dish

Fiction writing. Task: Persuasive/ speech: Poaching: A rising problem that needs a solution

PSHE:

Looking after our world-environmental issues.

British Values: learn about law related to protecting animals.

Cultural Diversity: learn about the diverse animals around the world and how they interact with humans.

Walking on the Wild Side

- To know how and why animals have been hunted throughout history
- To know what is being done by government and organisations to protect animals

- Begin to offer explanations about why people in the past acted as they did

Main English Texts for Text-Based English Curriculum:

When the Mountains Roared

UBBC (Afternoon) Text for this Term:

Bear Grylls: Mission survival

Enrichment:

Visit to Howletts Wild Animal Park.

Chicks to hatch from eggs so pupils can observe life cycles.

Geography: Locate countries where animals' habitats are being destroyed.

Identify types of vegetation.

Learn about deforestation and land use. Link to global mapwork-countries where animals habitats are being destroyed.

Look at land use features linked to animal life in the local area. Use fieldwork to observe, measure, record and present land use features in the local area.

DT: Design and make a food dish based on fair trade foods.

Know that different foods contain different substances - nutrients, water and fibre - that are needed for health.

Prepare and cook dishes safely and hygienically including, where appropriate, the use of a heat source.

Use a range of techniques such as peeling, chopping, slicing, grating, mixing and spreading.

Art:

Make a model using salt dough using the Giacometti as stimulus and look at the changes in state when making the salt dough.

History:

Understand how food was preserved and why people in the past would have needed food to be preserved.

Understand the importance of a food supply to a military campaign.

PE: Pupils revise particles in solids, liquids and gases through using role play as particles.

Cross-Curricular Writing

Recipe and instructions for bread making.

Non-Fiction writing. Task: Non-chronological report on states of matter

PSHE: Links with Science (changes as humans develop to old age) how their bodies will, and their emotions may, change as they approach and move through puberty.

British Values: understand the safety laws in selling baked goods within the UK.

Cultural Diversity: explore breads from around the world and the traditions behind them.

Changes

- Describe the changes as humans develop to old age.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- 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

- Plan scientific enquiry-bicarbonate soda, acid and salt in water-how to get salt back?
- With prompting, plan different types of scientific enquiries to answer questions
- With prompting, recognise and control variables where necessary
- Record data and results
- With support, present findings from enquiries orally and in writing
- With prompting, identify that not all results may be trustworthy
- Suggest further comparative or fair tests

Maths link: Weighing ingredients when making bread.

Scientific enquiry-taking accurate measurements and recording data/results.

Enrichment:

Bread making day.

Geography:

Understand what natural resources are (energy, food, minerals and water) and use an atlas to locate countries with high/low levels of natural resources.

Understand countries have differing levels of natural resources and that they can change over time (depletion).

DT:

Research types of bread making to generate ideas for my bread.

Investigate how much the products will cost and how sustainable the materials are.

Think about how innovative my product is.

Design and make bread.

Main English Texts for Text-Based English Curriculum:

There's a Boy in the Girls' Bathroom by Louis Sachar

UBBC (Afternoon) Text for this Term:

Itch by Simon Mayo

Art:

- Creating Silhouettes of the London bombing .
- Art representation of concentration Camps

Geography:

- Locating countries involved in WWII
- Trade Links and economic activity during WWII and how this affected rationing

Cross-Curricular Writing

- Chronological recount (of WWII day)
- Emotive poem about the Blitz
- Letter home from an evacuee
- News Report - Air Raid
- ARP leaflet

PSHE:

What life was like for children during WWII; choices they had to make; choices their parents had to make; evacuee experiences .

British Values: explore and discuss how winning WW1 was a way to save democracy

Cultural Diversity: learn about the foreign soldiers that supported the UK in WW11

We'll Meet Again

- To know the countries involved in WWII and whether they were Allies or Axis
- To gain knowledge of the precautions that were taken in an air raid.
- To know the evacuation process involving children and the evacuees and what life was like for those evacuated understand what it was like to be evacuated.
- To know what life was like during the Blitz.
- To know where Thanet was bombed and where pupil took refuge
- To know that food was rationed and the reasons for this
- Place current study on time line in relation to other studies
- Use relevant dates and correct terminology.
- Sequence up to 10 events on a time line
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Bring knowledge gathered from several sources together in a fluent account
- Devise, ask and answer more complex questions about the past, considering key concepts in history

Enrichment:

'WWII Day'
WWII Jive with parents
Visit to Wartime Tunnels
Visit to Kent Life – RAF Navigation (MATHS LINK), Home guard and Evacuation

Science:

Air Raid Search Lights: Investigating that light travels in straight lines

PE:

Traditional WWII Games

DT:

Design and Build Air Raid Shelters

Main English Texts for Text-Based English Curriculum:

Letters from the Lighthouse
Rose Blanche

UBBC (Afternoon) Text for this Term:

Goodnight Mr Tom (Compare Film to book)

Art:

- **Land Art**
- **Artwork that shows the dramatic effects of climate change**
- **To know about the life and works of Georgia O'Keefe**

History :

- **understand the factors that control world climate.**
- **Develop an understanding of the range of potential impacts of global warming around the globe and the past and future impacts of it.**

Cross-Curricular Writing

Speech about global warming

Create a fact page on Biomes

The World Around Us Geography

- Compare Human and Physical Geography
- I.D. Human and physical geography within UK on Map.
- Use and recognise OS Map Symbols. Design possible symbols of own that could be used
- Use 6-figure grid references
- Letter to Ordinance Survey to voice opinion about their choices of symbols
- Identify the position and know the significance e of latitude, longitude, Equator, N & S Hemispheres, Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian – balloon globes
- Locate and understand the roles of biomes and vegetation belts
- Compare and Contrast the key aspects of biomes
- Understand the factors that control, the climate of the world
- Develop an understanding of the potential impact of global warming around the globe

PSHE:

KIC Theatre – the destruction of the Ozone layer and global warming.

British Values and Cultural Diversity: show tolerance and harmony between different cultural traditions (this is embedded throughout this topic)

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Enrichment:

International Food Day – parents in

WOW DAY - KIC Theatre - destruction of the Ozone Layer

Science:

- Identify how living things have adapted to their environment and how tee adaptations lead to evolutions (finch beaks – plan own study)
- Understand what we can learn from fossils; explain how fossils are formed (poster)
-

DT: International Food Day: array of differing cooking skills. Parents to come in and taste at the end of the day

Create a 3D biome

Cam mechanisms on Climate change.

Main English Texts for Text-Based English Curriculum:

Floodland

UBBC (Afternoon) Text for this Term:

The explorer by Katherine Rundell

Links to whole school Speaker Competition

Art:

Explore the effect and intention of differing patterns (tessellation)
Produce artwork in the style of our focus artist MC Escher

Geography:

As a class –discuss and compare two or more regions describing the differences and similarities in their geographical features

Cross-Curricular Writing

Biography on Charles Darwin

Debate/Balanced Argument - Is Darwin the most important scientist of modern times?

Non-Chronological Report on the Linnaean system

The Circle of Life
Science

- Create and label model of DNA double Helix
- Know that all life adapts to its environment through the process of natural selection –Peppered Moths; iguanas
- Describe how living things are classified into broad groups
- Classify different plants and animals , according to their features and create and classify own animal
- Give reasons for the classification of plants and animals based on their specific characteristics

PSHE:

Should humans be able to control cloning and selected breeding? Discussion r.e. diversity

British Values and Cultural Diversity: learn about the evolution of British law with regards to multiculturalism and the right to be able to express one's faith publicly and freely

Enrichment:

Visit to the Powell Cotton Museum (Local)

History:

To know about the importance of Carl Lineaus

To know about the life, work and discoveries of Charles Darwin through the use of secondary sources

Visit to the Powell Cotton Museum (Local)

DT: Use printing blocks to create African Patterns

Main English Texts for Text-Based English Curriculum:

Kensuke's Kingdom

UBBC (Afternoon) Text for this Term:
A range on Non Fiction texts

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Art:

Create human circulatory system t-shirt

Art based on adapting with less senses (On WOW Day) –drawing with feet, mouth etc.

3D Anti-Smoking poster inspired by Tinguely or Dadaism

Geography:

Create a map of a literary worlds (links to World book week)

You are the Drug Police: distribution of illegal drugs globally – locate on map - and locally (County Lines)

Cross-Curricular Writing:

Information Text about staying healthy. Incorporating diet and exercise

Play script based upon the invention of a new miracle drug in history - **penecillin**

PSHE:

Learning CPR

Learning about Puberty

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Maths Link:

Scatter graph interpretation

Science

Born This Way

- Know the parts of the digestive system and how it works
- Identify and name the main parts of the human circulatory system and describe the functions of the heart and blood
- Circuit training – identify the reasons behind the changes that occur in our bodies to do with exercise
- Scientific investigation on heart rate.
- Interpret data regarding the effects on penicillin on bacteria

PSHE

<u>British Values and Cultural Diversity: development of our laws that promote greater gender equality (such as pay gaps, jobs,</u> sport, maternity and paternity leave)

Enrichment:

FIZZ POP visitors in for WOW day

First Aid visitor to teach CPR

History

To know about the development of medicine and medical practice across the last 1000 years

To know about Alexander Fleming

PE: Circuit Training

DT: Make a working model of the digestive system

Mucus stimulation through creation of fizzy sherbet

Main English Texts for Text-Based English Curriculum:

Pig Heart Boy

UBBC (Afternoon) Text for this Term:

Can you see me by Libby Scott

Art:

Task: Create a print of Dreamland Printing skills: Building up drawings and images using parts of wholes of items using various techniques, explore printing techniques.

Artist: Ieuan Edwards (local artist – print maker)

Geography:

-interview about the local area and tourism

- use graphs to display data collected.

- Use the 8 points of a compass and 6 figure grid references, symbols and keys to navigate

- Draw a map of your local area.

- Write a persuasive piece on what you would propose for helping Margate become a bigger tourist attraction i.e. pier, turn the high street into an aquarium. Be creative with

Science

Fun the Fair

- Use recognised symbols when representing a simple circuit in a diagram.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

Enrichment:

Trip to Dreamland

History

The History of Fairgrounds

To know how health and safety and animal cruelty laws, social pressures have impacted upon fairgrounds and circuses.

DT: Make a working Fairground/ Fairground Ride

Main English Texts for Text-Based English Curriculum:

Leon and the Place Between

UBBC (Afternoon) Text for this Term:

Funfair Repair by Jinks and o'Hare

PSHE: Animal cruelty and rights.

British Values: appreciate the need for safety laws within Fairgrounds.

Cultural Diversity: explore the differences and similarities of fairgrounds around the world.

Cross-Curricular Writing

Non-Fiction Task: History of Fairgrounds

Write a persuasive piece on what you would propose for helping Margate become a bigger tourist attraction

Write a shirt story based at a fairground involving a dilemma

Art:

Andy Warhol Inspired Portraits

Geography:

Independent research on Location of school, maps and bird eye views.

Transition visits

Bus company routes

Writing Ofsted Target:

Non-chronological report about a country of choice you might want to visit when you grow up

Write a poem about transition

Moving on Up PSHE

Being Awesome Unit

- **Being Awesome**
- **Unlocking your mind**
- **Dare to take Risks**
- **Making the Change**
- **Lost but not Lost**
- **Bouncebackability**
- **What is Normal Anyway?**
- **Friendship and Fallouts**
- **Living Well**

Being Brave & Star Qualities
Changes
Hopes and Dreams for the Future
Looking Forward
Who Supports Me

British Values (links to individual liberty): appreciating families' rights to choose the school/ education suited to their children's needs

Cultural Diversity: appreciate the diversity of secondary schools in Thanet (Grammar, Comprehensive, Church of England etc)

Enrichment:

Bus company visit

Pfizer – Science Jamboree

Science:

Pfizer Science Jamboree for Year 6 children.

Inheritance

Human Development

PE: Team building activities with children that are going to the same school.

DT: Smooth Move Project – make a prototype of a product that will help smooth transition

Main English Texts for Text-Based English Curriculum:

Wonder

UBBC (Afternoon) Text for this Term: Flour Baby & Roller girl by Vicotria Jamieson

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Cultural Diversity and British Values within UBBC

Year 3

Knowing me Knowing You	Rock Bottom	Healthy Humans
British Values learning (linked to Mutual Respect): to respect the ideas and opinions of others	British Values learning: acquire a respect for England's public services, specifically the archeological trust	British Values (linked to Rule of Law): appreciate the importance of PE within the School Curriculum
Cultural Diversity: Explore the differences and similarities of the backgrounds of pupils in my class	Cultural Diversity: learn about the role of males and females within stone age civilization and how it differs to today.	Cultural Diversity: learn about a different cultures' diet (e.g. some Indian cultures do not eat beef, Muslim's halal diet)
Egypt	**May the Force Be With You**	**It's a small world**
British Values: appreciate another cultural tradition	British Values: learn about how we can contribute to the lives of those affected by worldwide natural forces disasters.	British Values and Cultural Diversity: understand tolerance and respect for those who live differently *(this is embedded throughout this topic)*
Cultural Diversity: learn about Egyptian exhibitions held in a UK museum.	Cultural Diversity: explore and celebrate inventions linked to forces, developed by different cultures	

Year 4

Greece	Our Planet	Light it Up
British Values: understand how democracy has developed from the Greeks.	British Values: learn about UK charities that support those affected by worldwide natural forces disasters.	British Values: understanding the importance of UK electrical safety laws and why we need them.
Cultural Diversity: explore food from another culture.	Cultural Diversity: learn how different cultures have adapted to their environment due to natural forces disasters.	Cultural Diversity: appreciate that some cultures do not live with electricity (e.g. a quarter of India – living in rural villages/ - 1 billion people still do not use electricity)
Romans	**Life on Earth**	**Planet Thanet**
British Values: appreciating how Roman law has influenced our society today	British Values: explore UK laws that preserves animals.	British Values: learn how you can contribute positively to your local environment.
Cultural Diversity: appreciating the impact of the Roman's migrating to Britain.	Cultural Diversity: explore veganism and vegetarianism and why people choose to live in this way.	Cultural Diversity: learn about the different faith groups in your community.

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Year 5

China	Invaders and Settlers	To Infinity and Beyond
British Values: show respect towards Chinese culture	British Values: show a tolerance towards Nordic beliefs and practices	British Values: learn about the UK-led space mission to improve climate change
Cultural Diversity: compare Chinese and British culture	Cultural Diversity: appreciating the impact of the Viking's migration to Britain.	Cultural Diversity: Compare the UK and another country's space programme.
Walking on the Wild Side	**Changes**	**The Maya**
British Values: learn about law related to protecting animals	British Values: understand the safety laws in selling baked goods within the UK.	British Values: compare Mayan hierarchy with British hierarchy
Cultural Diversity: learn about the diverse animals around the world and how they interact with humans	Cultural Diversity: explore breads from around the world and the traditions behind them.	Cultural Diversity: explore the impact of the Mayan civilisation on society today.

Year 6

We'll Meet Again	The World Around Us	Circle of Life
British Values: explore and discuss how winning WW1 was a way to save democracy	British Values and Cultural Diversity: show tolerance and harmony between different cultural traditions *(this is embedded throughout this topic)*	British Values and Cultural Diversity: learn about the evolution of British law with regards to multiculturalism and the right to be able to express one's faith publicly and freely
Cultural Diversity: learn about the foreign soldiers that supported the UK in WW11		
Born This Way	**Fun at the Fair**	**Moving on Up**
British Values and Cultural Diversity: development of our laws that promote greater gender equality (such as pay gaps, jobs, sport, maternity and paternity leave)	British Values: appreciate the need for safety laws within Fairgrounds.	British Values (links to individual liberty): appreciating families' rights to choose the school/ education suited to their children's needs
	Cultural Diversity: explore the differences and similarities of fairgrounds around the world.	Cultural Diversity: appreciate the diversity of secondary schools in Thanet (Grammar, Comprehensive, Church of England etc)

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Geography knowledge and skills progression across the school

Year 3

Topic Name	Knowing me Knowing You	Stone Age (Rock Bottom)	It's a Small World
Key Knowledge and Skills	• Follow a route on a map with some accuracy (around school). Use a map to find key areas • Draw an annotated sketch from observation including descriptive and explanatory labels (draw map of school and label birds eye view.) • Begin to identify features on aerial/oblique photographs • Select views to photograph. Add titles and labels including date and location info.	• Identify different mountain ranges on a map • Describe and understand key aspects of mountains • use an aerial aspect of the school to engage in a Scavenger Hunt	• To recognise a map of the world, identify where the British isles are in the world and in Europe, and identify and name the continents. • Using atlases and the internet: name and locate countries and capital cities in UK.Locate the seas around the UK.Locate main counties in UK and key cities and towns in Kent • To identify landmarks in our local area. To compare another country to England. (LOCAL TRIP TOLOOK AT LANDMARKS) • To identify the SIMILARITIES and DIFFERENCES in children's lives in different countries. UK and S.Africa We will compare: school life festivals and celebrations the climate the food the landscape • Ask geographical questions related to this
Topic Name	**Egypt**	**May the Force Be With You**	**Healthy Humans - Outdoor Fieldwork unit** **Orienteering Challenge**

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Key Knowledge and Skills	• Use and atlas to Identify northern, southern hemisphere and equator locate on map. Know and understand the significance of these locations eg. climate in Egypt • Investigate the river nile – physical and human geography and land use, trade links • Consider how photos provide useful evidence and locate position of photo on a map (pyramids, Howard Carter tombs) • Use basic coordinates to locate features on a map	• Use co-ordinates to locate countries and areas affected by tornados and tsunamis describe and understand key aspects of tornados and tsunamis	• Know how to use a map for a purpose (orienteering) • use 4 compass points to follow and give directions • Know why a key is needed and use standard symbols • Orienteering challenge using Compass points and a map with a key • Know how to use letter/ number co-ordinates on a map • Use appropriate terminology – map, orienteering, compass points (N, E, S, W), key, co-ordinates.

Year 4

Topic Name	Our Planet	Greece	Light it Up
Key Knowledge and Skills	• recap equator, northern and southern hemisphere and use internet/maps to locate countries where volcanoes/earthquakes have been active • To understand how the Earth is formed • To explain what a volcano is and how it is formed incl. cross section of volcano • To explain what causes an earthquake • To explain how earthquakes can be measured • To look at the effects of volcanoes and earthquakes have upon civilisation • To contrast Japanese preparations for earthquakes to our 'fire drills or similar. WOW day – how Japan create 'earthquake proof building' (cocktail sticks and jelly), set up a relief centre for those affected; rehearse earthquake drill	• use junior atlas confidently to locate Europe on a large scale map or globe and then Greece within Europe and the World • Expand atlas skills to name and locate countries in Europe including Russia, and their capital cities • understand geographical similarities and differences through the study of human physical geography of a region in the UK and a region in Europe (compare weather/climate/food/housing land use/ transport/ trade) • Know why a key is needed. • Use standard symbols.	• identify features of an aerial photograph • electricity around the world – locate areas with high levels of light pollution using aerial photos
Topic Name	**Romans**	**Life on Earth**	**Planet Thanet - Outdoor Field**

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			Work Unit Area of Renown in our locality
Key Knowledge and Skills	• land use patterns and how these have changed over time (roman roads, farming etc) • begin to use 8 compass points for an archaeo-logical search on the field	• Know about the processes of the water cycle water cycle • explain how rivers are formed • name oceans and seas surrounding the UK on a map. • use coordinates to confidently locate features on a map	• Follow a route on a large scale map and record some of the human features in the local area using sketchmaps • Record findings from fieldtrips • Present findings clearly • Use appropriate terminology • Draw an annotated sketch from ob-servation including descriptive / explanatory labels • Select views to photograph to aid map drawing • Add titles and labels giving date and location information

Year 5

Topic Name	Invaders and Settlers	To Infinity and Beyond	China
Key Knowledge and Skills	types of settlement and land use e.g. comparison to modern day settlement and land use and to each other (Viking and Saxon)	**View from space** locational knowledge – identify prime, Greenwich and meridian times zones including day and night draw a sketch map using symbols and a key (time zones) Identify position and significance of arctic and Antarctic circle. Locate the world's countries, focus on North & South America Identify the position and significance of lines of longitude & latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	Make a judgement about the best angle or viewpoint when taking an image or making a sketch. Evaluate usefulness of the images. (great wall of china, different views and per-spectives) Compare maps with aerial photographs (great wall of china) use medium scale land ranger OS maps and use/recognise OS map symbols.

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		This include a visit to Greenwichs royal Observatory	
Topic Name	**The Maya**	**Walk on the Wild Side -Outdoor fieldwork unit**	**Changes**
Key Knowledge and Skills	• locate North and South America including countries, cities, physical and human characteristics and environmental regions • locate world countries and oceans • begin to use atlases to find out about other features of places e.g. wettest part of the world • Local context • use 8 compass points • begin to use 4 figure coordinates to locate features on a map	• global map work . Countries where animal habitats are being destroyed • types of vegetation and learn about deforestation and land use • Use fieldwork to observe, measure, record and present the land-use features related to animal life in the local area using graphs. Use photos or video to record to aid accurate graphing • evaluate quality of evidence collected and suggest improvements	• distribution of natural resources including energy, food, minerals and water and how this can change over time (depletion of these) • Understand that differing countries have differing levels of natural resources • use index and contents page in atlas to locate countries

Year 6

Topic Name	We'll Meet Again	The World Around US	The Circle of Life
Key Knowledge and Skills	• know about economic activity and trade links (rationing) • use 8 compass points confidently and accurately on a marching route, following the route on an OS map. Describe features on an OS map. • locate places on world map including oceans • Recognise the world map as a flattened globe. • to confidently use an atlas	• compare similarities and differences of UK, a region in Europe (France), and South America (Brazil). – 3D Biomes • Compare human and physical geography • Compare distribution of natural resources including energy, food, minerals and water • Use 4 figure co-ordinates confidently and begin to use 6 figure grid references • locate tropics of cancer and Capricorn, longitude and latitude • Locate and understand about biomes and vegetation belts • annotate sketches to describe and explain	• use sketches as evidence in an investigation (how areas have changed over time) • Use atlases to find out about other features of places (Africa)

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		• geographical processes and patterns. Evaluate against set criteria and improve. • locate places on a world map and confidently use an atlas	
Topic Name	**Born this Way**	**Fun at the Fair -Outdoor Field-Work Unit**	**Moving on Up**
Key Knowledge and Skills	• You are the Drug Police: • distribution of illegal drugs globally – locate on map - and locally (County Lines) • draw a sketch map using symbols and a key/ OS • Use/recognise OS map symbols • locate places on a world map • confidently use an atlas	• Dreamland • Select appropriate methods for data collection e.g. interviews - interview about the local area and tourism • use graphs to display data collected • Use the 8 points of a compass confidently, 4 figure co-ordinates confidently and begin to use 6 figure grid references, symbols and keys to navigate • evaluate quality of evidence collected and suggest improvements	Transitional Unit – PSHE focus

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Progression for Geography Knowledge and Skills

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Area	Year 3	Year 4	Year 5	Year 6
Fieldwork	• Ask geographical questions • Record findings from fieldtrips • Present findings clearly • Use appropriate terminology • Draw an annotated sketch from observation including descriptive / explanatory labels • Select views to photograph • Add titles and labels giving date and location information • Consider how photos provide useful evidence • Locate position of a photo on a map		• Select appropriate methods for data collection such as interviews, • Use graphs to display data collected • Evaluate the quality of evidence collected and suggest improvements • Use sketches as evidence in an investigation. • Annotate sketches to describe and explain geographical processes and patterns. • Evaluate their sketch against set criteria and improve it. • Make a judgement about the best angle or viewpoint when taking an image or completing a sketch • Evaluate the usefulness of the images	
Direction/Location	• Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map.	• Use 4 compass points independently: Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently.	• Use 8 compass points; • Begin to use 4 figure coordinates to locate features on a map.	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Representation	• Know why a key is needed. Use standard symbols.	• Know why a key is needed. • Use standard symbols.	• Draw a sketch map using symbols and a key • Use/recognise OS map symbols.	• Draw a sketch map using symbols and a key • Use/recognise OS map symbols.
Using Maps	• Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering)	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• Compare maps with aerial photographs. • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	• Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Map knowledge	• Locate the UK on a variety of different scale maps • Name & locate the countries and cities of the UK		• Locate the world's countries, focus on North & South America	

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	• Locate Europe on a large scale map or globe, • Name and locate countries in Europe (including Russia) and their capitals cities • Identify and name the continents. • Name seas surrounding the UK. • Begin to look at northern and southern hemispheres and equator.		• Identify the position and significance of lines of longitude & latitude, • Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Name oceans and seas around the world.	
Style of map	• Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.	• Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• Use index and contents page within atlases. • Use medium scale land ranger OS maps.	• Confidently use an atlas. • Recognise world map as a flattened globe.

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History knowledge and skills progression across Upton School

Year 3

	Knowing me Knowing You	Rock Bottom	It's a Small World
Key Knowledge And Skills	• To know how to create a family tree using relevant research tools • To know how to select relevant information • Know how to sequence several events in life e.g. birth, school • Use dates and terms related to the unit and passing of time • Sequence several events or artefacts	• To know 'WHEN' the STONE AGE was and how this progressed into the Bronze and Iron Ages • To know that we use evidence from sources to answer the question 'How do we know?' • To know about the job of an archaeologist and know that 'Lucy' is an AUSTRALOPITHECUS •To know about the significance of Stonehenge as a historical monument. • Place the time studied on a time line • Use dates and terms related to the unit and passing of time • Be aware that different versions of the past may exist and begin to suggest reasons for this - begin to understand primary and secondary sources	• To know how people in the chosen country live and how their lifestyle compares to our own • To identify a key landmark from the country – research its origins and its impact on current society in that country. • Identify similarities and differences between ways of life in different periods, including present day life. • Recognise what happened as a result of people's actions or events • Make judgements as to whether landmark/monument was an achievement or a folly. Also – local trip to look at Broadstairs landmarks and judge
Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Chronology; chronological order; Time period, dates Monument; folly; achievement			

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	Egypt	**May the Force Be With You**	**Healthy Humans**
Key Knowledge And Skills	• …how they used hieroglyphs to communicate (Use appropriate historical vocabulary to communicate) • Place the time studied on a time line • …some important people in Ancient Egypt. Howard Carter • …about the beliefs of Ancient Egyptians and the Afterlife • …The pyramids: creation and intent • …… similarities and differences between ancient Egypt and modern day Egypt (include River Nile • Distinguish between different sources – compare different versions of the same story so that pupils begin to become aware that different versions of the past may exist and begin to suggest reasons for this	• To know about the achievements of the Wright Brothers and other historical figures who have pushed against forces • Recognise why people did things and why some events happened as a result of people's actions or events • understand how our knowledge of the past is constructed from a range of sources. • Recognise what happened: select and record relevant historical data.	• To have an overview of the first Olympics: venue, inclusion, events • To know about key athletes from the time period, e.g. how they trained, what they ate, how they lived, how they were rewarded • To know the difference between these athletes and the athletes of modern day. • Recognise and identify who was important within lessons based on specific historical events/accounts, e.g. talk about important places and who was important and why. • Use a range of sources to find out about a period and Distinguish between different sources – compare different versions of the same story • Ask and answer questions about the past, using the library or online resources for research • Identify similarities and differences between ways of life in different periods, including present day life, including to know about their OWN athlete from modern society, whom they've researched, to compare
Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Monarch ; ruler; era; change Significant; impact Continuity and change			

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Year 4 History

	Our Planet	Greece	Light it Up
Key Knowledge And skills ▪	• Pupils to know where Pompeii is, why it was important, key features of the city Pompeii • Pupils to know about the events that led to its destruction and the effects upon civilisation ▪ Identify and give reasons for historical events, situations and changes and identify some of the results of historical events, situations and changes ▪ Pupils should create their own structured accounts .e.g.,-newspaper article; eye-witness account; diary entry	• To know about Greek Life & achievements • To know about Greek influences of the Western world – link to British Values democracy • About Ancient Greek artefacts from the perspective of archaeologists. • Research the key differences between the people of Sparta and Athens to lead into class debate • Compare ancient and modern Olympics – what is the same, what is different? Look at pottery as primary historical source ▪ Place events from period studied on time line ▪ Use terms related to the period and begin to date events ▪ Understand more complex terms e.g. BC/AD ▪ Be aware that different versions of the past may exist and begin to suggest reasons for this	• The history behind the development of the light-bulb. • How uses for the light bulb have evolved • The importance and journey of Thomas Edison ▪ Identify and begin to describe historically significant people and events in situations

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		▪ Begin to evaluate the usefulness of different sources. Use primary and secondary sources to discover about daily life of the Ancient Greeks. ▪ Use text books and historical knowledge	
Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Cause and effect Primary and secondary sources Impact across centuries			
	Romans	**Life on Earth**	**Planet Thanet**
Key knowledge and skills	▪ The origins of the Roman Empire ▪ Julius Caesar's attempted invasion in 55-54 BC and timeline of Roman Empire ▪ the Roman Empire by AD 42 and the power of its army (expansion) (link to geog map-work) ▪ successful invasion by Claudius and con-quest, including Hadrian's Wall ▪ British resistance, through drama (KIC Theatre) Boudicca -(writing opportunity) ▪ St Augustine - linked to our locality ▪ To know how the Roman's influenced Britain - what have the Romans done for us? ▪ To know how the empire ended – dissolution ▪ Place events from period studied on time line ▪ Use terms related to the period and begin to date events ▪ Understand more complex terms e.g.	▪ Know about the life of Sir Edmund Hilary and his conquest of Everest ▪ Know about the role of his Sherpa team ▪ Know about Junko Tabei, the first woman to climb Everest ▪ Identify and begin to describe his-torically significant people and events in situations ▪ Look at the evidence available ▪ Begin to evaluate the usefulness of different sources ▪ Judge whether this conquest s human achievement or folly and its impact in Britain	▪ To know about the life and achievements of Thomas Beckett ▪ To know why Canterbury Cathe-dral became an important centre for Pilgrimage ▪ To study local History and iden-tify key local landmarks ▪ List some of the similarities and differences between different periods, e.g. social, belief, local, individual ▪ Identify and begin to describe historically significant people and events in situations

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	BC/AD ▪ Use evidence to build up a picture of a past event ▪ Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance ▪ Suggest where we might find answers to questions considering a range of sources ▪ Use the library and internet for research		
Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Empire, dissolution, expansion ,civilisation Legacy; century; Pilgrimage;			

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Year 5 History

	Invaders and Settlers	To Infinity and Beyond	China
Key Knowledge Key Skills	• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 • how Britain has influenced by the Vikings and Saxons • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant information from research • Know and sequence key events of time studied. Use relevant terms and period labels • Make comparisons between different times in the past	• To know about the Space Race and the contributions of the superpower countries: • To know about the first man and woman in space. Discuss reasons behind this time difference • To know about the life and achievements first man and woman on the moon • Moon landing Act or fiction; triumph of folly? • Understand that the past is represented and interpreted in different ways and give reasons for this • Compare accounts of events from different sources – fact or fiction • Use the library and internet for research with increasing confidence	The origin of the Shang a **dynasty is a succession of rulers from the same family or line**. • Shang society was divided into different **classes**. At the top were the ruling class under the **royal family**, and then came **priests**, an **administrative class, warriors, craftsmen, traders, farmers** and **slaves**. • Religious beliefs: In order to predict the future, or ask questions of the gods, people would engrave questions on **oracle bones** (tortoise shells or cow bones). These would then be burned and the priests would 'read' the cracks which then appeared. • Chinese medicine: • Chinese people used to grind down these ancient animal bones to make **traditional medicines**. In 1899 some scholars noticed engravings on the bones and discovered they had come from North East China. In 1928 excavations began and evidence of the Shang was discovered. • Show understanding of some of the similarities and differences between the time period studied and present day, e.g. social, belief, local, individual.
Key vocabulary			

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Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Superpower; space race; hierarchy			
	The Maya	**Walking on the Wild Side**	**Changes**
Key Knowledge And Skills	• To know about Mayan civilisation • To know about Mayan hierarchies • To know about Mayan religion; • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past ce events from period on time line alongside events from another study to compare events occurring concurrently (Invaders and Settlers and Mayans).	• To know how and why animals have been hunted throughout history • To know what is being done by government and organisations to protect animals • Begin to offer explanations about why people in the past acted as they did	• To know the need for preserving food throughout history • To know how food was preserved throughout history • To know about the importance of a food supply to military campaigns throughout history • Understand that some events, people or developments are seen as more significant than others giving examples. • Begin to offer explanations about why people in the past acted as they did
Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Civilisation; hierarchy; peasantry Evolution; origin; extinct Military campaign			

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Year 6 History

	We'll Meet Again	The World Around Us	The Circle of Life
Key Knowledge and skills	**Includes: Trips to Ramsgate Tunnels; WWII Jive; WWII Day Peter O'Sullivan** • To know the countries involved in WWII and whether they were Allies or Axis • To gain knowledge of the precautions that were taken in an air raid. • To know the evacuation process involving children and the evacuees and what life was like for those evacuated understand what it was like to be evacuated. • To know what life was like during the Blitz. • To know where Thanet was bombed and where pupil took refuge • To know that food was rationed and the reasons for this • Place current study on time line in relation to other studies and compare any events occurring concurrently. • Use relevant dates and correct terminology. • Sequence up to 10 events on a • time line • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Bring knowledge gathered from several sources together in a fluent account • Devise, ask and answer more complex questions about the past, considering key concepts in history	• History of global warming • When was it identified • Controversy surrounding it – fact or fiction and knowhow evidence contradicts and the arguments for and against • Know the key pieces of evidence used in arriving at this conclusion • What have governments done to address this? • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research	**Includes Trip to Powell-Cotton Museum** • To know about the life, work and discoveries of Charles Darwin • To know about the difficulties he faced convincing others and the conflict with religion • To know the implication his life and work had upon current society ▪ Give reasons why some events, people or developments are seen as more significant than others.

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Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Dictator; refuge; evacuation, parliament Global; international crisis Evolution; heresy			
	Born this Way	**Fun at the Fair**	**Moving on Up**
Key Knowledge and Skills	• To know the origins of medicine and the development of medical practices across history; from the use of blood drawing and leaches to the discovery of penicillin • Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). • Timeline of medicines over periods in history	• History of Fairgrounds and circuses and how they have evolved across history • To know how health and safety and animal cruelty laws, social pressures have impacted upon fairgrounds and circuses • Show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual.	• This is a transition unit focusing on PSHE and the skills required for children to be confident and ready for the next stages of their transition and education
Key vocabulary Each Unit should contain key Vocabulary that children should aim to use in cc writing. In addition: these words specifically should be understood Pioneering; Social pressures; acts of parliament			

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Progression for History

Area	Year 3	Year 4	Year 5	Year 6
Chronological understanding	• Place the time studied on a time line • Use dates and terms related to the unit and passing of time • Sequence several events or artefacts	• Place events from period studied on time line • Use terms related to the period and begin to date events • Understand more complex terms eg BC/AD • Know and sequence up to 8 events.	• Know and sequence up to 9 key events of time studied on a timeline • Use relevant terms and period labels • Place events from period on time line alongside events from another study to compare events occurring concurrently (Invaders and Settlers and Mayans).	• Place current study on timeline in relation to other studies and compare any events occurring concurrently. • Use relevant dates and correct terminology. • Sequence up to 10 events on a timeline
Communicate historically	Use appropriate historical vocabulary to communicate, including: Monument; folly; achievement; Significant impact; Monarch ; ruler; era; Continuity and change; time period; dates; Chronology; chronological order; Use historical vocabulary learned this year in cross-curricular writing links.	Use appropriate historical vocabulary to communicate, including: Empire, dissolution, expansion ,civilisation Legacy; century Pilgrimage; Cause and effect Primary and secondary sources; Impact across centuries Use historical vocabulary learned this year in cross-curricular writing links.	Use appropriate historical vocabulary to communicate, including: Superpower; space race; Military campaign; Civilisation; hierarchy; Extinct; origin; peasantry; hierarchy Use historical vocabulary learned this year in cross-curricular writing links.	Use appropriate historical vocabulary to communicate, including: Dictator; refugee; evacuation, parliament; Global; international crisis; Evolution; heresy ; Social pressures; acts of parliament; pioneering Use historical vocabulary learned this year in cross-curricular writing links.
Historical enquiry	•Use a range of sources to find out about a period •*Ask and answer questions about the past,* tents page •*Begin to select and record rele-*	• Use evidence to build up a picture of a past event • Ask and answer questions about the past, considering aspects of	• Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Select relevant sec-	• Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Bring knowledge gathered

	vant historical data •Begin to use the library and internet for research	change, cause, similarity and difference and significance • Suggest where we might find answers to questions considering a range of sources • Use the library and internet for research	tions of information • Use the library and internet for research with increasing confidence	from several sources together in a fluent account • Devise, ask and answer more complex questions about the past, considering key concepts in history
Interpreting history	• Be aware that different versions of the past may exist and begin to suggest reasons for this • Distinguish between different sources – compare different versions of the same story	• Be aware that different versions of the past may exist and begin to suggest reasons for this • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge	• Understand that the past is represented and interpreted in different ways and give reasons for this • Compare accounts of events from different sources – fact or fiction	• Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research
Causes and consequences	• Recognise why people did things • Recognise why some events happened • Recognise what happened as a result of people's actions or events	• Identify and give reasons for historical events, situations and changes • Identify some of the results of historical events, situations and changes	• Begin to offer explanations about why people in the past acted as they did	• Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation).
Similarities and differences	Identify similarities and differences between ways of life in different periods, including present day life.	List some of the similarities and differences between different periods, e.g. social, belief, local, individual.	Show understanding of some of the similarities and differences between the time period studied and present day, e.g. social, belief, local, individual.	Show clear understanding of some of the similarities and differences between different time periods, e.g. social, belief, local, individual.
Significance	Recognise identify who was im-	Identify and begin to describe	Understand that some events,	Give reasons why some events, people

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	portant within lessons based on specific historical events/accounts, e.g. talk about important places and who was important and why.	historically significant people and events in situations	people or developments are seen as more significant than others.	or developments are seen as more significant than others, giving examples

DT knowledge and key skills progression across the school

Year 3

	Knowing me Knowing You	Rock Bottom	It's a Small World
Key Knowledge and skills	• Gather information about the needs and wants of particular individuals and groups • Use annotated sketches, cross-sectional drawings and diagrams • Develop their own design criteria and use these to inform their ideas • Share and clarify ideas through discussion • Investigate - what products are, who they are for, how they are made and what materials are used	• Select from a range of tools and equipment explaining their choices • Assemble, join and combine materials and components • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved Evaluating products and components used	• Know that a healthy diet is made up from a variety and balance of different foods and drinks • Know that to be active and healthy, food is needed to provide energy for the body • Know that everyone should eat at least five portions of fruit and vegetables every day
Outcome	Design a pencil case and evaluate	To assemble, join and combine materials and components to construct shelters. (linked to science insulators investigation) To design and evaluate a stone age shelter. To create stone age tools using natural resources. To make a fossil with plaster of Paris.	Prepare simple dishes safely and hygienically, without using a heat source – Fruit Salad
	Egypt	**May the Force Be With You**	**Healthy Humans**
Key Knowledge and	• Know that a single fabric shape can be used to make a 3D textiles	• Understand how levers and linkages or pneumatic systems create movement	• Know that a healthy diet is made up from a variety and balance of different foods and

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Skills	product • Measure, mark out, cut out and shape materials and components	• Talk about their design ideas and what they are making • Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples • Follow procedures for safety • Select from a range of materials and components according to their characteristics	drinks • Know that to be active and healthy, food is needed to provide energy for the body • Know that everyone should eat at least five portions of fruit and vegetables every day
Outcome	Make Egyptian head dress	Make a moving class book	Prepare simple dishes safely and hygienically, without using a heat source. Sandwich Making

Year 4

	Our Planet	**GREECE**	**Light it Up**
Key Knowledge and Skills	Disassemble products to understand how they work. Use a wider range of materials and components	Improve upon existing designs, giving reasons for choices. Share and clarify ideas through discussion Select tools and equipment suitable for the task Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques stiffen - apply understanding	Select materials and components suitable for the task Order the main stages of making Follow procedures for safety Identify the strengths and weaknesses of their ideas and products Understand how simple electrical circuits and components can be used to create functional products
Outcome:	Mod-roc volcanoes and earthquake-proof houses	Model Trojan Horses	Constructions involving electrical circuit and switch Electrical circuit
	Romans	**Life on Earth**	**Planet Thanet**
Key Knowledge and Skills	• Measure using grams • Follow a recipe • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use	• Consider the views of others, including intended users, to improve their work • Investigate - who designed and made the products, where products were designed and made, when products	• Measure using grams • Follow a recipe • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source

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	of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	were designed and made and whether products can be recycled or reused	• How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
Outcome	Apply this to make SOUP – Produce from Around the ROMAN Empire/seasonality	Apply this to designing a house	Apply this to make Scones (savoury) for a Tea party.

Year 5

	Invaders and Settlers	**To Infinity and Beyond**	**China**
Key knowledge and Skills	Produce lists of tools, equipment and materials that they need Follow procedures for safety Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) Accurately measure to nearest mm, mark out, cut and shape materials and components Accurately assemble, join and combine materials/ components - saws;drills;hot glue guns ec	Evaluate the design of products so as to suggest improvements to the user experience. Explain their choice of tools and equipment- Identify the strengths and weaknesses of their ideas and products Understand how more complex electrical circuits and components can be used to create functional products	Know that recipes can be adapted to change the appearance, taste, texture and aroma Know that different foods contain different substances - nutrients, water and fibre - that are needed for health How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking
Outcome	6Ft Viking longboats; weaving of sails; smaller models using	Apply this to make Straight line moon vehicles	Make Chinese Wantons

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	lollypop sticks		
	The Maya	**Walking on the Wild Side**	**Changes**
Key knowledge and Skills	• Create innovative designs that improve upon existing products. • Make design decisions, taking account of constraints such as time, resources and cost • Use computer-aided design • Know that a 3D textiles product can be made from a combination of fabric shapes.	Know that different foods contain different substances - nutrients, water and fibre - that are needed for health How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking Baking with fish, effects on over fishing, sourcing where fish comes from	• Generate innovative ideas, drawing on research • Consider the views of others, including intended users, to improve their work • Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are
Outcome	Link with JJ Tinkercad building temples; Make Mayan blankets using tessellation	Making a Variety of 'Fair Trade' linked foods	Apply this to make bread

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Year 6

	We'll Meet Again	The World Around US	Circle of Life
Key knowledge and Skills	• Recognise when their products have to fulfil conflicting requirements • Generate innovative ideas, drawing on research • Select from, use and explain their choice of materials and components according to functional properties and aesthetic qualities • Follow procedures for safety • Develop prototypes • Make design decisions, taking account of constraints such as time, resources and cost	• Understand the need for correct storage • Measure accurately • How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	• Produce detailed lists of tools, equipment and materials that they need • Use techniques that involve a number of steps • Demonstrate resourcefulness, e.g. make refinements • Critically evaluate the quality of the design manufacture and fitness for purpose of their products as they design and make
Outcome	Apply this to make Bomb shelters (Anderson and Morrison)	Apply this in International food day -create different food from around the world	Design and make a printing block in order to print an African design on fabric
	Born this Way	**Fun at the Fair**	**Moving on Up**
Key knowledge	• Carry out research, using surveys, interviews, questionnaires and web-based resources • Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants.	• Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) • Compare their ideas and products to their original design specification • Understand how cams, pulleys and gears create movement • Understand how to program a computer to monitor changes in the environment / control their products -JJ link • Know how to reinforce/strengthen a 3D framework.	Transitional unit – PSHE link
Outcome	Let's Link: To PD Day – create a new cereal brand and packaging for heathy eating	Apply this to make a Fairground ride	

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	Progression for DT				
	Area	Year 3	Year 4	Year 5	Year 6
Design	Contexts, Uses and Purposes	• Gather information about the needs and wants of particular individuals and groups • Develop their own design criteria and use these to inform their ideas	• Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	• Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	• Carry out research, using surveys, interviews, questionnaires and web-based resources • Recognise when their products have to fulfil conflicting requirements
	Ideas	• Share and clarify ideas through discussion • Use annotated sketches, cross-sectional drawings and diagrams	• Share and clarify ideas through discussion	• Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost • Use computer-aided design	• Generate innovative ideas, drawing on research • Make design decisions, taking account of constraints such as time, resources and cost • Develop prototypes
Making	Planning	• Select from a range of tools and equipment explaining their choices • Select from a range of materials and components according to their characteristics	• Select tools and equipment suitable for the task • Select materials and components suitable for the task • Order the main stages of making	• Explain their choice of tools and equipment • Explain their choice of materials and components • Produce lists of tools, equipment and materials that they need	• Explain their choice of tools and equipment in relation to the skills and techniques they will be using • Explain their choice of materials and components according to functional properties and aesthetic qualities • Produce detailed lists of tools, equipment and materials that they need

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	Practical Skills and Techniques	• Follow procedures for safety • Measure, mark out, cut out and shape materials and components • Assemble, join and combine materials and components • Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples	• Follow procedures for safety • Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) • Measure, mark out, cut and shape materials and components with some accuracy • Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques.	• Follow procedures for safety • Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) • Accurately measure to nearest mm, mark out, cut and shape materials and components • Accurately assemble, join and combine materials/ components	• Follow procedures for safety • Use a wider range of materials and components (e.g. construction materials and kits, textiles, food ingredients, mechanical components and electrical components) • Use techniques that involve a number of steps • Demonstrate resourcefulness, e.g. make refinements
Evaluate	Own Ideas and Products	• Talk about their design ideas and what they are making • Make simple judgements about their products and ideas against design criteria • Suggest how their products could be improved Evaluating products and components used	• Identify the strengths and weaknesses of their ideas and products • Consider the views of others, including intended users, to improve their work	• Identify the strengths and weaknesses of their ideas and products • Consider the views of others, including intended users, to improve their work	• Critically evaluate the quality of the design manufacture and fitness for purpose of their products as they design and make • Compare their ideas and products to their original design specification
	Existing Products	• Investigate - what products are, who they are for, how they are made and what materials are used	• Investigate - who designed and made the products, where products were designed and made, when products were designed and made and whether products can be recycled or reused	• Investigate - how much products cost to make, how innovative products are and how sustainable the materials in products are	• Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products

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					work, how well products achieve their purposes and how well products meet user needs and wants.
Technical Knowledge	Making Products Work	• Understand how levers and linkages or pneumatic systems create movement • Know that a single fabric shape can be used to make a • 3D textiles product	• Understand how simple electrical circuits and components can be used to create functional products • Understand how to program a computer to control their products	• Understand how more complex electrical circuits and components can be used to create functional products • Know that a 3D textiles product can be made from a combination of fabric shapes.	• Understand how cams, pulleys and gears create movement • Understand how to program a computer to monitor changes in the environment / control their products Know how to reinforce/strengthen a 3D framework. •

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Cooking and Nutrition	Food Preparation, Cooking and Nutrition	• Know that a healthy diet is made up from a variety and balance of different foods and drinks • Know that to be active and healthy, food is needed to provide energy for the body • Prepare simple dishes safely and hygienically, without using a heat source. • Know that everyone should eat at least five portions of fruit and vegetables every day	• Measure using grams • Follow a recipe • Begin to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • Begin to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	• Know that recipes can be adapted to change the appearance, taste, texture and aroma • Know that different foods contain different substances - nutrients, water and fibre - that are needed for health • With support prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • With support, use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking	• Understand the need for correct storage • Measure accurately and independently • Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source • Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking independently

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Art knowledge and skills progression across the school

Year 3

Topic Name	Knowing me Knowing You	Stone Age (Rock Bottom)	It's a Small World
Outcome	Task: self-portraits	1) Task: Land art 2) Task: cave paintings	1) Task: painting a jungle scene 2) Task: Make colour wheels with primary and secondary colours
Key Knowledge and Skills	Drawing skills: close observation, variety of media (choice of media). Use differing curvature of lines to create facial features. Evaluating and developing work: review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook	Pattern skills: pattern in the environment, patterns on a range of surfaces, symmetry; animal prints and patterns. Developing ideas: begin to think what materials best suit the task (e.g. sticks for stripes, leaves for spots etc.) 2. Drawing and pattern skills: initial sketches as a preparation for drawing, make patterns on a range of surfaces	Colour skills: colour mixing, look at colour wheels, different size brushes, apply colour, using dotting, scratching. Recognise warm and cold colour. Evaluating and developing work: annotate work in sketchbook Form skills: Develop understanding of 2D and 3D in terms of artwork – understand that their painting is a 2D piece of art. 2) Use colour mixing to create Rousseau inspired artwork Evaluating and developing work: Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Drawing skills: Draw lines of different sizes and thickness.
Focus Artist	Frida Kahlo	Andy Goldsworthy	Artist: Rousseau

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Resources	sketchbooks, pencils, pastels, charcoal, chalk) Links: https://www.artsy.net/article/artsy-editorial-10-masters-self-portrait-frida-kahlo-cindy-sherman https://www.bbc.com/teach/class-clips-video/how-to-draw-a-portrait/zk28qp3	Resources: natural outdoor materials Resources: sketchbooks, sugar paper, brown paper, pastels, charcoal, chalk	Resources: sketchbook, paints, brushes Links: https://www.bbc.com/bitesize/guides/z9bbk2p/video https://www.bbc.co.uk/programmes/p007gswp https://www.dailyartmagazine.com/fantastic-jungles-henri-rousseau/ https://www.tes.com/teaching-resource/henri-rousseau-jungle-paintings-6338271
Topic	**Egypt**	**May the Force Be With You**	**Healthy Humans**
Outcome	Task: 3-D cartouche using hieroglyphs	1) Task: tie dying 2) Task: splatter painting	Task: Fruit and veg printing Task: drawing bones
Key Knowledge and Skills	Form skills: Shape, form, model and construct; understanding of different adhesives and methods of construction. Use clay as a modelling material. Use techniques such as rolling, cutting, moulding and carving. Form skills: Develop understanding of 2D and 3D in terms of artwork – recognise that their cartouche is a 3D piece of art.	1) Texture skills: tie dying 2) Colour skills: techniques using splashing	Printing skills: relief and impressed printing, recording textures/patterns, colour mixing through overlapping colour prints Evaluating and developing work: Annotate work in sketchbook 2)Drawing skills: close observation
Focus Artist	Artist: Barbara Hepworth (inspiration for sculpting)	Artist: Jackson Pollack	Michelangelo (inspiration for sketching bones)

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Resources	Resources: sketchbook, clay, modelling tools https://www.tes.com/teaching-resource/beginners-guide-to-clay-work-3004803 https://www.twinkl.co.uk/resource/t-ad-90-clay-techniques-to-try https://www.bbc.com/teach/class-clips-video/art-and-design-making-sculptures-dry-materials-clay/zd28qp3	1) sketchbooks, fabric/t-shirts, fabric dye 2)sketchbook, paint, brushes, straws https://www.tes.com/teaching-resource/tie-dye-powerpoint-6409232	Resources: sketch book, fruit/veg, paints https://www.goodtoknow.co.uk/family/things-to-do/how-to-make-a-vegetable-printing-picture-114500 http://www.artforsmallhands.com/2013/06/printing-fruit-vegetable-prints-with.html https://www.royalacademy.org.uk/article/family-how-to-vegetable-printing-christmas

Year 4

Topic	Our Planet	Greece	Light it Up
Outcome	Task: use textures and colour to convey terrain surface and lava movement on 3D volcano	Task: design and decorate a Greek style pot	Task: draw/paint an electrical storm with areas of light and shadow
Key Knowledge and Skills	Texture skill: observation and design of textural art, compare the efficacy of different materials for the task, convey movement	Drawing and pattern skills: accurate drawings of people including proportion and placement; explore and evaluate environmental and manmade patterns (history link – patterns as primary history source) Begin to interpret the effectiveness of patterns created and modify and adapt Evaluating and developing work: can comment on similarities and differences between their own and others' work and improve their own. Annotate work in sketchbook.	Drawing and colour skills: Identify and draw the effect of light, colour mixing tint, tone and shade, observe colours. Drawing skills: use different hardnesses of pencils to show line, tone and texture. Drawing skill: Use shading to show light and shadow. Developing ideas: develop artistic/visual vocabulary to discuss work (e.g. tint, tone, shade, hue, mood...)

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Focus Artist	Art/artist: Marcel Duchamp (specifically looking at using ready-made/found items)	Artist/art: Grayson Perry (pre-check of images required)	Artist: Rembrandt
Resources	Resources: mod-rock, plastic bottles, paints, cardboard, newspaper	Resources: sketchbooks, paper, pencils, pastels, possible use of pen https://greece.mrdonn.org/vases.html https://www.tes.com/teaching-resource/ancient-greece-pottery-11082167	Resources: sketchbook, pencils, paints, brushes, examples of work. https://www.tes.com/teaching-resource/chiaroscuro-light-dark-6183495 https://www.collaboroo.com/t5/Art-and-Design-Lesson-Ideas/Creating-Moods-Using-Light-Inspired-by-Rembrandt/ta-p/2657
Topic	**Romans**	**Life on Earth**	**Planet Thanet**
Outcome	Task: Mosaic patterns	Task: Printing pattern and tessellation	Task: Paint a seascape of our locality
Key Knowledge and Skills	Form skills: experience surface, patterns and textures and plan and develop ideas. Evaluating and developing work: annotate work in sketchbook.	Pattern skills: Explore and evaluate environmental and manmade patterns, use sketchbook to record textures and patterns, interpret patterns, modify and adapt print. Begin to interpret the effectiveness of patterns created and modify and adapt. Evaluating and developing work: annotate work in sketchbook.	Colour and drawing skills: Identify and draw the effect of light, observe colours, colour to reflect mood, scale and proportion. Drawing skills: use different hardness's of pencils to show line, tone and texture. Drawing skill: Sketch lightly (no need to use a rubber to correct mistakes). Developing ideas: use a variety of ways to record ideas.
Focus Artist	Artist/art: artefacts/examples of Roman mosaics	Artist/art: M Escher	Artist/art: Turner Van Gogh
Resources	Resources: Sketchbooks, paper, card, sandpaper, pastels, chalk, possible use of ink. Links: https://www.tes.com/teaching-resource/roman-	Resources: sketchbooks, pencils, time to observe outside at patterns. Links: https://artplusmarketing.com/using-patterns-to-make-	Resources: sketchbooks, pencils, time outside to observe. Links: https://www.turnercontemporary.org/turner-and-margate

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	mosaics-6056167 http://www.primaryhomeworkhelp.co.uk/romans/mosaics.html https://www.twinkl.co.uk/resource/t2-h-328-roman-mosaics-lesson-teaching-pack-powerpoint	sense-of-your-world-d8034650bd98 http://www.artyfactory.com/art_appreciation/visual-elements/pattern.html https://www.flickr.com/photos/16948332@N04/galleries/72157628843173107/	https://www.turnercontemporary.org/about/turner

Year 5

Topic	Invaders and settlers	To Infinity and Beyond	China
Outcome	Task: making shields, illuminated letters and jewellery	Task: Moonscape and Peter Thrope abstract art	Task: print making Ming vases and drawing Chinese characters
Key Knowledge and Skills	Texture and Form Skills: select and use materials, use textures to embellish work. Use tools to carve and add shapes, texture and pattern. Create patterns for purposes – on shields.	Create a moonscape using texture skills. Use brush techniques and the qualities of paints to create texture. Experiment with differing texture and select materials. Use colour skills to create a piece of abstract art based on the artist Peter Thorpe.	Printing skills: design prints, use polystyrene to make a block print, evaluate own work. Developing ideas: improve quality of sketchbook with annotations Evaluating and developing work: Can compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. Can adapt and improve their work to realise their own intentions.
Focus Artist	Art/artist: Anglo-Saxon Art and Culture	Art/artist: Peter Thorpe	Art/artist: Tang Yin
Resources	Resources: Sketchbooks, Card, paper, glue, fabric, clay, paint, decoration. Links: https://www.tes.com/teaching-resource/viking-shield-designs-powerpoint-11023978 https://www.timetrips.co.uk/anglosaxons.htm	Resources: Sketchbooks, Paper, masking tape, paints, sand, brushes, glue. Links: https://www.youtube.com/watch?v=M7iokGsaYus	Resources: Sketchbooks, pencils, pen, polystyrene, ink/paint, rollers/brushes.

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Topic	**The Maya**	**Walk on the Wild side**	**Changes**
Outcome	Task: 3D mask collage	Task: Drawing animals	Task: salt dough modelling
Key Knowledge and Skills	Form and pattern skills: Plan and develop ideas, shape, form model and join. Create pattern for purposes. Developing ideas: improve quality of sketchbook with annotations Evaluating and developing work: Can adapt and improve their work to realise their own intentions.	Drawing and colour skills: Interpret the texture of a surface and use drawing techniques to convey this. Develop the concept of perspective. Explore the use of texture in colour. Use brush techniques and the qualities of paints to create texture. Experiment with differing texture and select materials. Use contrasting colours for effect. Developing ideas: develop artistic/visual vocabulary when talking about own work and that of others e.g. texture, drawing techniques, perspective, contrasting colours etc.) Evaluating and developing work: Can compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.	Form skills: plan (through drawing and other preparatory work), select and develop ideas confidently, shape, form, model and join. Use tools to carve and add shapes, texture and pattern.
Focus Artist	Art/artist: artefacts/examples	Art/artist: Steve Brown	Art/artist: Giocometti (inspiration for modelling)
Resources	Resources, Sketchbooks, card, paint, tissue paper, glue, paper. Links: http://www.primaryresources.co.uk/history/powerpoint/mayan_masks.pptx https://www.twinkl.co.uk/resource/t2-h-5599-ks2-mayan-masks-powerpoint	Resources: Sketchbooks, pencils, ink, crayons, materials to add texture, paints. Links: https://www.twinkl.co.uk/resource/tp2-a-48-planit-art-lks2-insects-unit-lesson-1-drawing-insects-in-pencil-lesson-pack https://www.tes.com/teaching-resource/insect-drawing-6431292 https://www.rbkc.gov.uk/PDF/Minbeasts%20pack.pdf	Resources: flour, salt, mixing bowls, spoons. Links: https://www.activityvillage.co.uk/salt-dough https://www.recipetips.com/kitchen-tips/t--1120/creating-bread-shapes.asp

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YEAR 6

Topic	We'll Meet Again	The World Around us	Circle of Life
Outcome	Task: create images of war time London/Blitz	Task: Georgia O'Keeffe artwork; Art linked to climate change (stunning start); land art	Task: create an abstract picture to reflect personal experience.
Key Knowledge and Skills	Colour skills: Colour to express feelings, hue, tint, shades and mood, create silhouettes. Create shades and tints using black and white.	Texture and colour skills: explore the use of texture in colour, apply knowledge of different techniques to express feeling, develop experience in embellishing. Developing ideas: improve quality of sketchbook with mixed media work and annotations	Pattern skill: tesselation Explore how the use of patterns can reflect personal experience Explore the effect and intention of differing patterns Create a pattern related to personal emotions
Focus Artist	Art/artist: Jan Pienkowski (inspiration for silhouettes)	Art/artist: Georgia O'Keeffe	Art/artist: Escher
Resources	Resources: Sketchbooks, card, pencils, paint, black paper, scissors, glue. https://londonist.com/london/art-and-photography/in-photos-wartime-london https://www.tes.com/teaching-resource/world-war-2-pictures-6009180	Resources: Sketchbooks, variety of paper and card. https://www.tes.com/teaching-resource/georgia-o-keeffe-powerpoint-11249161	Resources: Sketchbooks,
Topic	**Born this Way**	**Fun at the Fair**	**Moving on Up**
Outcome	Task: create an anti-smoking 3D poster	Task: Create a print of Dreamland	Task: Self portraits
Key Knowledge and Skills	Form skills: plan, select and develop ideas confidently, choice of media. Use suitable materials confidently. Use frameworks (such as wire or moulds to provide stability and form. Build upon	Printing skills and drawing skills: Explore printing techniques. Use lines to represent movement. Create a block print using lino, polystyrene, ink, brushes/rollers. Developing ideas: select own images and starting	Drawing skills: Choose and select appropriate materials - use suitable materials confidently. Investigate proportions. Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a

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	wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) Evaluating and developing work: Can analyse and comment on ideas, methods and approaches used in their own and others work, relating these to its context. Can adapt and refine their work to reflect own view of its purpose and meaning.	points for work	style of drawing suitable for the work (e.g. realistic or impressionistic)
Focus Artist	Art/artist: Jean Tinguely (inspiration for colour, feelings, mood – good resources on Tate modern website); DADA Art	Artist: Ieuan Edwards (local artist – print maker)	Artist: Warhol (inspiration for portraits)
Resources	Resources: Sketchbooks, pencils, card, paper, wire, newspaper, modroc.	Resources: Sketchbooks, lino, polystyrene, ink/paint, brushes and rollers. Links: https://www.bbc.com/teach/class-clips-video/art-and-design-ks1-ks2-printmaking-with-different-materials/zhytscw http://www.blackgoldpress.co.uk/ (local artist)	Resources: Sketchbooks, pencils, paper, pens, mirrors, paint, chalk, charcoal, pastel. Links: https://www.artsy.net/article/artsy-editorial-10-masters-self-portrait-frida-kahlo-cindy-sherman https://www.bbc.com/teach/class-clips-video/how-to-draw-a-portrait/zk28qp3 https://www.tes.com/teaching-resource/chiaroscuro-light-dark-6183495 https://www.collaboroo.com/t5/Art-and-Design-Lesson-Ideas/Creating-Moods-Using-Light-Inspired-by-Rembrandt/ta-p/2657

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Progression for Art				
Area	Year 3	Year 4	Year 5	Year 6
Developing Ideas	• Work from observation and known objects • Begin to collect ideas in sketchbooks • Work with different materials • Begin to think what materials best suit the task	• Develop sketch books • Use a variety of ways to record ideas. • Develop artistic/visual vocabulary to discuss work • Experiment with a wider range of materials	• Select and develop ideas confidently. • Improve quality of sketchbook with annotations • Develop artistic/visual vocabulary when talking about own work and that of others	• Improve quality of sketchbook with mixed media work and annotations • Select and develop ideas confidently, using suitable materials confidently • Select own images and starting points for work
Evaluating and Developing Work	• Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook.	• Can comment on similarities and differences between their own and others' work and improve their own. • Annotate work in sketchbook.	• Can compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made. • Can adapt and improve their work to realise their own intentions.	• Can analyse and comment on ideas, methods and approaches used in their own and others' work, relating these to its context. • Can adapt and refine their work to reflect own view of its purpose and meaning.
Drawing skills	• Draw lines of different sizes and thickness. • Use close observations skills when drawing portraits • Use differing curvature of lines to create facial features • Choose from a variety of media to experiment with draw-	• Use different hardnesses of pencils to show line, tone and texture. • Develop drawings of people to include proportion and placement • Sketch lightly (no need to use a rubber to cor-	• Develop the concept of perspective • Interpret the texture of a surface and use drawing techniques to convey this	• Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent

	ing • Initial sketches for preparation for drawing.	rect mistakes). • Use shading to show light and shadow. • Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)		movement. • Investigate proportions • Draw using a variety of tools and surfaces (paint, chalk, charcoal pastel, pencil, pen and ink)
Outcomes	Knowing Me, Knowing You: Self Portraits Healthy Humans: drawing bones It's a Small World: Rousseau art Rock Bottom: Cave paintings.	Greece: design and draw a Greek Pot Light it Up: electrical storm Planet Thanet: seascape	• Walking on the Wild Side: drawing animals	• Moving On Up: portraits. • Fun at the Fair
Colour Skills	• Mix a variety of colours and know which primary colours make secondary colours. • Use Colour wheels • Experiment with different effects such as dotting, scratching and splashing • Experiment with different sized brushes • Recognise warm and cold colours	• Use more specific colour language e.g. tint, tone, shade, hue. • Colour mixing. • Identify and draw the effect of light • Use colour to reflect mood, scale and proportion. •	• Explore the use of colour for differing effects • Use contrasting colours for effect • Use brush techniques and the qualities of paint to create texture	Use colour to express feelings Further develop use of hue, tint and shades • Create shades and tints using black and white. • Create silhouettes
	It's a small world: Jungle scene and May the Force be With You: Splatter painting	• Light it Up: Paint Still Life • Planet Thanet: Paint a seascape	• To infinity and Beyond: Model Planets • Walking on the Wild	• WWII: Images of wartime Thanet and bombing

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			Side	
Key Artists:	Rousseau; Andy Goldsworthy;	• Turner, Van Gogh; Rembrant	• Steven Brown • Peter Thorpe	• Jan Pienkowski (inspiration for silhouettes)
Pattern skills	• Experiment with patterns on a range of surfaces • Begin to create patterns involving symmetry or repeated patterns • Use environmental (natural) materials to create patterns	• Explore natural and man-made materials • Evaluate existing textures and patterns • Begin to interpret the effectiveness of patterns created and modify and adapt	• Create pattern for purposes.	• Explore how the use of patterns can reflect personal experience • Explore the effect and intention of differing patterns • Create a pattern related to personal emotions
Outcomes	Rock Bottom: Land Art & cave Painting	• Life on Earth: Printing pattern and tessellation • Greece: design and decorate a pot.	• The Maya: 3D masks • Invaders and Settlers: shields.	• Circle of Life: Create and abstract picture to reflect personal experience
3D Form Skills	• Use clay as a modelling material. • Use techniques such as rolling, cutting, moulding and carving. • Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures • Understand the use of differing adhesives and methods of construction	• Experience with surface, patterns and textures to develop ideas.	• Use tools to carve and add shapes, texture and pattern • Plan a sculpture through drawing and other preparatory work. • Make a mask from a particular culture/tradition, building a collage element into the sculptural process	• Use frameworks (such as wire or moulds) to provide stability and form. • Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)
Outcomes	Egypt: 3-D Cartouches	• Romans: Mosaic por-	• Changes: Salt Dough	• Born this way: 3D post-

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	It's a Small World: 2D paintings.	traits	modelling • The Maya: 3D Mask Collage • Invaders and Settlers: jewellery	ers.
Texture skills	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	• Design textual art from observation of similar designs • Compare the efficacy of differing materials for the task • Convery movement within through Art	• Experiment with differing texture and select materials appropriate to task • Use textures to embellish work	• Explore the use of texture in colour. • Develop experience in embellishing.
Outcomes	May the Force be With You: Tie dying of t-shirts	• Our Planet: Make a 3-D Volcano	• Invaders and Settlers: Shields and Jewellery • Walking on the Wild Side: Steven Brown inspired art.	• The World Around Us: Georgia O'Keeffe artwork.
Printing	• Experiment with relief and impressed printing • Create colour mixing through printing by overlapping colour prints	•	• Design prints • Create a block print using polystyrene, ink, brushes/rollers.	• Explore printing techniques. Create a block print using lino, polystyrene, ink, brushes/rollers.
Outcomes	Healthy humans: fruit and Veg printing	•	• China: printing Ming vases.	• Fun at the Fair: prints of Dreamland

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Science knowledge and key skills progression across the school

Year 3

Topic	Knowing me Knowing You	Stone Age (Rock Bottom)	It's a Small World
Knowledge and Skills	• Investigate our favourite playtime hobbies and games - conduct a survey, record results in a bar chart and draw conclusions.	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Cliffs trip - chalk and flint); • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Make replica fossils from plaster of paris • Recognise that soils are made from rocks and organic matter. Additional: insulation of StoneAge huts	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Planting and growth of own tomato plants
Working Scientifically	• Ask relevant questions when prompted • With prompting, use various ways of recording, grouping and displaying evidence • Record findings in various ways • Suggest how findings could be reported • Suggest possible improvements or further questions to investigate	• Ask relevant questions when prompted • Set up simple and practical enquiries, comparative and fair tests • With prompting, suggest how findings may be tabulated • Suggest possible improvements or further questions to investigate	Make systematic observations, using simple equipment Use standard units when taking measurements Record findings in various ways With prompting, use various ways of re-

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			cording, grouping and displaying evidence With prompting, suggest conclusions from enquiries
Experiment suggestions	Applied working scientifically skills above to investigating favourite hobbies	Permeable and impermeable rock observations. Investigation into slate and chalk and also thermal insulators linking to keeping warm in shelters	Grow tomato plants and measure growth Caterpillars and butterflies
Topic	**Egypt**	**May the Force Be With You**	**Healthy Humans**
Knowledge and Skills	• Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change.	• Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. ▪ Additional foci – gravity; friction; air	▪ Identify that humans and some other animals have skeletons and muscles for support, protection and movement. ▪ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

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		resistance	
Working Scientifically	Ask relevant questions when prompted Make systematic observations, using simple equipment Use standard units when taking measurements Suggest how findings could be reported Suggest possible improvements or further questions to investigate	Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Make systematic observations, using simple equipment With prompting, suggest how findings may be tabulated cord data about similarities, differences and changes With prompting, suggest conclusions that can be drawn from data Suggest possible improvements or further questions to investigate	• Ask relevant questions when prompted • Set up simple and practical enquiries, comparative and fair tests • Record findings in various ways • With prompting, suggest conclusions from enquiries • Gather and record data about similarities, differences and changes • With prompting, suggest conclusions that can be drawn from data
Experiment suggestions	Study of Ra- God of sun Movement of shadows around obelisk/ tekhenu	Friction and magnets investigation	Starch and iodine testing.

Year 4

Topic	Our Planet	Greece	Light it Up
Knowledge and Skills	• Experiment to measure liquid viscosity linked to lava • That change of state can come about with addition of chemical catalyst (bicarb volcanoes)	• 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	• Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs,

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	• Compare and group materials together, according to whether they are solids, liquids or gases	• Make model teeth from plasticine • Experiment into tooth decay using egg shells and differing liquids	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. **This overlaps with DT** • Recognise some common conductors and insulators, and associate metals with being good conductors.
Working Scientifically	• Ask relevant questions • Use different types of scientific enquiries to answer questions • Record findings using simple scientific language, drawings and labelled diagrams • Report on findings from enquiries, including oral and written explanations, of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	• Ask relevant questions • Use different types of scientific enquiries to answer questions • Set up simple and practical enquiries, comparative and fair tests • Take accurate measurements using standard units, where appropriate • Record findings using keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, of results and conclusions • Identify differences, similarities or changes related to simple scientific ideas and processes	• Ask relevant questions • Use different types of scientific enquiries to answer questions • Set up simple and practical enquiries, comparative and fair tests • Make systematic and careful observations using a range of equipment, including thermometers and data loggers • Record findings using simple scientific language, drawings and labelled diagrams • Gather, record, classify and present data in a variety of ways to help to answer questions • Use straightforward scientific evidence to answer questions or to support their findings

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			• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Experiment suggestions	Eggs in different liquids	Bicarb volcano reactions	Circuits- lights Conductors and insulators
Topic	**Romans**	**Life on Earth**	**Planet Thanet**
Knowledge and Skills	• Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • 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 Recognise that sounds get fainter as the distance from the sound source increases	• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Recognise that environments can change and that this can sometimes pose dangers to living things. • 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 (°C) (water cycle) • Compare and group materials together, according to whether they are solids, liquids or gases	• Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Working Scientifically	• Ask relevant questions • Use different types of scientific enquiries to answer questions • Set up simple and practical enquiries, comparative and fair tests	• Gather, record, classify and present data in a variety of ways to help to answer questions • Report on findings from enquiries using displays or presentations	• Ask relevant questions • Use different types of scientific enquiries to answer questions • Record findings using simple scientific language, drawings and labelled dia-

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	• Record findings using keys, bar charts, and tables • Report on findings from enquiries using displays or presentations • Use straightforward scientific evidence to answer questions or to support their findings • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	• Identify differences, similarities or changes related to simple scientific ideas and processes • Use results to draw simple conclusions, make predictions for new values, suggest improvements	grams • Gather, record, classify and present data in a variety of ways to help to answer questions • Report on findings from enquiries using displays or presentations • Identify differences, similarities or changes related to simple scientific ideas and processes • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Experiment suggestions	Compare and group materials- weapon investigation	Evaporation rates and classification keys	Classification and observations of life on Thanet beaches

Year 5

Topic	Invaders and Settlers	To Infinity and beyond	China

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Knowledge and Skills	• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces	• Describe the movement of the Moon relative to the Earth • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Describe the Sun, Earth and Moon as approximately spherical bodies **Visit to Greenwich Observatory**	• 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 • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
Working Scientifically	**Investigating the buoyancy of lollipop longboats (water resistance)** With prompting, plan different types of scientific enquiries to answer questions • Select, with prompting, and use appropriate equipment to take readings • Take precise measurements using standard units ;Take and process repeat readings; Record data and results • Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships • With support, present findings from enquiries orally and in writing • Suggest how evidence can support con-	**Investigating whether different objects fall at the same rate** • With prompting, plan different types of scientific enquiries to answer questions • With prompting, recognise and control variables where necessary • Select, with prompting, and use appropriate equipment to take readings • Take precise measurements using standard units • Record data and results • Use line graphs to record data • With support, present findings from enquiries orally and in writing • With prompting, identify that not all	**Investigating which material would be most effective to keep Chinese tea warm for the longest time period** • With prompting, plan different types of scientific enquiries to answer questions • Record data and results • Use line graphs to record data • Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships • With support, present findings from enquiries orally and in writing • Suggest how evidence can support conclusions

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	clusions • Suggest further comparative or fair tests	results may be trustworthy • Suggest further comparative or fair tests	
Experiment suggestions	**Investigating the buoyancy of lollipop longboats (water resistance)**	**Investigating whether different objects fall at the same rate**	**Investigating which material would be most effective to keep Chinese tea warm for the longest time period**
Topic	**The Maya**	**Walking on the Wild Side**	**Changes**
Knowledge and Skills	• Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees C	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.	• Describe the changes as humans develop to old age. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Demonstrate that dissolving, mixing and changes of state are reversible changes • 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

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			on bicarbonate of soda **Investigations such as: Dissolving of Salt into water as reversible** **Bread-Making as irreversible**
Working Scientifically	• With prompting, plan different types of scientific enquiries to answer questions • With support, present findings from enquiries orally and in writing	• Record data using labelled diagrams, keys, tables and charts • With support, present findings from enquiries orally and in writing	• With prompting, plan different types of scientific enquiries to answer questions • With prompting, recognise and control variables where necessary • Record data and results • With support, present findings from enquiries orally and in writing • With prompting, identify that not all results may be trustworthy • Suggest further comparative or fair tests
Investigation Suggestions	Melting of Chocolate	Chicken life cycles	**Investigations such as: Dissolving of Salt into water as reversible** **Bread-Making as irreversible**

Year 6

Topic	We'll Meet Again	The World Around US	Circle of Life
Knowledge and Skills	• Recognise that light appears to travel in straight lines • 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	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Identify how animals and plants are adapted to suit their environment in	• 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

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	• 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 • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	different ways and that adaptation may lead to evolution.	• Give reasons for classifying plants and animals based on specific characteristics.
Working Scientifically	• Plan different types of scientific enquiries to answer questions • Take measurements with increasing accuracy and precision • Record data and results of increasing complexity using scientific diagrams and labels • Record data and results of increasing complexity using line graphs • Report and present findings from enquiries, including conclusions and causal relationships • Report and presents findings from enquiries in oral and written forms such as displays and other presentation • Use test results to make predictions to set up further comparative and fair tests	• Plan different types of scientific enquiries to answer questions • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts • Report and present findings from enquiries, including conclusions and causal relationships • Report and presents findings from enquiries in oral and written forms such as displays and other presentation • Identify scientific evidence that has been used to support or refute ideas or arguments	• Plan different types of scientific enquiries to answer questions • Record data and results of increasing complexity using scientific diagrams and labels • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts • Report and present findings from enquiries, including conclusions and causal relationships • Report and presents findings from enquiries in oral and written forms such as displays and other presentation • Identify scientific evidence that has been used to support or refute ideas or arguments
Experiment suggestions	Input- searchlights over London during Blitz Use shadows and light investigation Also – make a periscope	Investigate Darwin's theory of adaptation – Finches beaks	Peppered moth – natural selection – classification of 5 kingdoms MA – learning r.e. Carl Linnaeus

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			Make DNA Helix (Stunning start)
Topic	Born this Way	Fun at the Fair	Moving on Up
Knowledge and Skills	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans.	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • Use recognised symbols when representing a simple circuit in a diagram.	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
Working Scientifically	• Recognise and control variables where necessary • Take measurements using a range of scientific equipment • Take measurements with increasing accuracy and precision • Take repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels • Record data and results of increasing complexity using line graphs • Report and present findings from enquiries, including conclusions and causal relationships • Report and present findings from enquiries, including explanations of, and degree of, trust in results	• Recognise and control variables where necessary • Take measurements using a range of scientific equipment • Take measurements with increasing accuracy and precision • Take repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts • Report and present findings from enquiries, including conclusions and causal relationships • Report and present findings from en-	• Report and present findings from enquiries, including conclusions and causal relationships • Report and presents findings from enquiries in oral and written forms such as displays and other presentation

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	• Use test results to make predictions to set up further comparative and fair tests	quiries, including explanations of, and degree of, trust in results	
Experiment suggestions	Heart rate investigation Digestion practical Heart dissection Stunning Start linked to Circuit training; First Aid and CPR; Fizz Pop 2 science experiments	Investigate how number of cells affects brightness	RSE

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Science - Skills Progression - Working Scientifically

	Year 3	Year 4	Year 5	Year 6
Planning Investigations	Ask relevant questions when prompted	Ask relevant questions	With prompting, plan different types of scientific enquiries to answer questions	Plan different types of scientific enquiries to answer questions
	Set up simple and practical enquiries, comparative and fair tests	Use different types of scientific enquiries to answer questions	With prompting, recognise and control variables where necessary	Recognise and control variables where necessary
	Set up comparative tests	Set up simple and practical enquiries, comparative and fair tests		
Conducting Experiments	Make systematic observations, using simple equipment	Make systematic and careful observations using a range of equipment, including thermometers and data loggers	Take precise measurements using standard units	Take measurements with increasing accuracy and precision
			Select, with prompting, and use appropriate equipment to take readings	Take measurements using a range of scientific equipment
	Use standard units when taking measurements	Take accurate measurements using standard units, where appropriate	Take and process repeat readings	Take repeat readings when appropriate
Recording Evidence	Record findings in various ways	Record findings using simple scientific language, drawings and labelled diagrams	Record data and results	Record data and results of increasing complexity using scientific diagrams and labels
	With prompting, suggest how findings may be tabulated	Record findings using keys, bar charts, and tables	Record data using labelled diagrams, keys, tables and charts	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts
	With prompting, use various ways of recording, grouping and displaying evidence	Gather, record, classify and present data in a variety of ways to help to answer questions	Use line graphs to record data	Record data and results of increasing complexity using line graphs
Reporting Findings	With prompting, suggest conclusions from enquiries	Report on findings from enquiries, including oral and written explanations, of results and conclusions	Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships	Report and present findings from enquiries, including conclusions and causal relationships
	Suggest how findings could be reported	Report on findings from enquiries using displays or presentations	With support, present findings from enquiries orally and in writing	Report and presents findings from enquiries in oral and written forms such as displays and other presentation
			With prompting, identify that not all results may be trustworthy	Report and present findings from enquiries, including explanations of, and degree of, trust in results
Conclusions and Predictions	Gather and record data about similarities, differences and changes	Identify differences, similarities or changes related to simple scientific ideas and processes	Suggest how evidence can support conclusions	Identify scientific evidence that has been used to support or refute ideas or arguments
	With prompting, suggest conclusions that can be drawn from data	Use straightforward scientific evidence to answer questions or to support their findings	Suggest further comparative or fair tests	Use test results to make predictions to set up further comparative and fair tests
	Suggest possible improvements or further questions to investigate	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		

Computing Progression of Skills from the National Curriculum

Designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems; solving problems by decomposing into smaller parts; using sequence, selection and repetition in programs; working with variables and various forms of input and output; using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;

Year 3	Year 4	Year 5	Year 6
Rapid Router (T2) I can make a program that drives the van using forward, right and left I can make a program that uses the repeat instruction I can explain how the repeat loop works I can predict what would happen if I changed the order of my program I can explain how a partner's program would work I can debug (spot and fix) any errors in my program I can create a map and a coding challenge for my partner I can use a repeat until loop I can explain the difference between repeat until and repeat 3 times	Scratch (T1) I can compare quizzes and decompose a problem into smaller parts. I can write and debug a program. I can use sequence and selection. I can write and debug programs, which use sequence and repetition. I can work with variables. I can design, write and debug my own program by selecting appropriate visual block commands to create a sequence.	Scratch (T2) I can design and program a character game I can design an original character or backdrop for a game. I can add features or effects to enhance a game. I can create an original animated game with a specific goal. I can program costume changes for a sprite. I can add point-scoring and levels to game code.	Scratch (T2) I can create appropriate animations for a story scene. I can structure and control the timing of events. I can control when objects need to be visible. I can sequence events to create a story narrative. I can add voice sounds to enhance an animated story. I can add interactive user features to a scene or story.
Turtle Art (T3) I can create and debug an algorithm using the move, rotate and repeat commands. I can create and debug algorithms using penup and pendown. I can create and debug algorithms that draw regular polygons. To create and debug algorithms that draw shapes.	Turtle Art (T3) I can create and debug an algorithm to create a procedure. I can create and debug an algorithm that uses setpos / SetXY to draw shapes. I can create and debug an algorithm with different colours. I can create and debug an algorithm to fill areas with		

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To create and debug algorithms that draw regular polygons. To create and debug algorithms to draw patterns.	colour. I can create and debug an algorithm to produce text. I can create and debug an algorithm to draw arcs.		
		Kudo(T3) I can investigate and evaluate the features of programming software. I can program Kodu using When and Do instructions. I can use tools and add features to create an original landscape in Kodu. I can analyse and deconstruct code to work out its purpose. I can design, write and debug modular programs using procedures. I can use diagrams to express solutions. I can create programs that implement algorithms to achieve given goals.	
		Mbot. (T1) I can connect the MBot to a PC, update and upload code to the MBots. I can analyse and deconstruct code to work out its purpose. I can design, write and debug modular programs using procedures. (The Remote and IF/forever help run the different procedures) I can use diagrams to express solutions. I can create programs that implement algorithms to achieve given goals.	Mbot. (T1) I can connect the MBot to a PC, update and upload code to the MBots. I can analyse and deconstruct code to work out its purpose. I can design, write and debug modular programs using procedures. (The Remote and IF/forever help run the different procedures) I can use diagrams to express solutions. I can create programs that implement algorithms to achieve given goals.
Understand computer networks including the Internet; how computer networks can provide multiple services, such as the world wide web; opportunities computer networks offer for communication and collaboration;			
Year 3	Year 4	Year 5	Year 6
Computer Skills Licence	Use of digital media	Binary – I know that computers use binary. Network Lesson 1	Little Alchemy – I know the difference between data and Information; I can use a range of internet ser-

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			vices with the lesson.
Through the UBBC and 2 Unit of work in Y3 and Y4 Using and combining 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 accomplish given goals, including collecting, analysing, evaluating and presenting data and information;			
Year 3 (JJ)	Year 4 (JJ)		Year 6 (JJ)
Computer Skills Licence. (T1) Use-It – I can use a computer (log on/off etc) and name the Hardware. Draw-It – I can draw, save and re-open my work. Type-it - I can type, change the font, save and re-edit my work Merge-It – I can draw in one program and save, import it into Word Prove-it – I can show these skills independently	Publisher / Movie Maker (T2) I can create a comic strip layout using photos in a desk top publisher. I can edit and enhance photos and text for Presentation I can arrange and layer objects, including titles and backgrounds. I can add and arrange photos to a movie presentation, with animation effects. I can add an audio soundtrack and text captions to a photo sequence. I can use beginning and ending enhancements to turn a movie maker project into a finished movie file.		Audacity. Podcasting (T3) Listen to and improve on their own recordings by re-recording. Locate and download existing sound files to be imported into recording software. Combine two or more tracks to make a new, original recording. Plan and record appropriate audio content for a podcast. Evaluate what features makes good quality audio content.
Year 3 - Class	Year 4 - Class	Year 5 Class	Year 6 Class
PowerPoint Project I can plan a branching story. I can create slide templates and organise slides with hyperlinks. I can add theme, transitions and animation to a presentation. I can insert audio and video. I can evaluate slide layout and make improvements.	Word Processing Project I can format images for a purpose. I can use formatting tools to create an effective layout.I can use the spellcheck tool. I can insert and format a table in a word processing document I can change a page layout for a purpose I can create hyperlinks within a word document.	Sketch-Up 3D Modelling I can draw 3D shapes. I can add detail to 3D drawings. I can add and manipulate 3D models. I can create a complex 3D model. I can create a 3D model of my own design.	Spreadsheets I can enter data and formulae into a spreadsheet. I can order and present data based on calculations. I can add, edit and calculate data. I can use a spreadsheet to solve problems. I can plan and calculate a spending budget. I can design a spreadsheet for a specific purpose.
Through the UBBC Using search technologies effectively; how results are selected and ranked; how to be discerning in evaluating digital content.			
Year 3 - Class	Year 4 - Class	Year 5 Class	Year 6 Class

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I can identify how word order affects search results. I can explain how searches return results I can save and share webpages. I can identify the ways, and investigate how, we communicate online. I can explain how to stay safe when communicating online. I can explain why I need to be responsible online.	I can identify how word order affects search results. I can explain how searches return results I can save and share webpages. I can identify the ways, and investigate how, we communicate online. I can explain how to stay safe when communicating online. I can explain why I need to be responsible online.	I can evaluate webpages I can create a webpage layout. I can add text to a webpage. I can add images to a webpage. I can add hyperlinks into a webpage. I can publish and share my webpage.	Using search technologies effectively; how results are selected and ranked; how to be discerning in evaluating digital content;
E-safety Using technology safely, respectfully and responsibly; how to recognise acceptable and unacceptable behaviour; how to identify a range of ways to report concerns about content and contact. N.S. SOW Progression of Skills			

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MUSIC

	Year 3	Year 4	Year 5	Year 6
Voice	• Sing simple single line tunes – restricted compass of notes • Introduce good posture and breathing • Simple 2-part rounds • Simple dynamic of loud/soft • Content: trad tunes, world tunes, simple pop tunes	• Widen compass of notes • Continue teaching simple rounds • Intro partner songs as way into part-singing • Increase dynamic range – crescendo /decrescendo • Content: as per last year, adding longer songs.	• Continue with rounds and partner songs. • Introduce simple 2-part singing – such as songs with simple sung ostinatos • Vocal texture – as a group and individually to create expression	• Continue with rounds, partner songs and simple 2-part songs (one part being an ostinato) • Introduce simple full 2-part harmony. • Bring together dynamics and texture to create different moods.
Instrumental Skills	**Recorder** • Playing a simple set of 5 pitches • Correct posture and breathings skills • Correct hand position • Simple reading of notation – see **Rhythm and Notation** for detail • Tonguing the notes to ensure clarity	**Violin** • Violin and simple bow hold • Pizzicato (plucking) and simple bowing (short and long) • Open string reading and playing • 1st 3 (or 6) stopped notes to change pitch • Developing hearing to discriminate between pitch change.	**Ukulele** • Holding the ukulele correctly/posture • Open string and 1st position fretted notes • Simple chords in 1st position • Strumming patterns • Simple fingerstyle playing • Accompanying a simple song • Chord Charts and tablature – how they work	**Keyboard/Tuned Percussion** • Playing simple tunes and patterns (natural notes/white keys) • Forming chords on a keyboard – major/minor and 7th chords (happy/sad/jazzy) – the role of the black notes • Correct posture and hand position. • Developing finger independency • Changing tones and sounds on an electronic synthesiser/keyboard
Performance Skills	• Effective practice – slowing down to gain accuracy • Counting in – why and how we do it. • Dynamics – loud/soft	• Knowing and preparing your instrument with care • Texture – solo and ensemble playing • Working as a duet	• Singing and playing an instrument at the same time – how do we do it? • Creating a 'tight' performance – rhythmic accuracy	• Effective practice – using a metronome, click track or drum track to improve our rhythm and increase tempo •

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Rhythm and Pitch – Notation	• Crotchet, minim and quaver pairs – with equivalent rests • Simple 1 bar patterns – aural work followed by written • Simple time signatures – 4 or 3 beat • **See instrumental section for relevant pitch work**	• Revise Crochets and quaver/ rests • Intro semiquaver as crotchet split into 4 • Extend to simple 2 bar patterns – aural then written. • Revise simple 4 or 3 beat – intro 2 beat • **See instrumental section for relevant pitch work**	• Review all previous year's notes. • Intro semibreve and patterns of crotchets and semi-quavers worth one beat. • Longer patterns of 3 or 4 bars to copy aurally or from notation. • Review 2,3, and 4 beat time signatures • **See instrumental section for relevant pitch work and introduction of guitar/uke tablature**	• Review and combine all the previous years' rhythms and pitches • Longer patterns of 4 bars – aural copying and from notation • Introduce compound time – 6/8 • **See instrumental section for relevant pitch work**
Composition	• Creating simple 1 or 2 bar ostinatos for use in accompanying a tune – both pitched un in-pitched	• Creating a simple pitched, rhythm part, as part of a larger piece – using a 'swung' rhythm • Create a simple melodic ostinato, using a limited range of notes.	• Creating and layering simple 4 chord loops • Playing with tempo to create effect – analysing that effect • Major/Minor chords and their effect • Record in tablature	• Creating a 4-chord progression, changing timbre and texture and adding a drum pattern to accompany • Improvise a simple melodic pattern to fit with the progression • Record in formal notation
Listening and Appraising – History of Music	• The recorder family and its development • Other wind instruments and recorder related world instruments • Important players, styles and composers in the wind instrument world.	• The bowed string family and its development • Important styles of bowed string playing, their history and their defining characteristics • Important players and composers of bowed string music and their impact on the musical world.	• The plucked string family and its history • Major styles in string instrument history and how they developed • Important composers and players in the world of plucked strings and their impact.	• The development and history of the keyboard and its family • Styles and approached to keyboard use and playing – technological development • Important composers and players and their impact.

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After School	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Monday	Ukulele Club – 3.15-4.30pm					
Tuesday	Upton Junior School Choir – 3.15-4.30pm					
Wednesday	Upton Recorder Club – 8- 8.30am + Rock Band 3.15- 4.30pm					
Thursday	Upton String Group (Orchestra) – 3.15-4.30pm					
Friday	No Clubs					

Lunchtime	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Monday	Keyboard Orchestra – 12.30-1pm or Songwriter Club (decided by take up)					Year 6 Production time
Tuesday	Beginners Classical Guitar Club – 12.30-1pm					
Wednesday	Boomwhackers 1		Festival of Song Choir – selected from School Choir		Boomwhackers 2	
Thursday	The Upton Pirate Folk Band – 12.30-1pm					Year 6 Production time
Friday	No Club on Friday Lunchtimes					

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PE

The national curriculum for physical education aims to ensure that all pupils:

- *Develop competence to excel in a broad range of physical activities*
- *Are physically active for sustained periods of time*
- *Engage in competitive sports and activities*
- *Lead healthy, active lives*

Key Teacher Notes:

- In September, all teacher-taught PE starts with 2 sessions of Playground Games – games to teach your children that they can use at playtimes and in Perfect Points Time
- PE should also include pupils learning about the body. This is part of our PD Curriculum.
- PE should be physically exerting. Children should be out of breath often and developing their physical fitness
- The final week of every unit should feature inter-class competition. This could be class v class or in house teams
- Mr Noble Teaches Y4 and Y5 Games and Yr 3 and Y6 swimming
  Mr Mclaurin teaches Y3 and Y6 Games and Year 4 and Y5 swimming
- Each week we awards STEP into Sports Medals to pupils that teachers think best embody the values:
  'Sportsmanship; Teamwork; Enjoyment; Participation' (STEP into Upton Sport). This starts the second week back with the B classes and then continues in order. One child per class is awarded the medal in assembly
- Sportsmanship is key to everything. Children should always be encouraged to look for what others did well and applaud their opponents' **efforts**
- Once a pupil has no PE or swim kit for the second time, class teachers need to contact parents. Sports Coaches will place a liaison book in your class that will record from their sessions for you to follow up

Year 3 Long Term Planning

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher Taught	Playground games (2 sessions) Team Building (3 sessions)	Dance	Gymnastics	Handball	Athletics	Rounders Y6 Panathlon (1 session)
Sports Coaches	Swimming	Team Building	Swimming	Archery	Swimming	Go-Kart Krazy

Year 4 Long Term Planning

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher Taught	Playground games (2 sessions)	Dance	Gymnastics	Dodgeball	Athletics	Tennis

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	Hockey					
Sports Coaches	Swimming	Tri-Golf	Swimming	Orienteering	Swimming	Cricket

Year 5 Long Term Planning						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher Taught	Playground games (2 sessions) Basketball	Dance	Gymnastics	Netball	Athletics	Rounders
Sports Coaches	Swimming	Change 4 Life	Swimming	Lacrosse	Swimming	Natural Environments

Year 6 Long Term Planning						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Teacher Taught	Playground games (2 sessions) WWII Games	Dance	Gymnastics	Physical Fitness	Athletics	Team Building Panathlon (2 sessions)
Sports Coaches	Swimming	Rugby	Swimming	Football	Swimming	Badminton

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PE Progression across the School

National Curriculum Requirements	Year 3	Year 4	Year 5	Year 6
Develop flexibility, strength, technique, control and balance through GYMNASTICS (these characteristics are also developed through Athletics units)	• Develop Stretching, Curling and Arching • Create Symmetry and Asymmetry • Create Pathways of movement • Travel with a change of front and direction	• Improve Balance • Develop receiving body weight • Improve Balance leading into change of front and direction • Develop Rolling skills	• Create body Bridges • Develop paths of Flight • Develop Functional use of limbs • Utilise Spinning and Turning within gymnastics	• Partner-work: Matching and mirroring • Partner-work: Synchronisation • Partner Work: • Counter-balance and tension
Perform DANCES using a range of movement patterns	• Beginning to improvise independently to create a simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work.	• Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group. • Demonstrating precision and some control in response to stimuli. • Beginning to vary dynamics and develop actions and motifs. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocab-	• Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • *e.g using various levels, ways of travelling and motifs.* • Beginning to show a change of pace and timing in their	• Exaggerate dance movements and motifs (using expression when moving) • Performs with confidence, using a range of movement patterns. • Demonstrates a strong imagination when creating own dance sequences and motifs. • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus.

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		ulary to compare and improve work.	movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work.	• *e.g using various levels, ways of travelling and motifs.* • Beginning to show a change of pace and timing in their movements. • Is able to move to the beat accurately in dance sequences. • Improvises with confidence, still demonstrating fluency across their sequence. • Dances with fluency, linking all movements and ensuring they flow. • Demonstrates consistent precision when performing dance sequences. • Modifies parts of a sequence as a result of self and peer evaluation.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best through ATHLETICS	• To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques.	• To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which	• To use correct technique to run at speed. • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective	• To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To uti-

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		technique is most effective when jumping for distance. To utilise all the skills learned in this unit in a competitive situation.	when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competitive situation.	lise all the skills learned in this unit in a competitive situation • Physical Fitness unit
*take part in **OAA** challenges both individually and within a team*	**Archery** • To learn key principles of bowmanship • To develop precision and accuracy • To evaluate own performance and determine how to make adjustments to improve **'Go Karting Krazy'** • Pupils take part in pedal go-kart challenges both individually and as a team **Creed climbing wall**	**Orienteering** • Develop map reading skills • Make rapid decisions and use speed of movement • To work and compete both individually and in group **OAA residential**	**Natural Environments** • exploring and experiencing the natural world through practical activities • stimulate creative thinking, problem solving • developing an appreciation and consideration for our natural environment **Sailing**	Week-long Swattenden Residential Team Building activities
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Handball** • To move with the ball • To dribble the ball with control • To use a variety if different passes • To shoot using the correct technique • To work s team to attack and defend effectively • To compete in small sided games • Reinforce and develop pass and move • Keep possession through principles of attack:	**Hockey** • To explore ways of using the stick to move the ball • To turn quickly with control • To understand an use different passing techniques • To attack the goal and strike the ball on the move • To play small-sided games • **Tri-Golf** • Understand the im-	**Basketball** • To explore different ways of moving with the ball • To learn techniques to dribble the ball under control • To learn a variety of passes and use them in game situation • To shoot with control and accuracy • To compete in small sides games • **Lacrosse** • Ready Stance, Grip, Cra-	**Rugby** • Reinforce and develop pass and move • Keep possession through principles of attack: dodge in different directions and at speed • Using numerical advantage: movement off the ball • Move, receive, pivot pass • Pass accurately and quickly in different directions and signal for the ball • Develop team co-cooperation and attacking and defending strategies

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use running, jumping, throwing and catching in isolation and in combination	dodge in different directions and at speed • Using numerical advantage: movement off the ball • Move, receive, pivot pass • Pass accurately and quickly in different directions and signal for the ball • Develop team co-cooperation and attacking and defending strategies **Rounders** • develop accurate feeding, catching and throwing skills; use bats and ball for self feed and partner feed • Aiming into spaces • Select and use a range of tactics • Improve quality and consistency of hitting skills	portance of safety using conventional golf equipment ii. Demonstrate correct elements of putting technique • Demonstrate correct technique of chipping technique • Demonstrate correct elements of long game technique • Achieve standards for putting, chipping and long game **Dodgeball** • To develop dodging techniques • To develop accuracy in throw • To develop power of throw • To develop catching skills **Tennis** • Use a bat or racket to develop technique consistently and accuracy • Improve striking techniques and placement • Play cooperatively and competitively in small game situations **Cricket**	dling, Scooping • Throwing & Catching • Throwing & Catching on the Run • Shooting and Goaltending • -Offensive and defensive strategy **Rounders** • Develop effective batting and fielding techniques • Develop accurate fast throw • Develop games techniques and changing roles • To be able to send and receive a netball individually and with control in space • To be able to send netball varying speed, height and direction • Develop skills to receive the netball under control in different areas and heights • Understand the concept of tracking and marking from set-pieces. • Recognise how to find space and use it well in receiving a netball under control • Improve their understanding of creating space to receive a ball • Move fluently, changing	**Football** • Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills • Take part in small sided games and make effective choices about when to pass and how to retain possession while moving towards opponents goal • Understand and act in specific positions, showing the attacking/defending skills these require • Understand how to organise a team • Recognise and describe the best parts of an individual or team performance and suggest ways to improve **Badminton** • Basic Grips, Grip Changes and Footwork, • Net and Lunge, • Net and Starting • Serve and Rally, • Backhand Lift Forehand Lift • Competitive Games

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		• To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well and to move into good positions for catching and apply it in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To develop fielding skills and understand their importance when playing a game. • To play in a competitive situation	direction and speed easily and avoiding collisions	
Additional Units	**Panathlon**		**Change4Life** • Pupils realise that sport doesn't have to be competitive or rigid • Helps pupils all engage more physically • Helps pupils Find enjoyment in physically exerting activities	**Physical Fitness** • Increase muscle strength, endurance, flexibility and co-ordination. • WWII Games
Swimming	Pupils swim in every year group for 3 terms of the year following a specific progression			
Within each Sport pupils should also	describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved	describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved	choose and use information and basic criteria to evaluate their own and others' work	evaluate their own and others' work suggest ways of making improvements

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The School Swimming Academy Programme surrounds a scheme of 8 progressive awards designed to build water confidence, water safety skills and stroke development for pupils in Key Stages 1 and 2.

The main aim is for every child to be safe and confident in the water and to demonstrate at least two recognised strokes, with the ability to swim 25m unassisted to a high standard. The detailed criteria for all award elements will need to be completed to achieve each level.

 **Learning Outcomes**	 **Learning Outcomes**	 **Learning Outcomes**	 **Learning Outcomes**	 **Learning Outcomes**	 **Learning Outcomes**	 **Learning Outcomes**	 **Learning Outcomes**
1. Answer 2 water safety questions 2. Enter the pool safely, steps, ramp, swivel 3. Move 3 metres in the water by, walking, jumping, hopping or holding side 4. Jump up and down in the water, holding the side if required 5. Using aids perform an alternating leg action 6. Blow bubbles in the water 7. Float with support and return to a standing position 8. Exit pool safely and unassisted	1. Answer 2 water safety questions 2. Enter the pool safely, steps, ramp, swivel 3. Scoop water with hands and wash face 4. Use a woggle to swim front paddle and back paddle for 5 metres 5. Push and glide on front and back 6. Using aids perform a treading water action with legs	1. Swim 5 metres on front, roll and swim 5 metres on back without aids 2. Perform 10 metres of kicking legs on front with aids, whilst blowing bubbles 3. Attempt breaststroke legs on back with aids 4. Whilst standing attempt front crawl arms 5. Whilst standing attempt back crawl arms	1. Jump in, swim 5 metres on front and turn onto back, swim back to point of entry (no aids) 2. Swim 10 metres front crawl attempting side breathing 3. Swim 10 metres back crawl 4. Tread water for 10 seconds 5. Submerge and collect a toy from the pool floor 6. Swim 5 metres breaststroke (aids may be used) 7. Perform dolphin leg ac-	1. Swim 15 metres front crawl 2. Swim 15 metres back crawl 3. Swim 10 metres breaststroke 4. Scull head first or feet first for 5 metres 5. Attempt butterfly arms 6. Perform a head or feet first surface dive 7. Swim 25 metres of learners choice (must be a recognised stroke	1. Swim 25 metres front crawl 2. Swim 25 metres back crawl 3. Swim 15 metres breaststroke 4. Perform a forward or backwards somersault 5. Jump in, tread water for 45 seconds, swim back to point of entry and exit 6. Swim 5 metres butterfly 7. Perform the HELP posi-	1. Swim 50 metres front crawl 2. Swim 50 metres back crawl 3. Swim 25 metres breaststroke 4. Swim 75 metres continuously 5. Tread water for 1 minute 6. Swim 10 metres butterfly 7. Perform a throwing rescue 8. Swim 25 metres in shorts and t-shirt	1. Scull head first and feet first 10 metres 2. Enter the water with a straddle entry, swim 25 metres in shorts and t-shirt, tread water for 1 minute waving one arm, surface dive, swim 5 metres underwater, surface and remove clothing 3. Perform the Huddle position 4. Throw a rope 5 metres to a conscious

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	7. Using a woggle, rotate from a back float to a front float and return to a back float 8. Swim 2 metres front paddle and back paddle unaided	6. Perform a star float on front or back and hold for 5 seconds 7. Jump in with assistance if required 8. Perform a reach rescue	tion 8. Perform a mushroom float for 3 seconds .	and without aids) 8. Jump in, tread water for 20 seconds, swim 5 metres, turn around and swim back to point of entry and climb out	tion 8. Perform a straddle entry into the pool		casualty 5. Swim an individual medley incorporating the transition procedure at the end of each stroke 6. Perform an accompanied rescue 7. Swim 25 metres Old English backstroke 8. Swim 5 metres of a recognised front stroke, perform a feet-first surface dive, tuck, and swim 5 metres underwater

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Upton School Sports Clubs

		Monday	Tuesday	Wednesday	Thursday	Friday
Terms 1&2	Upper School	Biathlon Club * specific participation conditions Mr Noble	Boys Football Mr Walker Mr Noble	Athletics Mr Mclaurin	Basketball Mr Noble	Girls Football Mr Mclaurin
	Lower School	Boys Football Mr Mclaurin	Girls Dodgeball Mr Mclaurin	Boys Dodgeball Mr Noble	Girls Football Mr Mclaurin	Athletics Mr Noble
Terms 3&4	Upper School	Hockey Mr Mclaurin	Girls Rugby Mr Noble Mr Walker	Boys Rugby Mr Mclaurin Mr Walker	Squash Mr Mclaurin	Lacrosse Mr Noble
	Lower School	Top-up swimming (invite only) Mr Noble	Squash Mr Mclaurin	Orienteering Mr Noble	Hockey Mr Noble	Archery Mr Mclaurin
Terms 5&6	Upper School	Top-Up Swimming (invite only) Mr Noble	Year 4&5 football Mr Walker Mr Mclaurin	Rounders Mr Mclaurin	Cricket Mr Noble	Change4life Mr Noble
	Lower School	Tennis Mr Mclaurin	Go-Carts Mr Noble	Cricket Mr Noble	Rounders Mr Mclaurin	Change4life Mr Mclaurin

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Mandarin Knowledge and Skills Progression at Upton School

Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Chinese. Characters, pinyin and tones. Vocab: Hello, Chinese, teacher, goodbye. Characters: 中 文 Chinese Greetings Vocab: Hello, how are you? I'm fine, thank you. Goodbye Sound: a Adjectives Vocab: big, small, good, happy, very, not Sound: ao Characters: 大big, 小small, 好good, 不 not	Say I, you, he, she and we in Chinese and add not or very and an adjective Sound: e Characters: 人, 也, 他 What's your name? My name is… Chinese names. Numbers 1 – 5 Sound: tones Characters : 一二三四五	Chinese New Year : Story of Nian Vocab: Happy New year Characters: 年 Numbers 6 -10 Sound: i Characters: 六七八九十 Chinese hand signals for numbers. How old are you? I'm …years old.	Review numbers 1 – 10 Introduce alternative 2 (两) and measure words. My family Say members of your family in Chinese Sound: g and j Characters: 妈 爸 Ask "Who are you?" in Chinese Verb 'to be' Recap Name, age, position in family. Sound: o	Where do you live? I live in England Countries Capital cities – Beijing and London Sound: u Characters: 北京, 中国 Where is my friend? Song New vocab: my, friend, here.	Ensure embedding in Long Term Memory Term 6 Review and Consolidation - games, dialogues and songs, practice and performance.

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Year 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Review Characters, pinyin, tones, pronunciation. Mid autumn festival Vocab; Moon, Happy mid autumn festival Characters: 月 Building block characters. How to remember how to write a character and say it with the correct tone using stories. Numbers 1 – 12 一二三四五六七八九十 十一 十二 What's the time? It's …o'clock.	Building block characters 也人女力日口几不木 My school bag This is/ that is bag, book, pen, ruler. Characters: 勹 包 笔尺书 Colours + nouns (blue bag, green ruler, red book etc) Characters: 红绿蓝	Chinese New Year Red envelopes Food and drink Verbs 'to eat' and 'to drink' Hamburger, noodles, pizza, water, cola, tea What are you eating? What are you drinking? Characters: 吃 喝水 汉堡包	Parts of the body Eyes, nose, ears, mouth, Where? Here Characters: 耳手 Head, shoulders, Knees and toes – learn and perform the song. What do you like? I like, he likes, she likes, we like Characters : 我 你 他 她 我们	Say hat, shirt, jumper, jacket, trousers, skirt, socks, shoes in Chinese Characters: 毛衣 帽子 What are you wearing? I'm wearing + colour + clothes Characters: 黄 黑 白 Numbers to 31 revision of 'How old are you?' I'm …years old, he/she is…years old	Verb 'to have' My home has… pets Cat, dog, rabbit, fish, horse, rat, snake Characters: 猫 狗 兔子 鱼 马 鼠 蛇 Review and Consolidation - games, dialogues and songs, practice and performance。

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Year 5 &6					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Review of last year's learning. Shopping Say mobile phone, flowers, chocolate, new, beautiful, cheap, not new, not beautiful and not cheap 巧克力, 买, 新, 不	Inside my house. Say House, bedroom, bathroom, sitting room, kitchen, sofa, table, chair, bed. Ask and say where furniture is in the house. Write house, sitting room, is in and sofa . 家, 客厅, 在, 沙发	What's cooking? Say egg, bread, beef, milk orange juice, apple juice, knife fork, spoon, chopsticks. Say you (plural) and they. Write beef, milk, cook food and knife. 牛肉, 牛奶, 做饭, 刀	My school Say Chinese, English, Maths, Science, student, lesson, exam, textbook, homework, have, don't have. Say what lessons you have and don't have. Write Chinese, lesson, textbook, have, don't have. 汉语, 课, 课本, 有,	I like Say what you like and don't like. Question word ma 吗？ Say more food words; chicken, chips, coffee, fizzy drinks, tasty and not tasty. Write chicken, fizzy drinks, like and the	Ensure embedding in Long Term Memory Review and Consolidation - games, dialogues and songs, practice and performance。 Quiz

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			没有	question word. 鸡肉, 气水, 喜欢, 吗	

RE Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**What do we know about Jesus?** IALT: understand that representations of Jesus vary IALT: understand what Jesus was like, from the Gospels IALT: explore symbolic language about Jesus from the Bible. IALT: reflect on my learning of Jesus. .	**How and why do Hindus celebrate Diwali?** IALT: learn to about the events of Rama and Sita IALT: learn about Diya and Diwali. IALT: learn about the purpose of creating rangoli patterns. IALT: find out about Lakshmi	**What do signs and symbols mean?** IALT: understand what a sign and symbol is IALT: understand the symbolism of the Seder Plate IALT: understand symbols of worship	**What do Jews celebrate?** IALT: learn about Jewish Passover IALT: find out about the Jewish festival of Sukkot IALT: find out about the festival of Hanukkah IALT: find out about the festival of Rosh Hashanah	**What is the Bible and why is it important for Christians?** IALT: why is the Bible important for Christians? IALT: understand how Christians use the Bible at home IALT: understand the different kinds of writing in the Bible IALT: think about why books can be special to people	**Islamic Rites of Passage** IALT: identify the five pillars of Islam IALT: explore Muslim birth ceremonies and naming days IALT: find out about the ceremony of Islamic marriage IALT: understand the importance of Hajj for Muslims

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Year 4	**Sikh Rites of Passage** IALT: find out who Sikhs are and what they believe IALT: find out about the naming ceremonies of Sikh children IALT: find out about the Sikh baptismal ceremony of Amrit IALT: find out about Skih marriage ceremonies	**Christmas Journeys** IALT: learn about the Christian pilgrimage to Bethlehem IALT: find out about Mary and Joseph's journey to Bethlehem IALT: understand the key features of the nativity story IALT: discover how religion can be expressed through music and art	**Hindu Worship at home and in the Mandir** IALT: understand Hindu beliefs in God IALT: understand the importance of a Hindu shrine at home IALT: understand the Hindu home practice of Puja IALT: explore Hindu worship in the Mandir	**Why is Easter Important to Christians?** IALT: know the events of Palm Sunday IALT: know the significance of the Last Supper IALT: know the events prior to Jesus' arrest IALT: understand the Christian meaning of Messiah.	**Buddhist Festivals** IALT: gather ideas about Buddhism IALT: understand why Buddhists give offering at Vesak IALT: understand why Buddhists respect the Buddha IALT: understand why Buddhists celebrate the life of the Buddha.	**Belonging and Identity** IALT: think about the things that shape our identity IALT: consider the ways that we express our identity IALT: consider different beliefs and learn about tolerance IALT: consider our responsibility as global citizens
Year 5	**Where did the Christian Bible come from?** IALT: ask and respond questions about the Bible IALT: investigate the contents of the Bible IALT: understand the difference between literal and symbolic truth and to reflect on personal emotions	**Why is Muhammad important to Muslims?** IALT: find out why Muhammad is an important Islamic figure IALT: learn about the impact of Muhammad in history IALT: understand the importance of the Qur'an to Muslims. IALT: relate our inspirational figures to those of Muslims	**Jewish Worship and Community** IALT: find out about the key features of Jewish worship IALT: understand the significance of Jewish prayer IALT: understand Jewish rituals when joining the Jewish community IALT: explore how faith is expressed through worship	**Buddhist Worship and Beliefs** IALT: why is the Buddha important to Buddhists today? IALT: learn the core teachings of Buddhism IALT: know the Four Noble Truths and the Eightfold Path IALT: investigate the ways Buddhists worship	**Stories of Christianity** IALT: explore themes of the bible and identify familiar stories IALT: explore the story of Ruth and Naomi IALT: explore the parables of Jesus IALT: learn about Christian baptism through the story of John the Baptist	**Belief in our Community** IALT: find out about religious and non-religious views in our community IALT: explore how belonging to a religious community can help people IALT: understand the impact of belief on inspirational people IALT: understand the difficulties of different religious beliefs in a non-religious

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						area
Year 6	**Stories of Hinduism** IALT: to understand that Hindus see God in different forms IALT: explore how Krishna is represented in Hindu stories IALT: explore Hindu teachings of success IALT: explore a Hindu teaching about telling the truth	**What is a Church?** IALT: consider ways in which churches reflect local culture IALT: consider how churches help Christians worship IALT: identify ways in which Churches help their local community IALT: consider how local churches are a part of a global community	**What is the Qur'an and why is it important for Muslims?** IALT: explore the meaning of "sacred" IALT: know that Muslim's behaviour is influenced by the Qur'an IALT: study ways in which Muslim children learn the Qur'an today	**How do people express their faith through the arts?** IALT: learn that expressing faith involves feelings IALT: understand that music is a form of religious expression IALT: understand that colour is used to express faith IALT: understand how art can be important for believers worship	**Sikh worship and community** IALT: find out the features of Sikh worship and what they believe IALT: find out how children are welcomed into the Sikh community IALT: explore the Sikh tradition of Langur IALT: explore the Sikh practice of Sewa	**What happens when we die?** IALT: understand that sadness is felt by all IALT: express my own feelings about what happens after death IALT: understand it is important to express how you feel

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PSHE at Upton School

PSHE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives

Our PSHE programme at Upton focuses on three overarching themes:

- Health and Wellbeing
- Relationships
- Living in the Wider Worl

Terms 1&2

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

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1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing Pupils should have the opportunity to learn:	
Year 3	H0. Moving to a new school, making friends, involving others, inclusive play H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
Year 4	H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

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	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread
Year 5	H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H16. what is meant by the term 'habit' and why habits can be hard to change H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others H18. how their body will, and their emotions may, change as they approach and move through puberty H19. about human reproduction
Year 6	H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers H21. Self-esteem and social media H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe January 2017 addition: H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request H26. Body image, self-esteem and eating disorders

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Terms 3&4

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Pupils should have the opportunity to learn:

Year 3	R1. to recognise and respond appropriately to a wider range of feelings in others R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
Year 4	R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves R7. that their actions affect themselves and others

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	R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view R11. to work collaboratively towards shared goals
Year 5	R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) R15. to recognise and manage 'dares' R16. to recognise and challenge stereotypes
Year 6	R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

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Terms 5&6

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

Year 3	L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
Year 4	L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) L6. to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk

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	L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices L9. what being part of a community means, and about the varied institutions that support communities locally and nationally
Year 5	L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom L12. to consider the lives of people living in other places, and people with different values and customs L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
Year 6	L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world L16. what is meant by enterprise and begin to develop enterprise skills L17. to explore and critique how the media present information January 2017 L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others L19. Gangs and Drugs – County Lines L.20 Transition to Secondary School

In addition, whole school PSHE topics are covered during key assemblies and through specialist speakers and organisations. Many of our PSHE Topics are also taught through the UBBC. Examples would include Year 5 Drugs topic; PE lessons on health; healthy eating etc	**Assemblies include:** Managing Anger Being Left out Sharing problems – mental health British Values Diversity and Tolerance

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Visitors include: Road Safety –Police Coastal Safety – Lifeguards Fire Safety – Fire Brigade Bikeability First Aid Theatre groups E-safety Political speakers Religious leaders Drugs and Coastal Police In House we have 2 learning mentors Trained Mediators, Sports leaders, Year 6 Buddies, Librarians, Worry boxes	Choices Manners Peer Pressure Racism and Homophobia Healthy days – Train Like a Jedi New beginnings Friendships Goal-setting Hopes and dreams Anti-bullying Specific foci such as: Ramadan Divali Martin Luther King Day Holocaust remembrance WWI anniversary Language of the Term Author of the Term Artist of the Term Celebration assemblies Core Values assemblies

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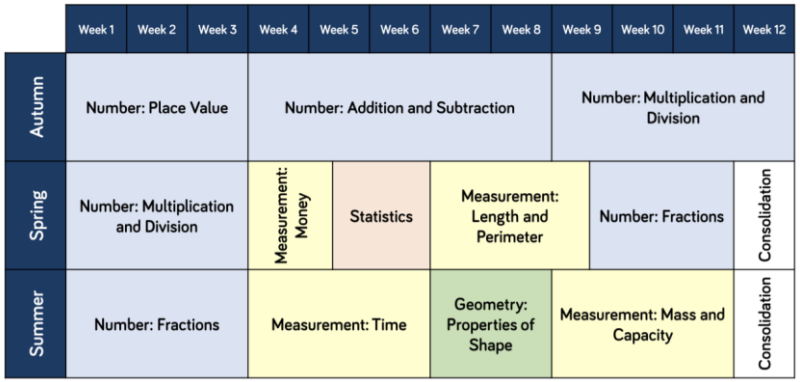
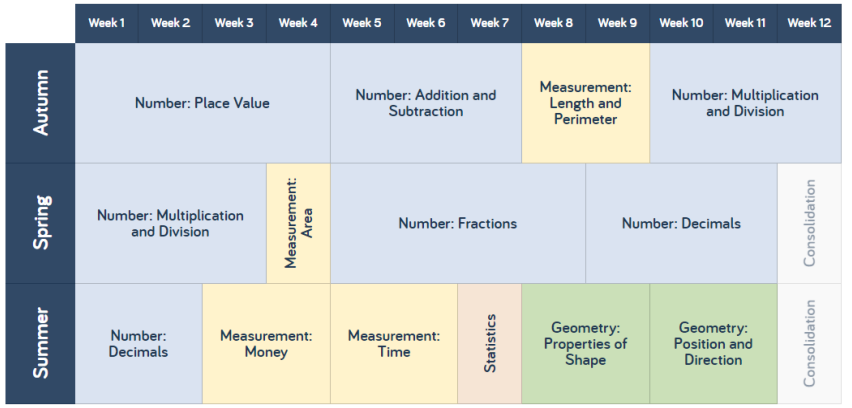
Maths Planning Documents: Long Term

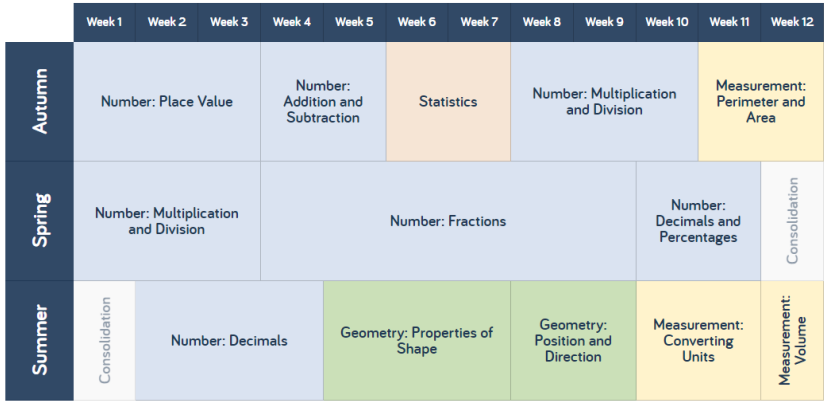
Year 3



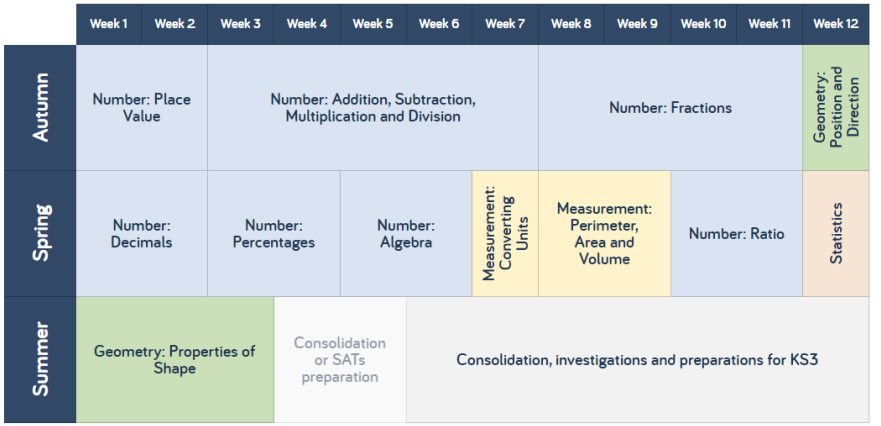
Year 4



Year 5



Year 6



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Medium Term and Daily Planning Links

Linking Document to check what has come before: Click HERE				
	Year 3	**Year 4**	**Year 5**	**Year 6**
Autumn	• Place Value HERE • Addition and Subtraction HERE • Multiplication and Division HERE	• Place value HERE • Addition and Subtraction HERE • Measurement: Length and Perimeter HERE • Number: Multiplication and Division HERE	Place Value Here Addition and Subtraction HERE Statistics HERE Multiplication and Division HERE Measurement: Perimeter and Area HERE	Place Value HERE Four Ops HERE Fractions HERE Geometry: Position and Direction HERE
Spring	• Multiplication and Division HERE • Measurement (Money) HERE • Statistics HERE • Measurement: length and perimeter HERE • Fractions HERE	• Multiplication and Division HERE • Measurement: Area HERE • Fractions HERE • Decimals HERE	• Multiplication and Division HERE • Fractions HERE • Decimals and Percent HERE	• Decimals HERE • Percentages HERE • Algebra HERE • Measurement: Converting Units HERE • Measurement: Perimeter, Area and Volume HERE • Number: Ratio HERE • Statistics HERE
Summer	• Fractions HERE • Measurement (Time) HERE • Geometry: Properties of Shape HERE • Measurement: Mass and Capacity HERE	• Decimals HERE • Measurement: Money HERE • Measurement: Time HERE • Measurement: Statistics HERE • Geometry: Properties of Shape HERE • Geometry: Position and Di-	• Decimals: HERE • Properties of Shape HERE • Position and Direction HERE • Measurement: Converting Units HERE • Measurement: Volume	• Geometry: Properties of Shape HERE • Investigations and KS3 Prep HERE

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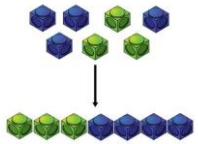
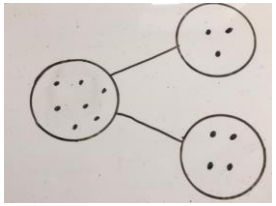
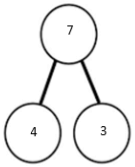
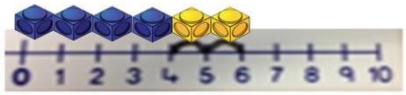
Calculation policy: Addition

Key language: sum, total, parts and wholes, plus, add, altogether, more, ‘is equal to’ ‘is the same as’.

		rection HERE	**HERE**	

Concrete	Pictorial	Abstract
Combining two parts to make a whole (use other resources too e.g. eggs, shells, teddy bears, cars). 	Children to represent the cubes using dots or crosses. They could put each part on a part whole model too. 	4 + 3 = 7 Four is a part, 3 is a part and the whole is seven. 
Counting on using number lines using cubes or Numicon. 	A bar model which encourages the children to count on, rather than count all.	The abstract number line: What is 2 more than 4? What is the sum of 2 and 4? What is the total of 4 and 2? 4 + 2

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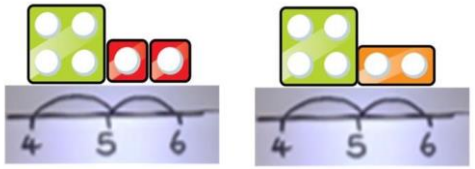
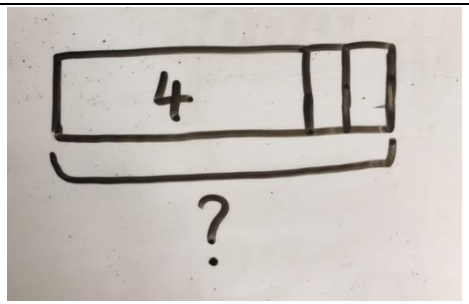
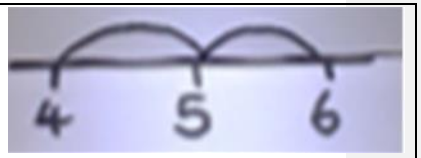
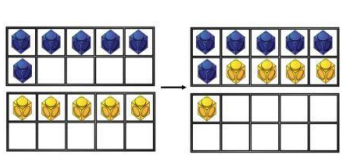
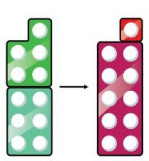
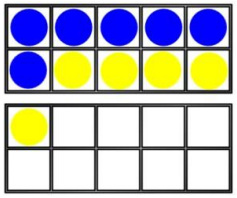
		

Regrouping to make 10; using ten frames and counters/cubes or using Numicon.  	Children to draw the ten frame and counters/cubes. 	Children to develop an understanding of equality e.g. 6 + □ = 11 6 + 5 = 5 + □ 6 + 5 = □ + 4

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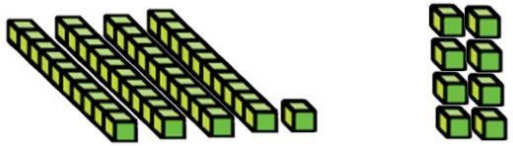
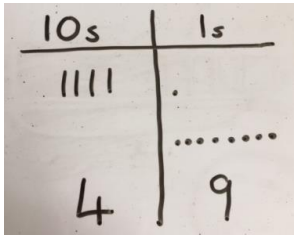
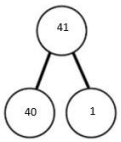
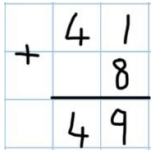
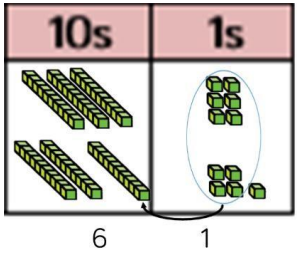
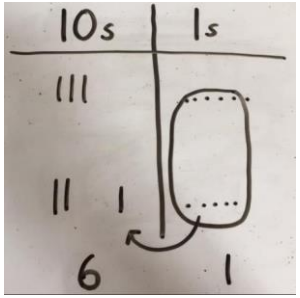
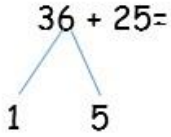
TO + O using base 10. Continue to develop understanding of partitioning and place value. 41 + 8 	Children to represent the base 10 e.g. lines for tens and dot/crosses for ones. 	41 + 8  1 + 8 = 9 40 + 9 = 49 
TO + TO using base 10. Continue to develop understanding of partitioning and place value. 36 + 25 	Chidlren to represent the base 10 in a place value chart. 	Looking for ways to make 10.  30 + 20 = 50 5 + 5 = 10 50 + 10 + 1 = 61 Formal method: 36 +25 61 1

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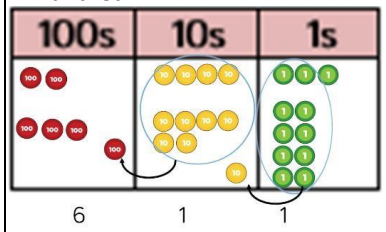
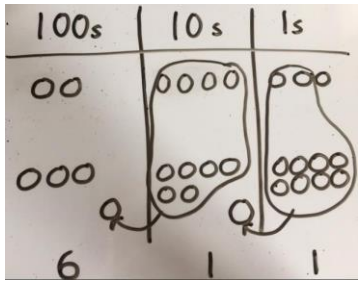
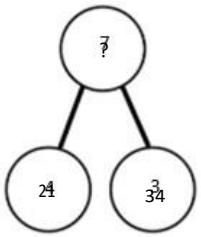
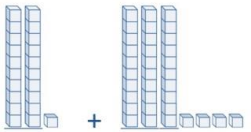
Use of place value counters to add HTO + TO, HTO + HTO etc. When there are 10 ones in the 1s column- we exchange for 1 ten, when there are 10 tens in the 10s column- we exchange for 1 hundred.  	Chidren to represent the counters in a place value chart, circling when they make an exchange.  	243 +368 611 1 1

Conceptual variation; different ways to ask children to solve 21 + 34

 ? | 21 | 34	Word problems: In year 3, there are 21 children and in year 4, there are 34 children. How many children in total? 21 + 34 = 55. Prove it	21 +34 ___ 21 + 34 = ☐ = 21 + 34 Calculate the sum of twenty-one and thirty-four.	 Missing digit problems:

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Calculation policy: Subtraction

Key language: take away, less than, the difference, subtract, minus, fewer, decrease.

Concrete	Pictorial	Abstract

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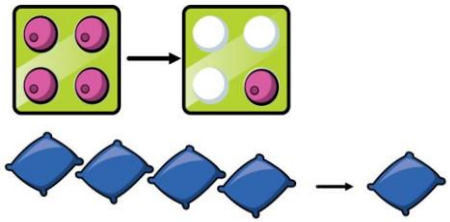
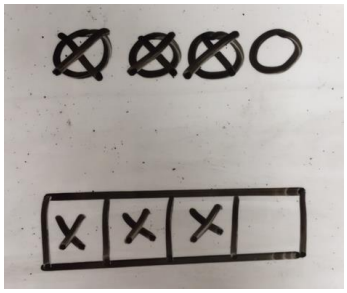
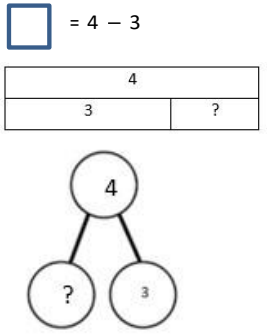
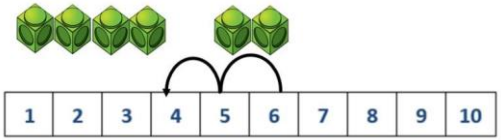
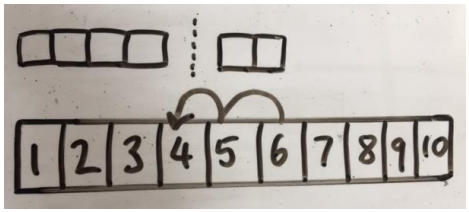
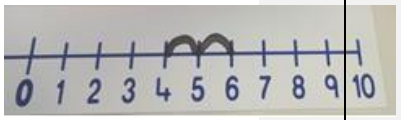
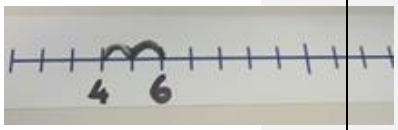
Physically taking away and removing objects from a whole (ten frames, Numicon, cubes and other items such as beanbags could be used). 4 – 3 = 1 	Children to draw the concrete resources they are using and cross out the correct amount. The bar model can also be used. 	4- 3 = 
Counting back (using number lines or number tracks) children start with 6 and count back 2. 6 – 2 = 4 	Children to represent what they see pictorially e.g. 	Children to represent the calculation on a number line or number track and show their jumps. Encourage children to use an empty number line  

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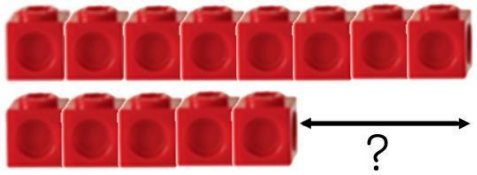
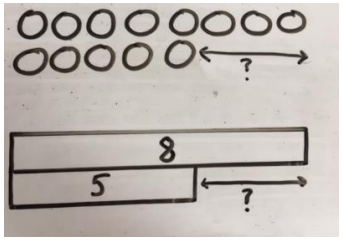
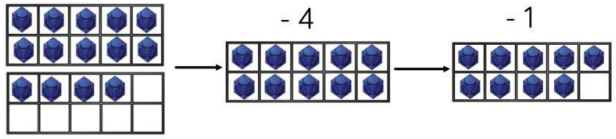
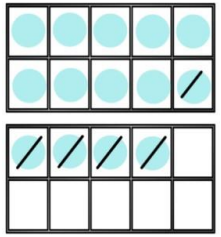
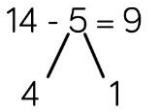
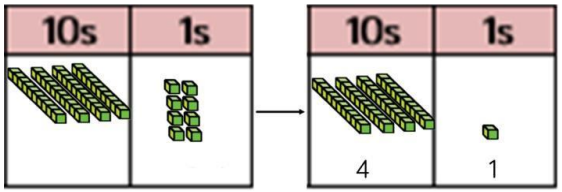
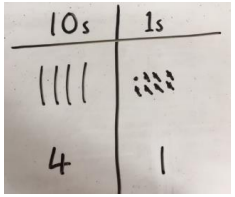
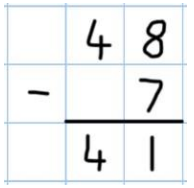
Finding the difference (using cubes, Numicon or Cuisenaire rods, other objects can also be used). Calculate the difference between 8 and 5. 	Children to draw the cubes/other concrete objects which they have used or use the bar model to illustrate what they need to calculate. 	Find the difference between 8 and 5. 8 – 5, the difference is ☐ Children to explore why 9 - 6 = 8 – 5 = 7 – 4 have the same difference.
Making 10 using ten frames. 14 – 5 	Children to present the ten frame pictorially and discuss what they did to make 10. 	Children to show how they can make 10 by partitioning the subtrahend.  14 – 4 = 10 10 – 1 = 9
Column method using base 10. 48-7 	Children to represent the base 10 pictorially. 	Column method or children could count back 7. 

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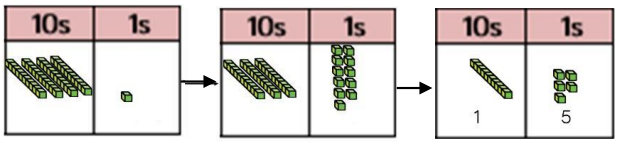
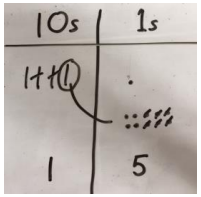
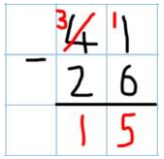
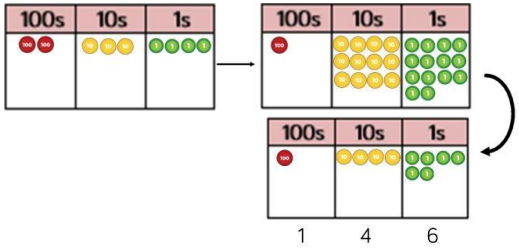
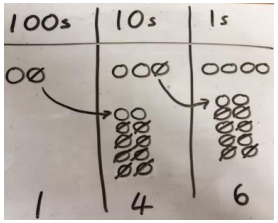
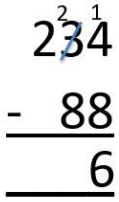
Column method using base 10 and having to exchange. 41 – 26 	Represent the base 10 pictorially, remembering to show the exchange. 	Formal column method. Children must understand that when they have exchanged the 10 they still have 41 because 41 = 30 + 11. 
Column method using place value counters.  234 – 88	Represent the place value counters pictorially; remembering to show what has been exchanged. 	Formal colum method. Children must understand what has happened when they have crossed out digits. 

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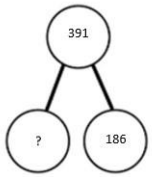
Calculation policy: Multiplication

Key language: double, times, multiplied by, the product of, groups of, lots of, equal groups.

Conceptual variation; different ways to ask children to solve 391 - 186



391	
186	?

Raj spent £391, Timmy spent £186.
How much more did Raj spend?

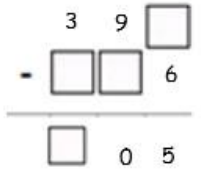
Calculate the difference between 391 and 186.

☐ = 391 – 186

391
-186
___

Is 186 less than 391?

Missing digit calculations



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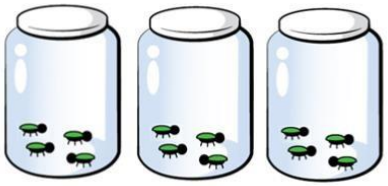
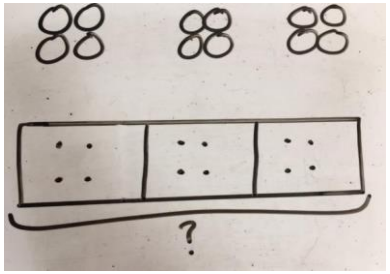
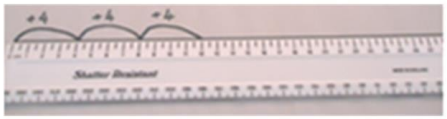
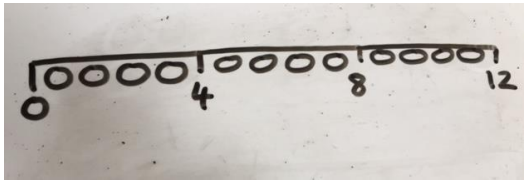
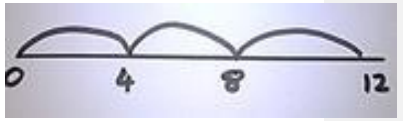
Concrete	Pictorial	Abstract
Repeated grouping/repeated addition 3 × 4 4 + 4 + 4  There are 3 equal groups, with 4 in each group. 	Children to represent the practical resources in a picture and use a bar model. 	3 × 4 = 12 4 + 4 + 4 = 12
  w repeated groups- 3 x4	Number lines to show Represent this pictorially alongside a number line e.g.: 	Abstract number line showing three jumps of four. 3 × 4 = 12 

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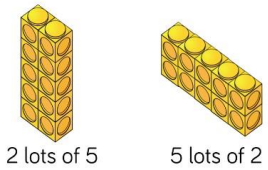
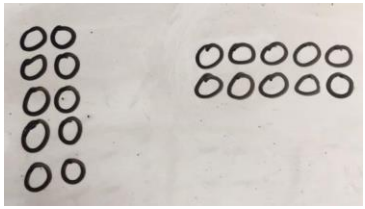
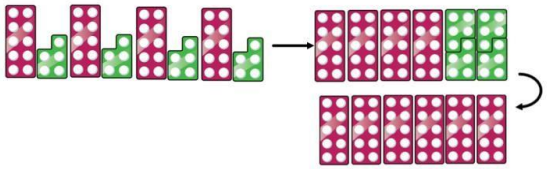
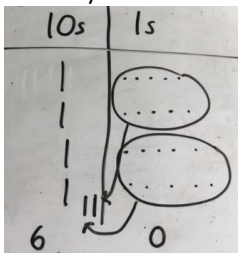
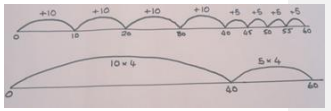
Use arrays to illustrate commutativity counters and other objects can also be used. 2 × 5 = 5 × 2  	Children to represent the arrays pictorially. 	Children to be able to use an array to write a range of calculations e.g. 10 = 2 × 5 5 × 2 = 10 2 + 2 + 2 + 2 + 2 = 10 10 = 5 + 5
Partition to multiply using Numicon, base 10 or Cuisenaire rods. 4 × 15 	Children to represent the concrete manipulatives pictorially.  	Children to be encouraged to show the steps they have taken.  10 × 4 = 40 5 × 4 = 20 40 + 20 = 60  A number line can also be used

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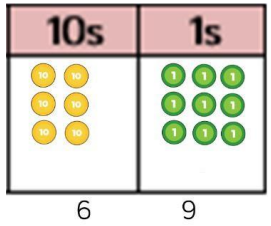
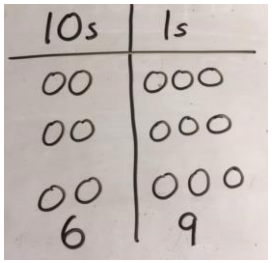
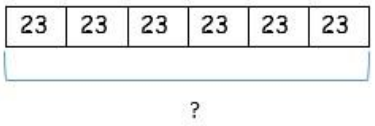
Formal column method with place value counters (base 10 can also be used.) 3 × 23  	Children to represent the counters pictorially.  	Children to record what it is they are doing to show under-standing. 3 × 23 3 × 20 = 60 3 × 3 = 9 20 3 60 + 9 = 69 23 × 3 69

Conceptual variation; different ways to ask children to solve 6 × 23

 	Mai had to swim 23 lengths, 6 times a week. How many lengths did she swim in one week? With the counters, prove that 6 x 23 = 138	Find the product of 6 and 23 6 × 23 = □ = 6 × 23 6 × 23 23 × 6	What is the calculation? 

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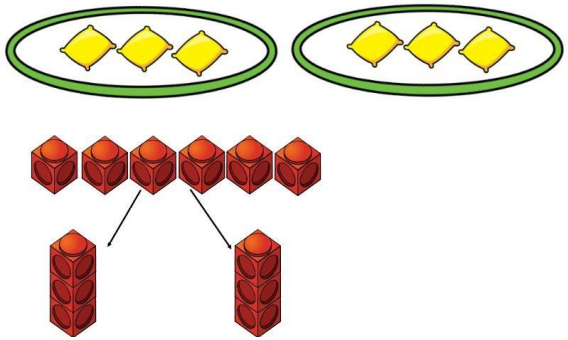
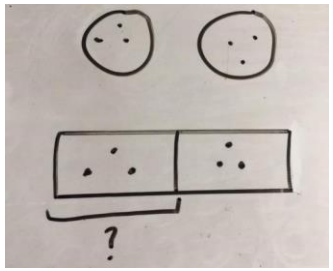
			What is the product?

Concrete	Pictorial	Abstract
Sharing using a range of objects. 6 ÷ 2 	Represent the sharing pictorially. 	6 ÷ 2 = 3 3 | 3 Children should also be encouraged to use their 2 times tables facts.

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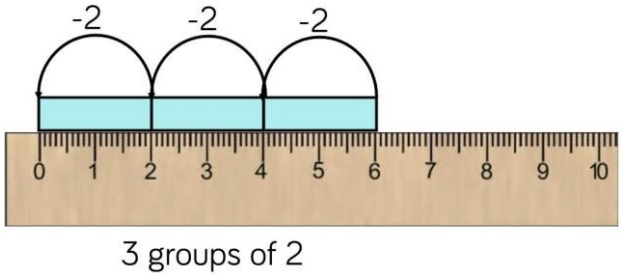
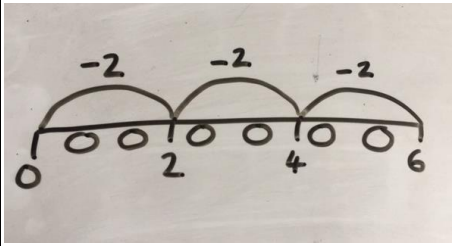
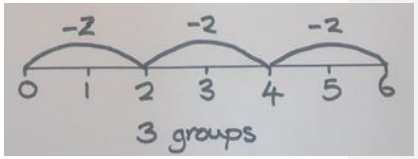
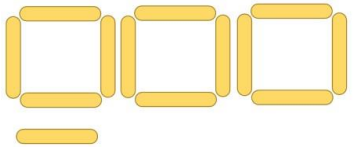
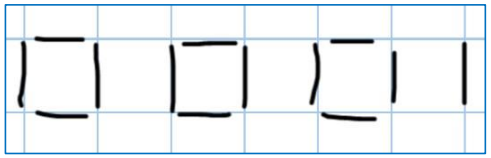
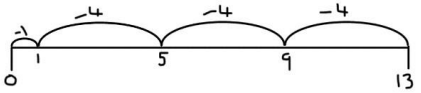
Repeated subtraction using Cuisenaire rods above a ruler. 6 ÷ 2  3 groups of 2	Children to represent repeated subtraction pictorially.  	Abstract number line to represent the equal groups that have been subtracted. 

2d ÷ 1d with remainders using lollipop sticks. Cuisenaire rods, above a ruler can also be used. 13 ÷ 4 Use of lollipop sticks to form wholes- squares are made because we are dividing by 4.  There are 3 whole squares, with 1 left over.	Children to represent the lollipop sticks pictorially.  There are 3 whole squares, with 1 left over.	13 ÷ 4 – 3 remainder 1 Children should be encouraged to use their times table facts; they could also represent repeated addition on a number line. '3 groups of 4, with 1 left over' 

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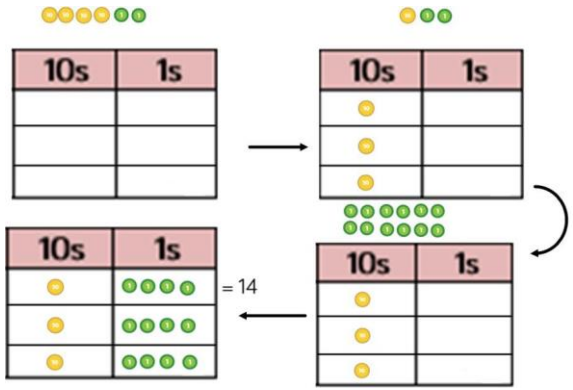
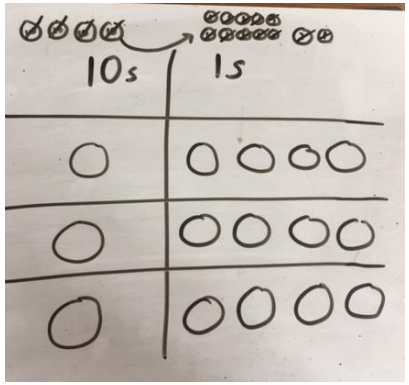
Sharing using place value counters. 42 ÷ 3 = 14  	Children to represent the place value counters pictorially.  	Children to be able to make sense of the place value counters and write calculations to show the process. 42 ÷ 3 42 = 30 + 12 30 ÷ 3 = 10 12 ÷ 3 = 4 10 + 4 = 14

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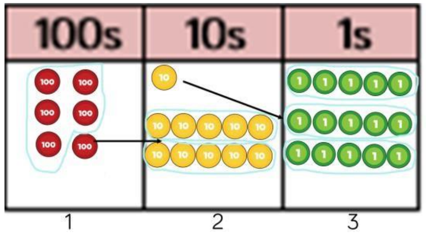
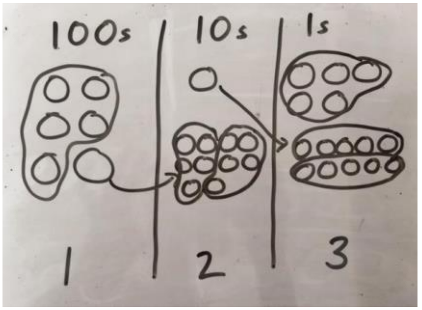
<table>
<tr>
<td>
Short division using place value counters to group.

615 ÷ 5



1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?
</td>
<td>
Represent the place value counters pictorially.



</td>
<td>
Children to the calculation using the short division scaffold.

$$\begin{array}{r} 123 \\ 5\overline{)6{}^{1}1{}^{1}5} \end{array}$$
</td>
</tr>
</table>

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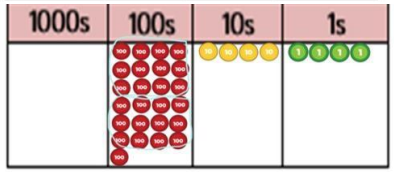
Long division using place value counters

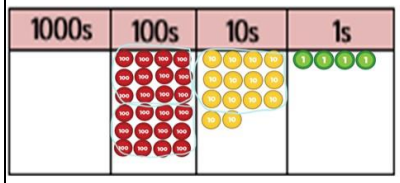
2544 ÷ 12

We can't group 2 thousands into groups of 12 so will exchange them.



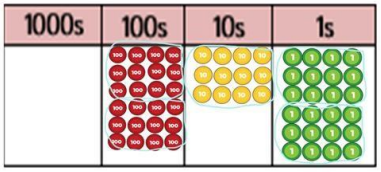
We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$\begin{array}{r} 02 \\ 12\overline{)2544} \\ 24 \\ \hline 1 \end{array}$$



After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$\begin{array}{r} 021 \\ 12\overline{)2544} \\ 24 \\ \hline 14 \\ 12 \\ \hline 2 \end{array}$$



After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12\overline{)2544} \\ 24 \\ \hline 14 \\ 12 \\ \hline 24 \\ 24 \\ \hline 0 \end{array}$$

Conceptual variation; different ways to ask children to solve 615 ÷ 5

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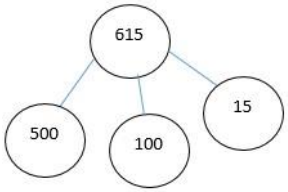
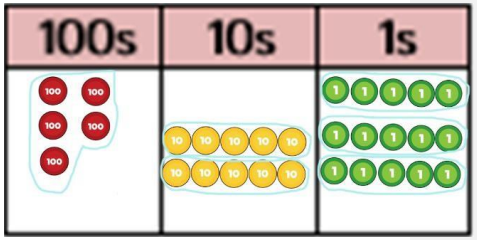
Using the part whole model below, how can you divide 615 by 5 without using short division?  	I have £615 and share it equally between 5 bank accounts. How much will be in each account? 615 pupils need to be put into 5 groups. How many will be in each group?	$5 \overline{)615}$ 615 ÷ 5 = ☐ = 615 ÷ 5	What is the calculation? What is the answer? 

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ENGLISH

Year 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Letters from the Lighthouse Rose Blanche	Floodland	Kensuke's Kingdom	Pig heart Boy	Leon and the Place Between The Highwayman	Wonder
Writing Skills	Use clause structures in writing Improve vocabulary choices Integrate dialogue, action and description Range of sentence openers Use figurative language	Show don't tell Emotive language Vary vocabulary choices Expanded noun phrases Figurative language Range of conjunctions Direct/reported speech Use colons and semicolons	Active and Passive Cohesive devices Emotive language Story openings: dialogue, talking to the reader, setting, character, flashback Tenses 1st.3rd person Infer character Organise writing	Range of clause structures and vary positions Parenthesis Imperative verbs Active and Passive Formal/informal	Figurative language Descriptive writing Formal/informal	Using all skills from over the year
Writing Genre/type	Internal Monologue Diary entry Character description Setting description Recount Write a short narrative	Letter writing Character description Turn poetry in narrative Write flashbacks Action writing Recount Newspaper report Short narrative Setting description Persuasive piece on climate change	Recounts Newspaper reports Story openings Write in role Create suspense and tension Narratives with flashbacks Weave action, dialogue and description Diary entry	Change poetry into narrative Biography Autobiography The Snatch – weaving action and description Instructions Formal/informal conversation between Queen and BFG Character description	Persuasion Show viewpoint Narrative writing	Dairy entries Character and setting descriptions Persuasion Speech
SPaG	Identify different clause structures	Apostrophes Direct and reported	Clause Structures (varying and posi-	Determiners Types of nouns	Revision – from gap analysis for	Revision

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	Word Classes (Adverbs, nouns, verbs, adjectives) Direct speech (punctuate accurately) Fronted Adverbials Brackets	speech Colons Semicolons Conjunctions Modal verbs	tions) Parenthesis Active and Passive Cohesive devices Imperative Verbs	Relative and possessive pronouns Types of Adverbs Revision Model verbs Synonyms and antonyms	each individual class Noun phrases	

Year 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	How to Train your Dragon	Cosmic	The Firework Maker's Daughter	Middleworld	There's a Boy in the Girls' bathroom	When the Mountains Roared
Writing Skills	Wide range of adjectives, verbs and adverbs. Use interesting adjectives, fronted adverbials and subordinate clauses. Relative clauses. Personification. Sub-coordinating conjunctions.	Metaphors and similes. Imagery. Complex sentences Inverted commas Noun phrases Adverbs	Descriptive language. Emotive language. Powerful verbs. Persuasion Figurative language	Syllabic pattern & rhyming schemes. Poetry- Intonation, tone, volume and action Persuasion Balanced argument	Emotive language. Different perspectives/ point of view	Show, not tell (emotions). Creating suspense/tension. Descriptive language Emotive language
Writing Genre/Type	Explanation text/Non Chronological report Newspaper report Narrative	Diary entry. Emotive letter. Personification. Advertisement.	Narrative (based on a poem). Writing from a different point of view. Flashback (building	Setting description Persuasion – extended argument of an opinion	Letters Diary entries Variety of recounts including	Show not tell (emotions). Suspense writing. Explanation texts

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	Setting description Character description Persuasive Argument (for debate).	Recounts Developing action and build up in narrative Narrative including figurative language	tension).	or view – Classical poetry– using to form own verse and as a basis for writing a variety of texts – including the innocence or guilt	viewpoints / bias	
SPaG	Simple and complex sentences. Types of noun Expanded nouns phrases. Adverbs Dialogue-inverted commas. Adverbial phrases (add details to verbs). Commas (subordinates clauses). Relative clauses. Persuasive language. Brackets and dashes.	Similes and metaphors. Imagery. Sub-coordinating conjunctions Personification Complex sentences Sentence structure.	Descriptive language. Emotive language. Powerful verbs. Varying sentence length for effect (tension/suspense). Up-levelling vocabulary.	Complex sentences, using conjunctions. Main and sub-ordinate clause.	Semi colons Persuasive sentence openers. Emotive language	Imperative verbs. Modal verbs. Varying sentence length to create tension.

Year 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	I survived the eruption of Mt. St Helens	Who Let the Gods Out?	Iron Man	Roman Rebellion	Gregory cool	Oliver Twist
Writing Skills	Range of vocabulary – verbs/adverbs Use expanded noun	Use similes Range of punctuation Range of conjunc-	Persuasive language Link paragraphs using conjunctions	Verb choices to move action on irec*tions*	Writing in role Using dialogue Writing in first per-	Improve vocabulary skills Informal language Writing in the first person

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	phrases Use fronted adverbials Expanded noun phrases	tions Fronted adverbials Improve vocabulary choices 1st/3rd person	Use persuasive features such as modal verbs	ation brackets, colons after each person, ellipses	son Using a range of adjectives/improve vocabulary choices Use of modal verbs ing writing	Use fronted adverbials Use accurate sentences Dialogue
Writing Genre/type	Character descriptions Setting descriptions Newspaper report TV script/Interview Comparative setting description Diary entry Letter	Setting Character Narrative Non-fiction brochure about Narnia Setting and character description Narrative TV Advert Non-fiction brochure for Narnia Non-chronological	Setting and character description Newspaper report Diary entry Poem Persuasive Text Non-chronological report	Narrative Character description Plan/ write own heist Play script	Non-fiction brochure for Trinidad and Tobago Writing in role Poem Diary entry Comparative character description	Non-chronological report Letter/postcard Writing in role Discussion text Book review
SPaG	Capital letters Full stops Verbs Adverbs Adverbials Expanded noun phrases Apostrophes for contraction	Bullet points Subordinating conjunctions Fronted adverbials Commas for clauses Word classes – identify all	Fronted adverbials Coordinating conjunctions Expanded noun phrases Inverted commas	Apostrophes for possession and contraction Commas for clauses Tenses with verbs – e.g. was/ were Determiners	Subordinating conjunctions Modal verbs Clauses and conjunctions Expanded noun phrases Subordinate clauses Apostrophes for possession	Ellipsis Difference between compound and complex and simple sentences. Paragraphing Synonyms Prepositions

Year 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Text	Anthony Browne – Gorilla/Voices in the Park	Stone Age Boy	Rosa Parks – Little People Big Dreams	The Egyptian Cinderella	Peter Pan Forces (non-Fiction	Cliff Hanger
Writing skills	Using adjectives to describe Expanded noun phrases Accurate use of punctuation	1st/3rd person Using adjectives to describe Expanded noun phrases Accurate use of punctu-	Different openings Dialogue Expanded noun phrases Powerful verbs	Using rhythm and rhyme Similes Alliteration Use of syllables	Organising writing using paragraphs and sub-headings Descriptive lan-	Speech Subordinate clauses Vocabulary choices Prepositions Show don't tell

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		ation	Shape poems Haiku Repeating patterns in poems	Organising writing Powerful adjectives and adverbs Rhetorical questions Persuasive features (slogans) Subheadings (organising information) Powerful verbs	guage - powerful	
Writing Genre/type	Setting description Character description Write a narrative	Character description Setting description Character profile Diary entry Different point of view with alternative ending	Explanation texts – fact file Diary Story openings Conversations	Information text – fact file Writing from a different perspective Poem Letter Persuasive letter Setting description Information text (leaflet) Performance poem (write)	Non-chronological report Narrative Setting descriptions	Fantasy stories Story opening Postcard/letter
SPaG	Capital letters and full stops Adjectives Expanded noun phrases Common and proper nouns Sentence structure Nouns, adjectives and verbs	Capital letters and full stops Exclamations Expanded noun phrases Prepositions Verbs and adjectives Bullet points Word classes	Expanded noun phrases 'er' verbs and suffixes Adjectives Adverbs (ly) A or an Conjunctions	Inverted commas (speech) Simple and compound sentences Organise writing Plurals Apostrophes Synonyms	Pronouns Use of past and present tense Commands, statements, questions and exclamations Word classes Commas for clauses	Begin looking at main and subordinate clauses (commas) Word classes

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	Exclamation marks Questions marks 'ed endings suffix 'ing'				Bullet points	

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Cross-Curricular Writing

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	**Topic: Knowing Me Knowing You** CCWL 1: Type: Non-fiction- Information text Task: Create a fact page about Frida Kahlo CCWL 2: Type: Non-Fiction Recount Task: Description of a place that is important to them and describing what it was like when they went there.	**Topic: Rock Bottom** CCWL 1: Type: Poetry Task: Write either a Haiku, free verse or Shape poem about the Stone or Iron Age. CCWL 2: Type: Fiction Task: Diary entry - day in the life of a Stone Age boy.	**Topic: It's a Small World** CCWL 1: Type: Non-Fiction Task: Explanation Text Write about a key historical figure from England and South Africa CCWL 2: Type: Non-fiction Task: Persuasive writing - explaining why tourists should go to either our country or South Africa?	**Topic: Egypt** CCWL 1: Type: Non-Fiction/Fiction Task: Write a letter from Howard Carter to Lord Carnarvon. CCWL 2: Type: Fiction Task: You found a mummy! Write a story about an adventure you go on together.	**Topic: May the Force be With You** CCWL 1: Type: Non-Fiction Task: Fact File/information text about the Wright Brothers and their Achievements. Write as a biography. CCWL 2: Type: Non-Fiction Task: Newspaper Report. Gravity disappeared for a day!	**Topic: Healthy Humans** CCWL 1: Type: Non-Fiction Task: Instructions – link to OAA day – how to climb the wall. CCWL 2: Type: Poetry Task: Create a Poem about staying and keeping healthy.
4	**Topic: Our Planet** CCWL 1: Type: Fiction Task: Diary entry from Pompeii CCWL 2: Type: Poetry Task: Write a poem about volcanoes and/or earthquakes - poem can take any form of teachers choosing	**Topic: Greece** CCWL 1: Type: Non-fiction Task: Debate/balanced argument - statement - which city state would you prefer to live in – Athens or Sparta? CCWL 2: Type: Fiction Task: Letter – Trojan solider writing home about his experiences CCWL 3: Type: Fiction Task: Write own myth using the Greek Myths as a guide. Comic Strip style.	**Topic: Light It Up** CCWL 1: Type: Non-fiction Task: Newspaper report on Light Pollution – global impact. CCWL 2: Type: Non-fiction Task: Biographical fact file on Thomas Edison	**Topic: Romans** CCWL 1: Type: Non-fiction Task: Explanation Text/Fact File – What have the Romans ever done for us? CCWL 2: Type: Fiction/Non-Fiction Task: Narrative/Recount – day in the life or a Roman soldier	**Topic: Life on Earth** CCWL 1: Type: non-fiction Task: fact file / brochure on habitats CCWL 2: Type: Fiction/non-fiction Task: Diary entry of Sir Edmund Hillary climbing Everest	**Topic: Planet Thanet** CCWL 1: Type: Non-Fiction Task: Non-Chronological report/leaflet about Thanet CCWL 2: Type: Poetry Task: Write a poem about what Thanet has to offer as a destination.

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		You also have the opportunity (maybe as part of a stunning start or fantastic finish to compose an ode)				
5	**Topic: Invaders and Settlers** CCWL 1: Type: Fiction Task: Playscript about an invasion CCWL 2: Type: Non-Fiction Task: Newspaper report-Landing of the Hugin Viking ship at Cliffsend.	**Topic: To Infinity and Beyond...** CCWL 1: Type: Non-Fiction Task: Newspaper report – First man on the moon CCWL 2: Type: Non-Fiction Task: Non-Chronological report on an aspect of space for example: stars, planets, the sun. CCWL3: Type: Poetry Task: Write a Space Poem	**Topic: China** CCWL 1: Type: Poetry Task: Write a poem based on a Chinese Myth CCWL 2: Type: Non-fiction Task: Information text about China based on Geography.	**Topic: The Maya** CCWL 1: Type: Fiction Task: Quest/historical adventure fiction. Use class text and write own short story. CCWL 2: Type: Non-fiction Task: Information text/ Leaflet-Comparison of Mexico and Broadstairs. CCWL 3: Type: Fiction Task: Recount-Day in the life of a Mayan.	**Topic: Walking on the Wild Side.** CCWL 1: Type: Non-fiction Task: Instructions- fair trade recipe. CCWL 2: Type: Non-Fiction Task: Persuasion/speech writing - Poaching: A rising problem that needs a solution. Bring in conservation.	**Topic: Changes** CCWL 1: Type: Non-Fiction Task: Non-chronological report on states of matter CCWL 2: Type: Non-Fiction Task: Biography on key scientific figure in this topic.
6	**Topic: We'll Meet Again** CCWL 1: Type: Fiction/non-fiction Task: Recount/ Evacuation Letter CCWL 2: Type: Poetry	**Topic: The World Around Us** CCWL 1: Type: Non- Fiction Task: Explanation text on Biomes CCWL 2: Type: Non- Fiction Task: Speech on Global	**Topic: The Circle of Life** CCWL 1: Type: Non- Fiction Task: Biography on Charles Darwin CCWL 2: Type: Non- Fiction Task: Debate - Is Darwin the most im-	**Topic: Born This Way** CCWL 1: Type: Non-Fiction Task: Information text on staying healthy incorporating diet and exercise CCWL 2: Type: Narrative	**Topic: Fun at the Fair** CCWL 1: Type: Non-Fiction Task: Explanation text: History of Fairgrounds CCWL 2: Type: Non-Fiction Task: Write a Persuasive Essay on the reju-	**Topic: Moving on Up** CCWL 1: Type: Non- Fiction Task: Non-Chronological report on a country of choice. Independent research project. CCWL 2:

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	Task: Write an emotive poem on the Blitz CCWL 3: Type: Non-fiction Task: ARP Leaflet	Warming	portant scientist of modern times? Children to write a newspaper report on the debate. CCWL 3: Type: Non- Fiction Task: Non-Chronological Report on the Linnaean system	Task: Playscript based on the invention of a new medical drug in history i.e penicillin.	venation of Margate to become a better tourist attraction. CCWL 3: Type: Fiction Task: Narrative – write a short historical or mystery story with a dilemma	Type: Poetry Task: Write a poem a about transition – PSHE links

Musts:

- IALT's in Topic lessons should include the task and skill e.g In English IALT write a recount using adjectives
- There must be a separate English IALT alongside the UBBC IALT
- The writing tasks must above must be completed. However, more are always welcome. Some of the cross-curricular writing tasks can be taught in an English lesson but must be recorded in topic books.
- When writing up investigations or parts of investigations English skills should still be taught and referred to. Scientific investigations must be included throughout the year.

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Non-Fiction Overview

Each year group is to read an extract, page or book about the following. These can be used in non-fiction guided reading sessions and can also be used for comprehension. They can also be used in UBBC sessions.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	**Topic: Knowing Me Knowing You** Read the biography/auto biography of a Frida Kahlo	**Topic: Rock Bottom** Different types of rocks and their properties What is soil?	**Topic: It's a Small World** All about South Africa How do plants grow?	**Topic: Egypt** Mummification: The process and the meaning behind it. Hieroglyphics – what are they and how were they used?	**Topic: May the Force be With You** Class text is based on this.	**Topic: Healthy Humans** Nutrition: what do we need in order to be healthy?
4	**Topic: Our Planet** What are volcanoes and how are they formed? Pompeii – what happened?	**Topic: Greece** The Digestive System The Ancient Olympics	**Topic: Light It Up** All about Thomas Edison Light Pollution – What is it?	**Topic: Romans** Life as a Roman Solider – How did you get in/duties Boudicca – An important woman in history	**Topic: Life on Earth** All about Everest How environments change over time.	**Topic: Planet Thanet** Read leaflets about the local area (from tourist information kiosk) Canterbury cathedral
5	**Topic: Invaders and Settlers** Long boats – how were they made? Who was Alfred the Great?	**Topic: To Infinity and Beyond...** The Solar System – What is it? Gravity – how does it stop us from floating away?	**Topic: China** The Shang Dynasty All about Tan Ying	**Topic: The Maya** The Mayan Civilisation Mayan Gods	**Topic: Walking on the Wild Side.** The importance of conservation The destruction of habitats	**Topic: Changes** States of matter: Solids, liquids and gases Food preservation throughout history.
6	**Topic: We'll Meet Again** The Blitz All about Air Raid Precautions (ARP)	**Topic: The World Around Us** Climate change: what is it – global impact Fossils: what are they and how are they formed?	**Topic: The Circle of Life** Who was Charles Darwin? Adaptation and Inheritance	**Topic: Born This Way** The Human Circulatory System The discovery of Penicillin	**Topic: Fun at the Fair** The history of Dreamland Different types of rides and how they work	**Topic: Moving on Up** Who was Andy Warhol? Reproduction: the offspring of living things

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Main English Texts

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	**Book:** Anthony Browne Voices in the Park and Gorilla **Topic: Knowing Me Knowing You**	**Book:** Stone Age Boy **Topic: Rock Bottom**	**Book:** Rosa Parks (Poetry) **Topic: It's a Small World**	**Book:** The Egyptian Cinderella **Topic: Egypt**	**Book:** Peter Pan Forces and Magnets **Topic: May the Force be With You**	**Book:** Cliffhanger (Poetry) **Topic: Healthy Humans**
4	**Book:** I Survived: The Eruption of Mt St Helens **Topic: Our Planet**	**Book:** Who let the Gods Out Greek Myths **Topic: Greece**	**Book:** Ironman **Topic: Light It Up**	**Book:** **Topic: Romans**	**Book:** Gregory Cool **Topic: Life on Earth**	**Book:** Oliver Twist (child Friendly) **Topic: Planet Thanet**
5	**Book:** How to Train Your Dragon **Topic: Invaders and Settlers**	**Book:** Cosmic **Topic: To Infinity and Beyond...**	**Book:** The Fire Maker's Daughter **Topic: China**	**Book:** Middleworld **Topic: The Maya**	**Book:** When the Mountains Roared **Topic: Walking on the Wild Side.**	**Book:** There's a Boy in the Girl's Bathroom **Topic: Changes**
6	**Book:** **Floodland** **Topic: The World Around Us**	**Book:** Kensuke's Kingdom **Topic: The Circle of Life**	**Book:** Letters from the Lighthouse **Topic: We'll Meet Again**	**Book:** Pig Heart Boy **Topic: Born This Way**	**Book:** Leon and the Place Between The Highwayman **Topic: Fun at the Fair**	**Book:** Wonder **Topic: Moving on Up**

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Upton Junior School Poetry Overview

Classical Poetry

Children learning classical poetry is required as part of the National Curriculum. Over the course of the children each year group needs to be exposed to the poems below. These can be studied in guided reading sessions and then in an English lesson. They could also be used as a stimulus for a Big Write.

When studying each poem, the children need to read and discuss:

- The vocabulary used
- Style of language
- The type of poem and how it's layout
- The meaning of the poem including hidden meaning
- Discussions around what they liked/disliked

When any form of poetry is undertaken it is important that we change the way in which we teach and don't repeat the same activities over and over again.

When teaching poetry consider the following:

- Recital
- Composition of poems – writing in different styles
- Linking poetry and art – visualise the poem
- Performance Poetry
- Share poetry as part of your end of the day read
- Link poetry to dance, drama and music
- Sequencing
- Missing words in poetry (cloze)

As always, look at the reading statements for your year group to ensure they are meeting the requirements for their year group.

Poetry Jam

This year all year groups will take part in a **Poetry Jam**. This will involve a year group hosting (led by Core Curriculum Lead) an after-school poetry where any child or groups of children can perform their own composed poem or recite a poem studied in school.

- Year 6 – Term 3
- Year 5 – Term 4
- Year 4 – Term 5
- Year 3 – Term 6

We will also be inviting local poets into school to work with year groups.

Below are lists of classical, modern and poems from other cultures which must be covered. However, others can be used with your year group/class.

Year Group	Classical Poem to be studied over the course of the year.
3	Firework Night by Enid Blyton – Links to Firework Night The Owl and the Pussycat by Edward Lear Wind on the Hill by A.A Milne – Links to Forces The Crocodile by Lewis Carroll – Links to Egypt topic
4	The Jabberwocky by Lewis Carroll If by Rudyard Kipling Macavity, the Mystery Cat by T.S. Eliot Life Doesn't Frighten me by Maya Angelou
5	The Lady of Shallot by Lord Alfred Tennyson – In depth study needed on this classical poem The Listeners by Walter De La Mare From a Railway Carriage by Robert Louis Stevenson The Eagle by Alfred Lord Tennyson – links with walking on the wild side.
6	The Highwayman - To be used a class text Tyger by William Blake – Links to Floodland The Raven by Edgar Allen Poe

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	The Charge of the Light Brigade Matilda Who Told Lies and Was Burned To Death by Hilaire Belloc

Cultural and Societal Poems:

Year Group	To be studied across the year…
3	I De Rap Guy - Benjamin Zephaniah (read a range of his poems) Flag – John Agard Jamaican Song by James Berry
4	Chick Pea Pie by Adisa (Do with Gregory Cool) Search for my tongue – Sujata Bhatt Blessing – Imtiaz Dharker
5	South to North 1965 by David harmer People Need People – Benjamin Zephaniah Island Man – Grace Nichols Half caste – John Agard I ask my Mother to Sing – Li-Young Lee (link to China topic)
6	Okay, Brown Girl, Okay by James Berry Immigration trap by John Foster Huricane Hits England – Grace Nichols https://poetryarchive.org/poem/hurricane-h england/ Presents From My Aunts in Pakistan by Moniza Alvi Citizenship – Javier Zamora (Link to Moving on Up)

Modern Poems:

Modern poetry refers to the verse created by the writers and poets of the 20th and 21st centuries. Modern movements such as Beat poetry and poetry slams also would be included. Modern poetry emphasizes less of a reliance upon the use of rhyme.

Year Group	To be studied across the year…
3	The Magic Box by Kit Wright The Sound Collector by Roger McGough I go ape – Brian Moses The Boneyard Rap – Wes Magee (Link with Healthy Humans)
4	Please Mrs Butler by Allan Ahlberg Limpet – Chrissie Gittins (link with Planet Thanet) Geography Lesson – Brain Pattern (Link with Our Planet) Spellbound – Adisa
5	Tree – James Carter Rooty Tooty – Carol Ann Duffy Colour outside the lines – Jared Louche (Link to TABITGB) Sometimes Sea – Pauline Stewart
6	The Soldiers Came by John Agard (link with WWII) Air Raids 1942 (link wih WWII) Let no-one Steal your Dreams – Paul Cookson (Link with Moving on Up) The Angler's Song – Jackie Kay (Link to Floodland) Detention Tension (a rap) – Carol Rumble Roald Dahl – Revolting Rhymes

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Types of Poems:

Haiku

The haiku (or hokku) is an ancient form of Japanese poetry that has become very popular all over the world. Renowned for its small size, haikus consist of just three lines (tercet); the first and third lines have five syllables, whereas the second has seven. Haikus don't have to rhyme and are usually written to evoke a particular mood or instance. So, you can have a lot of fun with them! You may have written or will find yourself writing your own haiku at some point in school, or you can get creative and try it at home, too.

Free verse

Free verse is a popular style of modern poetry, and as its name suggests there is a fair amount of freedom when it comes to writing a poem like this. Free verse can rhyme or not, it can have as many lines or stanzas as the poet wants, and it can be about anything you like! So, while free verse may sound simple enough, the lack of rules makes this form of poetry tricky to master!

Sonnet

This very old form of poetry was made famous by none other than William Shakespeare, but the sonnet actually originated in 13th century Italy where it was perfected by the poet Petrarch. The word 'sonnet' is derived from the Italian word 'sonnetto' which means 'little song'. Traditionally, sonnets are made up of 14 lines and usually deal with love. As a rule, Petrarchan (Italian) sonnets follow an ABBA ABBA CDE CDE rhyme scheme, whereas Shakespearean (English) sonnets are typically ABAB CDCD EFEF GG. But of course, rules are made to be broken!

Acrostic

Like haikus, you're likely to encounter acrostic poems at school! But that doesn't mean they're boring – in fact, far from it! This type of poetry spells out a name, word, phrase or message with the first letter of each line of the poem. It can rhyme or not, and typically the word spelt out, lays down the theme of the poem. Why not try it with the silliest word you can think of – it can be really fun!

Villanelle

The villanelle is another very old form of poetry that came from France and has lots of rules. It is made up of 19 lines; five stanzas of three lines (tercet) each and a final stanza of four lines (quatrain). As you can see from the rhyme scheme; ABA ABA ABA ABA ABA ABAA, this type of poem only has two rhyming sounds. Plus, there is a lot of repetition throughout the villanelle. Line one will be repeated in lines six, 12 and 18; and line three will be repeated in lines nine, 15 and 19. So although this takes out the extra work of having to write 19 individual lines, the real challenge is to make meaning out of those repeated lines!

Limerick

Limericks are funny (and sometimes rude!) poems which were made popular by Edward Lear in the 19th century. They have a set rhyme scheme of AABBA, with lines one, two and five all being longer in length than lines three and four. The last line is often the punchline. Their sound is very distinctive, it's likely you've heard or read one before!

Ode

The ode is one of the oldest forms of poetry and believed to have come from ancient Greece. Yep – yonks ago! The word 'ode' is derived from the Greek word 'aeidein' which means 'to sing or chant', and these poems were originally performed with a musical instrument. An ode is typically written to praise a person,

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event or thing (you could write an ode to your pet or favourite food!) and they are usually quite short in length.

Elegy

An elegy doesn't have rules like some of the other forms of poetry but it does have a set subject: death – eek! They are usually written about a loved one who has passed away, but can also be written about a group of people, too. Although they can sound sad, elegies often end on a hopeful note, hooray!

Ballad

The ballad is another old and traditional form of poetry that typically tells a dramatic or emotional story. They came from Europe in the late Middle Ages and were initially passed down from one generation to another, and often with music. Ballads do have a set form; they are typically four lines (quatrain) and have a rhyme scheme of ABAB or ABCB. However, this form is looser than others so can be modified to suit a writer's (that's you!) needs. Most modern pop songs you hear nowadays can be referred to as ballads!

A short poetry glossary

Stanza = a set amount of lines in poetry grouped together by their length, meter or rhyme scheme.
Couplet = a two-line stanza.
Tercet = a three-line stanza.
Quatrain = a four-line stanza.
Cinquain = a five-line stanza.
Sestet = a six-line stanza.
Meter = the pattern of stressed syllables (long-sounding) and unstressed syllables (short-sounding) in poetry.
Rhyme scheme = the pattern of rhyme that comes at the end of each line or verse.
Syllable = the single, unbroken sound of a spoken or written word.

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Enhancing the Curriculum UBBC

Topic Name:	Knowing Me, Knowing You
Stunning Start:	Guess Who – can you name all the children in the class? Play game of Guess Who using photo sheet of new children in the class. Knowledge match – statements of teacher and TA's. Can they match them to the right adult?
Hands-on 'memorable' activities:	treasure hunt around school. land art inspired by Frida Kahlo. Orienteering 'hunt' around the school following a bird's eye view map.
Fabulous Finish:	Parents came in to create 'sense of self' art.
Topic Name:	Rock Bottom
Stunning Start:	Workshops by KIC theatres, Thanet Archaeological trust and a visiting artist. All children dressed up.
Hands-on 'memorable' activities:	Building stone age shelters and scavenging for resources. Louisa Bay trip to study the cliff face. Making Stone Age tools with clay and scavenged resources. Making fossils using plaster of paris. Scavenger hunt/orienteering to find letters to spell out Australopithecus. Cave Paintings
Fabulous Finish:	Carousel - focussing on the different subjects we had learnt about during the Rock Bottom Topic
Topic Name:	It's a Small World
Stunning Start:	In the hall set up an airport departure and arrivals lounge. Food tasting before leaving to fly to the continent of Africa.
Hands-on 'memorable' activities:	Town trail around Broadstairs, looking at local landmarks. Deciding if each landmark was a folly or an achievement. Carousel to compare life in UK with life in Africa. Planting tomato seeds. Experiment to watch the transport of water through plants – using dye/food colouring and white carnations.
Fabulous Finish:	Art with parents in. Rousseau art work using colour mixing techniques learnt in the topic.
Topic Name:	Egypt
Stunning Start:	KIC Theatre going back in time – archaeologists experience.
Hands-on 'memorable' activities:	Making clay cartouche's and linking to learning about hieroglyphics. Egyptian gods top trumps cards. Egyptian pyramids out of straws and plasticine. Nets. Making Egyptian headdresses.
Fabulous Finish:	Kent Life in Maidstone Children explore the world of an Ancient Egyptian – dress up opportunity.
Topic Name:	May the Force be With You
Stunning Start:	Tug-of-War contest between the classes.
Hands-on 'memorable' activities:	Jackson Pollock artwork and tie-dying. Gravity investigation Friction investigation – toy cars

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	Making paper aeroplanes and testing their flight – The Wright Brothers. Making parachutes with different materials for canopies.
Fabulous Finish:	Making a model that uses levers or pneumatic systems in order to move.
Topic Name:	Healthy Humans
Stunning Start:	
Hands-on 'memorable' activities:	OAA – Creed outdoor adventure day Study of bones and drawing them. Fruit and veg printing. Sandwich making day. Orienteering/PE challenge. Making skeletons Starch investigation. Sports day
Fabulous Finish:	
Topic Name:	Our Planet
Stunning Start:	Children designed earthquake proof buildings using cocktail stick and marshmallow structures on a platform of jelly. Children also practised an earthquake drill for Japan. Children researched different UK charities and how they support communities hit by natural disasters and worked as team to set up a relief centre, including making posters.
Hands-on 'memorable' activities:	Natural History Museum: children visited the museum in London and gained new knowledge and understanding about volcanoes and earthquakes, taking part in an interactive volcano workshop and experiencing earthquakes in the earthquake simulator. During the workshop, children learnt about how communities have adapted to live with natural disasters such as volcanoes and earthquakes, looking at seismographs and how they monitor and make predictions on volcanic activity. TV News report -the children got the chance to film their own news report, reporting from the eruption of Mount St Helens. Children used green screen technology to film the TV report as if they were really there. Volcanoes Erupt - children built a volcano using Modroc and then caused the volcanoes to erupt using a chemical reaction between vinegar and bicarbonate of soda.
Fabulous Finish:	Parents were invited in to hear a short presentation from the children on what they had learnt that topic. Children then erupted their modroc volcanoes in front of their parents.
Topic Name:	Greece
Stunning Start:	Children learnt the story of the War of Troy and made miniature Trojan horses from lolly-pop sticks, using hacksaws, hot glue guns and PVA. Children gained and developed skills in working with different materials and equipment.
Hands-on 'memorable' activities:	Dover Museum – as part of our 'Greeks' topic children visited the museum to take part in an artefact handling workshop and also took part in an arts and crafts workshop where they made a clay mask of Greek warrior Agamemnon – children learnt about the significance of a death mask in ancient Greek culture. Trojan horse - Children built a 6ft Trojan horse by weaving willow. Children had the opportunity to work with a different material (willow) and gained a new skill (weaving). In science, when learning about teeth, children investigated tooth decay by placing eggs in various liquids and watching the effects on the 'enamel'. Children also used plasticine to make their own 'jaw', modelling and shaping the incisors, canines and mo-

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	lars and placing them correctly in the jaw. When investigating digestion, children drew a life-size human figure (using each other as templates) and then drew on the different organs of the body in the correct places. In art, children investigated Greek pottery and designed their own Greek vase, looking closely at natural and man-made patterns as well as drawing humans in proportion. In English (when studying the Lion, the Witch and the Wardrobe) children were invited to taste Turkish Delight and then create a TV advert which was filmed.
Fabulous Finish:	Parents were invited in to hear a short presentation on what the children had learnt that topic along with a short quiz for the parents hosted by the children. Children and parents then worked together to paint the golden death mask of Agamemnon which the children had made on their trip to the museum.
Topic Name:	Light it Up
Stunning Start:	A carousel of engaging science experiments designed to ignite children's interest in the topic. Children given the opportunity to simply explore and investigate electricity with minimal teacher input.
Hands-on 'memorable' activities:	FizzPop science delivered a hair-raising workshop on electricity, including unique resources unattainable in school such as a Van De Graff generator. Children also built electric powered cars using motors, fans and switches along with lolly-pop sticks. In DT, children were given creative freedom to build a DT model which incorporated a switch and a light bulb - children used a wide range of materials and resources when building this model. In art, children investigated Rembrandt, looking at his use of light and shadow, and used this to help them paint an electrical storm (lightning). Children and parents worked together to build a model which incorporated a working circuit with a switch during the fabulous finish.
Fabulous Finish:	Parents invited in to see DT models displayed in the hall with the main lights switched off and the children's models illuminating the hall. In the middle of the hall, a table was set up with a range of circuit components and circuit challenges for children and parents to share their knowledge of circuits by getting hands on with electricity.
Topic Name:	Romans
Stunning Start:	Carousel of activities including Kic Theatre (drama focussing on the invasion of Britain); DT (making Roman soup); art (mosaics); orienteering (mapping out a 'buried Roman settlement' on the field).
Hands-on 'memorable' activities:	A visit to Canterbury Roman museum (making links with local history) to take part in Roman Everyday Life and Roman Technology workshops. Children also got the chance to get hands on with Roman artefacts. In science, when learning about sound, children investigated how Roman instruments made sound through vibrations, and got the chance to get hands on with a range of modern-day equivalent plucking and percussion instruments. In English, we marked the end of term with a poetry week, where children spent the week reading and writing poems with the week culminating in a poetry recital (competition) in the hall.
Fabulous Finish:	Due to a keen interest within the year group for the BBC educational/comedy show Horrible Histories, we had planned to show the children the feature film Horrible Histories: Rotten Romans.
Topic Name:	Life on Earth
Stunning Start:	Beach trip (local links) - children went down to the beach to investigate a local habitat, looking at the man-made and natural features as well as the animals and plants

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	that live there.
Hands-on 'memorable' activities:	Wildwood – a trip to Wildwood to take part in a 'Habitats' workshop as well as visiting the wildlife centre to learn about the animals that live/used to live in the UK. In DT, children were going to investigate sustainable housing by building a tree house using all-natural resources. In art, children investigate an artist with strong local links – JMW Turner – and paint a watercolour in his style. CREED residential trip – children take part in an overnight stay and take part in a range of outdoor learning and adventurous activities.
Fabulous Finish:	
Topic Name:	Planet Thanet
Stunning Start:	
Hands-on 'memorable' activities:	Trip to Margate – links with local area – a full day trip incorporating the Turner Centre, Shell Grotto, Margate caves and time on the beach to sketch/have ice cream.
Fabulous Finish:	
Topic Name:	Invaders and Settlers
Stunning Start:	Viking/Anglo-Saxon Day (visiting character). Pupils learnt about various aspects of daily life in relation to the Anglo-Saxon/Viking period of history. Took part in various activities including looking at artefacts and learning how to row a longboat.
Hands-on 'memorable' activities:	Created and performed 'Horrible Histories' style sketches based on the Anglo-Saxons. Building a longboat in old pool hall (weaving and sewing for the sail, building shields and putting the longboat together). Viking/Anglo-Saxon day – looked at and handled replica weapons and artefacts and took part in activities and games to learn about the Vikings and Saxons. In DT, pupils made their own Viking longboats and tested their buoyancy. In Art, pupils designed and created their own Viking shield and made Viking jewellery out of clay. In Geography, pupils built 3D Anglo-Saxo settlements.
Fabulous Finish:	Make Your Own History – Built a Viking Longboat (quarter sized model) Pupils took part in various activities including sewing the sails, making the oars, weaving, making shields and physically building the longboat, using the same techniques as Anglo-Saxon times just differing materials. Parents invited in to see the finished product.
Topic Name:	To Infinity and Beyond
Stunning Start:	Astronaut Training-Pupils take part in various activities to pass as astronauts to venture into space. Astrodome – visiting planetarium.
Hands-on 'memorable' activities:	KIC theatre – drama based on exploring a new planet and how to survive there. In Art, pupils use marbling to create planets. In Art, pupils create moonscapes. In DT, pupils created moon buggies (with an electrical component). In Science, pupils used fruit to show the size of the different planets relative to the sun. Create and bury a time capsule at Upton. Trip to The National Maritime Museum/The Royal Observatory in Greenwich to visit The Moon Exhibition, stand on the historic Prime Meridian Line and see the Great Equatorial Telescope.
Fabulous Finish:	Trip to The National Maritime Museum/The Royal Observatory in Greenwich to visit The Moon Exhibition

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Topic Name:	China
Stunning Start:	Chinese Dancing (parents to be invited).
Hands-on 'memorable' activities:	Chinese dancing-Pupils took part in the traditional umbrella and dragon dances to celebrate Chinese New Year. In Art, pupils attempted Chinese calligraphy. In Art, pupils created Ming vases through printing. In DT, pupils created a Chinese celebration meal (wonton soup).
Fabulous Finish:	Make with Kate. DT-Pupils made Chinese wonton soup.
Topic Name:	The Maya
Stunning Start:	Chocolate tasting. As part of WOW Day parents invited in to take part in DT making Mayan blankets with children.
Hands-on 'memorable' activities:	Kent Life-Mayan Day (pupils have the opportunity to meet the Conquistador, learn about technology and temples, religion, food and farming, weaving and textiles, and calendars and astromancy. Immersed in the sounds, smells and sights of the age, the children will meet many characters from the period and will get an insight in what life was like for The Mayans). In DT, pupils make Mayan blankets using tessellation. As part of WOW Day parents invited in to take part with their children (previous year pupils made Mayan pottery with their parents). In DT, pupils created a Mayan temple using Tinker CAD. Mayan dancing. In Art, making 3D Mayan masks.
Fabulous Finish:	Kent Life trip-Mayan Day
Topic Name:	Walk on the Wild Side
Stunning Start:	Ducks/chicks to watch hatch linking to life cycles.
Hands-on 'memorable' activities:	Visit to Howletts. Ducks/chicks (life cycle). Outdoor fieldwork unit to observe, measure, record and present the land-use features related to animal life in the local area.
Fabulous Finish:	Howletts Wild Animal Park Trip.
Topic Name:	Changes
Stunning Start:	DT: Bread Day
Hands-on 'memorable' activities:	In DT, pupils bake their own loaf of bread (linking to reversible and irreversible changes). Making salt dough based on the Giociometti.
Fabulous Finish:	TBC.
1. Topic Name:	**We'll Meet Again**
Stunning Start:	WW2 WOW Day – Peter O'Sullivan Visited
Hands-on 'memorable' activities:	Trip to Kent Life – Actors (RAF Navigation, Joining the home guard, looked round tradition ww2 houses and evacuation.) WW2 Jive taught by a visitor (parents invited) Building Anderson shelters Making periscopes Ramsgate Tunnels
Fabulous Finish:	Ramsgate Tunnels
2. Topic Name:	**The World Around US**
Stunning Start:	KIC Theatre The World Around Us based on Global Warming

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Hands-on 'memorable' activities:	D&T -International food day and evening (parents invited) cooked spring rolls, mini pizzas, sangria, pan con tomato, tortilla and Frankfurt in pastry. Geography – they made globe balloons to show the continents and lines of latitude and longitude. Independently researched and made 3D Biomes then presented them to the class explaining the key features. 'Speaker Competition' - Whole School based on Climate change.
Fabulous Finish:	International Food Evening - parents invited.
3. Topic Name:	**Circle of Life**
Stunning Start:	Stunning Start – children made DNA from sweets
Hands-on 'memorable' activities:	Quex Trip to Powell Cotton Museum – handling artefacts, adaptation and classification of animals. Children make and use their own printing blocks
Fabulous Finish:	Parents in – children taught their parents the artwork on Tessellation. Own investigation on Finches
4. Topic Name:	**Born this Way**
Stunning Start:	WOW day – dressed as something to do with the body or doctor etc. CPR with a visitor, Fizz Pop X 2 sessions and lessons on senses and adapting.
Hands-on 'memorable' activities:	Science – Making our own human Investigation on the digestive system Drew the circulatory system onto T-shirts. Science with 'Fizz Pop' X 2 sessions & qualified CPR sessions.
Fabulous Finish:	Parents in for a presentation on the learning this term
5. Topic Name:	**Fun at the Fair**
Stunning Start:	
Hands-on 'memorable' activities:	
Fabulous Finish:	Trip to Dreamland
6. Topic Name:	**Moving on Up**
Stunning Start:	Residential trip
Hands-on 'memorable' activities:	Sports Day – parents invited
Fabulous Finish:	Transition book, Production – parents invited Leaver's activities/ assembly – parents invited

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Enhancing the Curriculum in Music:

After School Clubs – Ukulele, Recorder, Choir, Rock Band, String Group

Lunchtime Clubs – Keyboard Orchestra, Songwriters, Folk Band, Classical guitar club, Boom whackers.

We also run two special choirs for the O2 Young Voices concert and the Thanet Festival of Song concert.

We hold an annual Spring Concert to showcase children's musical skills and abilities, with sections that are open to all children, via an audition.

Our annual Christmas celebration at Holy Trinity Church brings together musicians from the various clubs with the choir, a specially formed drama group and the whole school.

Djembe Workshops

Kent Music Tutors deliver 1 to 1 and small group private instrumental lessons – currently; violin/viola, guitar/ukulele, cello/piano.

Over the year, groups perform in a variety of concerts and situations, make recordings and some invite parents in for an open rehearsal. We also take part in local festivals and maintain links with the community to provide opportunities for musical performances.

In the last year we hosted a djembe workshop for parents and children and plan to schedule more workshops, due to its popularity.

Since 2018 we have achieved the Music Mark in recognition of our excellent music provision. This has been renewed each year by Music Mark, in recognition of our continued commitment. We also work closely with Kent Music in order to give our children full access to music activities provided, including developing our links with the local Music Hub at St George's.

Enrichment Linked to Specific Areas

Fun
Easter egg hunt
Polar Express experience
Whole school Christmas Panto trip
Upper and Lower School discos
Fun run/colour run
Summer and Christmas Fair
Christmas Unwrapped

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Easter Cracked
Cake Sales?
Charity Dress Ups
World Book Week

Linked specifically to English

Book week – The Journey: A week of activities linked to a whole school text
Spelling Bee
Y5 obstacle course to simulate the different hardships experienced during Shackleton's expedition linking to Ice Trap.
Y5 campfire and colour compound linking to The Firework Maker's Daughter and explanation texts based on how fireworks are made.
Y5 Trip to RNLI linking to our text The Mousehole Text in English. (16/03/20 & 17/03/20).
Y5 Trip the beach to generate vocabulary for poetry writing.
Half term reading challenge: Craziest place to read
Y4 the children create a TV advert, focussing on the use of persuasive language.
Parents Writing workshop – Brian Moses
The Speaker Competition
Thanet Public Speaking Competition
Year 6:
Year 6 all term 1 trips linked to Boy in the Striped pyjamas
Year 6 KIC theatre on Global Warming linked to Floodland
Yr 6 Trip to Powell Cotton Museum had some links to Kensuke's Kingdom
Yr 6 Trip to Dreamland links to Leon and the Place Between.
Yr 6 Speaker competition links to Flood Land

Author of the Term T1 Quentin Blake
Author of the Term T2 J.K.Rowling
Author of the Term T3 Cressida Cowell
Author of the Term T4 Dr Seuss
Author of the Term T5 David Walliams
Author of the Term T6 Beatrix Potter

Linked Specifically to Maths

Number Day

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Times-Tables competitions against other schools
World record attempt - TTRS.

Year 6:

Yr 6 Born this Way – circuits and investigation on heart rate – creating line graphs and working out averages for HA

Yr 6 – Timelines in We'll Meet Again & Born this Way.

Yr 6 WWII day and rationing with the weights in the 'shop'.

Yr 6 Kent Life trip – RAF navigation – using rulers, protractors and reading grid reference.

Yr 6 D&T Shelters measuring and working out lengths, had to be strong enough to withstand a weight.

Through Upton University

Year 3
Upton University (respect)– children made 3D printing devices around the theme of 'protecting the planet'
Upton University (friendship)– children made bunting and friendship flowers to display on a 'friendship wall'.
Upton University (resilience)- poetry unit in which children wrote 'I am' poetry about themselves.
Upton University (aspiration)– children created a reach for the star display as well as investigating people who were inspirational to them and setting goals for the future.

<u>Year 5</u>
Term 1 (Friendship)- Children made friendship bracelets and exchanged with another member of the Upton University group. They also created friendship pavement art and friendship hands listing the importance attributes of a friend, which were then used to create a friendship forest. This was made of trees for from all the hands of the pupils in the different Upton University groups in Year 5.

Term 2 (Aspiration)-Children took part in an aspiration project in which they considered their future selves and created a large outline of a person. The person was split into four parts. The feet represented aspirations of places the pupils want to go or things they want to see and do,

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the legs represented people they look up to and aspire to be like, the torso and heart represented the kind of person they aspire to be and the head represented their future and the career they want to achieve.

Term 3 (Respect)-Children made terrariums using a recycled plastic bottle, charcoal, stones, soil and planted peas. We considered respect for our environment and how to we can recycle to help save our planet.

Term 4 (Resilience)- Whole term not planned for due to lockdown.

Upton Uni Book Week activities –discussed the purpose of World Book Day and the charity behind it and their mission to provide all every child and young person with a book of their own. Discussed favourite books, stories and authors. Designed alternative book cover for their favourite book.

Year 6

Upton University (respect)– Cushion – respect our planet, Nelson Mandela Art
Upton University (friendship) friendship wordles, friendship ribbons, clay friendship models.
Upton University (resilience) Black out poetry and Life doesn't Frighten me at all poem.
Upton University (aspiration) Aspiration Staircase, Dream Catchers, Mandalas

Sport

Sports clubs we run across a year and events we attend

Community events we organise wider community

Any internal sports enrichment

Colour Run

Viking Games

Sports Day

OAA Experiences:

Year 3: Creed Giant Climbing Wall, obstacle course and survival skills.
Year 4: Kingswood Residential
Year 5: Dover Sailing
Year 6: Swattenden Residential
Bikeability

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Language of the Term

Term 1 Mandarin
Term 2 French
Term 3 Japanese
Term 4 British Sign Language
Term 5 Urdu
Term 6 Spanish

Enrichment Linked Specifically to Art

Royal Academy Trip for student groups as internal Art completion prizes
Damian Hirst
Monet- Waterlilies
Nick Park - Plasticine animals
Quentin Blake characters

Additional Leadership Opportunities

- Y3 Buddies
- Reading ambassadors
- Reading Buddies
- MFL Immersion buddies
- Sports Leaders
- SSOC
- Mediators
- Librarians
- Eco-Warriors
- Digital Ambassadors
- Christmas and Summer Fayres run by pupils
- Chinese Immersion project buddies
- French Penpals
  Within lessons leadership opportunities are included. This may be leading a team or game in PE, leading a research group; leading a science experiment team, chairing a debate etc

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Linking with Parents

Class Assemblies to Parents
Bereavement project
Come Dine with me
Parents in to see books
ENGAGE sessions for parents to learn with their children Parents in to create Stone Age tools as part of Rock Bottom topic.

Y3 Rousseau art work using colour mixing techniques learnt in the topic.
Knowing Me Knowing You – parents came in to create 'sense of self' art

Y4 DT Day – children and parents worked together to build a model which incorporated a working circuit with a switch.

Y5 parents to be invited in to take part in Chinese dancing
Y5 Parents in to make Mayan blankets with children
Y5 parents invited in to see finished longboat product that children have built.
Christmas Performances to Parents

UBBC engage sessions – 2019/20: art engage sessions (winter lanterns). Music engage session planned for T5/6.

Book looks and Upton University viewings.

Year 6:
Y6 children taught their parents the artwork on Tessellation.
Y6 International Food Day
Yr 6 Presentation on Born this Way topic
Yr 6 Leaver's assembly, production
Yr6 Sports day
Yr 6 WW2 Jive

Exemplar of:

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Gifted and Talented Provision and ENGAGE sessions

Upton School aims to provide specific opportunity for the further development of Gifted and Talented children outside of designated lesson time. We also create opportunities for parents to come into school and work with children on particular curriculum projects, EN-GAGING parents with their child's education

	Terms 1&2	**Terms 3&4**	**Terms 5&6**
English	Writing Competitions – Superhero – leads to published work Speaker competition Spelling Bee	Thanet Public Speaking Competition for all year groups Inter school Spelling Bee Debate club	Are you smarter than a parent? Spelling Bee In house Speaker competition
Maths	University of Kent Masterclasses for Year 6 Pupils	Term 4 Upton Maths Masters competition	Term 5 Inter-trust maths masters competition between the trust schools.
Science	Optional Science Homework Project	Optional Science Homework Project. 11/02/2019 GT sessions (chromatography Y3/4 and Y5/6).	Optional Science Homework Project. Fizz-Pop science open to all year groups. Y6 to East Kent Science Jamboree. Date TBC – GT session. Date TBC – parent engage session.
PE	**Across the year Upton enter over 50 competitive sports events at District, County and National level across a myriad of sports. Each seasonal term the school run 15 sports clubs - These change seasonally, allowing us to run over 40 different clubs each year. For further details please see the document 'Outstanding Sports Provision'**		
Music	**Across the year Upton run a variety of extra-curricular and lunchtime clubs and G&T children are directed towards these. These clubs include** **Ukulele, Recorder, Choir, Rock Band, String Group after school and Keyboard Orchestra, Songwriters, Folk Band, Classical guitar club at lunch**		

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	We also run two special choirs for the O2 Young Voices concert and the Thanet Festival of Song concert in addition to the main School choir, who practice weekly and compete in local events. The school also organises an annual spring concert		
Computing		Sudo-coding with Chess	Sorting algorithm (using sweets) – create AI
History and Geography		History - A local history study through architectural observation.	Geography - Beach Pollution
Leadership	Pupil Council Activities; mediators; librarians; computer room monitor; TTRS techies;	Sports Leaders Training Year 6	Sports leaders Training Year 5 Panathlon event y6
DT		Creating an electric car	Dane Court outreach Term 5/6 TBC
Art	Mural competition in Music Room	Rotary club competition (2 pms needed) 27th February (A Laffey) 6th March (A Laffey)	The Thinker – 3D model 5th June (cover needed) 19th June (cover needed)

Engage Sessions for Parents:

	Engage Session 1 (brief description of content)	Date	Engage Session 2 (brief description of content)	Date
Creative Cats	Year 3 and 4 Parents and children create an interactive book using photographs from home to document their lives. Different design features to be used, e.g. turns, flaps, pull tabs, pop out features. Parents asked to bring photographs along.	13th February	Year 5 and 6 Parents and children create an interactive book using photographs from home to document their lives. Different design features to be used, e.g. turns, flaps, pull tabs, pop out features. Parents asked to bring	22nd May

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	History – chronology of their life. Perhaps a family tree. **DT – a range of design skills explored and used.** **Art – Use a range of resources to make the pages look attractive, engaging and thought is given for the arrangement of features.**		**photographs along.** **History – chronology of their life. Perhaps a family tree.** **DT – a range of design skills explored and used.** **Art – Use a range of resources to make the pages look attractive, engaging and thought is given for the arrangement of features.**	
Logic-Led	**Number Day 1st Feb**		**Maths Mastermind - Pupils VS Parents**	
HMHB	18/03/ Parental engagement session (liquid density)		25/03 GT session Y3/4 (chromatography	
L4L	**Reading meeting – Phonics and reading scheme**	**10th January**	**SPaG/Writing workshop**	**Term 5**

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What is Cultural Capital and how we can include it:

Our understanding of '*knowledge and cultural capital*' is derived from the following wording in the national curriculum: '*It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*'

A key aim of Cultural Capital is to expose children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.

It is thought that children from low-income backgrounds benefit the most as "*the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility*". However, Cultural Capital is beneficial to all pupils.

Socio-economic factors within the country can limit the options of some families to provide cultural opportunities for their children. We believe, therefore, that schools play a massive role in ensuring access to all.

Across the curriculum we plan explicitly for Cultural Capital opportunities and some examples this can be found below:

Subject	Examples of Cultural Capital Opportunities at Upton Include:
English	Reading is the main vehicle through which pupils will discover essential knowledge. Reading is the driving force behind our curriculum and promoted at every opportunity. The opportunity to perform through drama, whether this be performing to parents or speeches or class drama Exposure to high quality texts that promote cultural and moral learning. Our texts are intentionally chosen because of their moral or cultural content and feature texts by authors of differing gender and ethnicity.
Maths	Maths is full of essential knowledge. From using money, telling the time and knowing about shapes, to how to add and subtract, multiply and divide. Using real-life problems is an excellent way to show pupils the validity of their maths knowledge
Science	Opportunity to experiment, to find out WHY something happens

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	National Curriculum includes a wealthof Science Cultural Capital including understanding about humans and plants, life cycles, light, sound and forces space and electricity. We also ensure that this knowledge is supplemented by the opportunity for pupils to prove this for themselves wherever possible. To investigate, to see things first-hand, to find out for themselves…
Art	In Art, pupils learning about a range of well-known artists and study their work and their lives. In addition, we organise a number of art competitions and projects that allow children to develop their art skills. To promote Art opportunity further we link with a local art club to host onsite activities.
DT	The opportunity to saw, cut, mould, join, etc. is something that many children are unable to access at home. By ensuring we have both the tools and the opportunity at school, all our children can learn these practical life skills from an early age. In addition, in every year group pupils have the opportunity to cook and prepare food, again something we consider to be essential knowledge.
PE	We view swimming as essential knowledge, as a life skill, and have worked hard to maintain a swimming pool onsite so that every year group has swimming lessons every week. Within PE, pupils have the opportunity to experience a multitude of differing sports through weekly lessons. We run a minimum of 10 after-school sports clubs each week and 30 across the year. The school hosts huge multi-school events onsite to allow pupils the opportunity to compete for the school without the barriers of travel.
Computing and ICT	As we move into an increasingly technological future, knowledge of computing and ICT becomes ever more essential. Aside from the opportunity to learn coding and programming processes, essential knowledge includes the ability to stay safe online. We have an extensive e-safety programme that teaches pupils these skills as part of our Personal Development Curriculum. In addition, computers are key to pupils discovering essential knowledge for themselves and so significant school spending ensures that we have an up-to-date computer room and a set of laptops and iPads for each year group.
Music	Within Music, every year all pupils have music lessons through which they learn to play an instrument: recorders, ukulele, violin and keyboards, and learn to understand musical notation. Pupils take part in weekly singing assemblies to have opportunity to sing as a larger group The school operates a choir who perform at local events, a Singing Club who travel to London to perform and a multitude of differing opportunities for instrumental tuition. In addition, pupils learn about different types of music from differing cultural backgrounds and the music of differing composers. *See our Music Cultural Capital document*

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	The school has been awarded the Music Mark for the quality of our Music provision
Geography	In Geography, Cultural Cpaital can be gained from the study of differing cultures and backgrounds both internationally and locally. Opportunity to read maps and learn orienteering skills Knowledge of local and international landmarks -where they are and why they have been erected. Learning about differing aspects of countries that link to nature, be that Earthquake drills in Japan, understanding how the water cycle works, what biomes are and where to find them in the world or opening their eyes to the amount of light pollution.
History	History is full of cultural capital opportunities and essential knowledge. Our history curriculum mirrors the National Curriculum in studying ancient history and cultures but also adds aspects we feel pupils should know about – an appreciation of human achievement and creativity. The Wright Brothers, the first man and woman to climb Everest, the first man and woman on the moon. Thomas Edison, Charles Darwin, Rosa Parks etc Please see our *Curriculum Planner* for further information . Other examples of opportunities for Cultural Capital in history include: •Pupils investigating their own family tree •The origins of internationally important events still running today, such as the Olympics •Historical figures or events linked to our locality: Thomas Beckett, St Augustine, Thomas Crampton and Charles Dickens, wartime defences, etc. •Learning about endangered creatures and human impact on nature across history •Learning about internationally relevant discussions including the History of Global Warming •Working with sources to ensure that children have the essential knowledge to make informed judgments for themselves.
MFL	Within MFL we link to the languages of children in the school through our Language of the Term and Assemblies to ensure Cultural Capital is relevant. We also promote knowledge of differing cultures through our links with the local English Language School and Immersion projects
RE	RE is an excellent opportunity for pupils to experience the diversity that exists within different cultures. It is important for children to understand that these different cultures exist inside their own countries, inside their own schools, and should be celebrated. At Upton we study differing religions in RE lessons and celebrate diversity within our assemblies
PSHE	PSHE is rich in cultural opportunities as pupils investigate the world and people around them with aim of understanding themselves and others. This is essential knowledge for pupils as they need the skills to interact within society.
Our Locality	It is exceptionally important for children to recognise the culture in their own locality, because it is more relevant to them. Town trial, local visits and trips, inviting visitors in, involving in the community, all take place. See our

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	'Curriculum Planner' for further details.
Extra-Curricular Opportunities	Rich, extra-curricular opportunities provide plentiful opportunity for cultural capital and can 'bring it to life' for pupils. These can take the form of visitors to the school, such as Warden O'Sullivan, Fizz Pop Science, Jaws and Claws, the astrodome, Thanet Archeological society etc; or trips out to visit Dover Museum, Greenwich Observatory, the Ramsgate Wartime tunnels etc, or additional clubs in sports, music, art, debate, eco-warriors, etc . Sometimes the experience itself is important, such as the Upton Colour Run. Please see our '*Curriculum Planner*' for details
Assemblies	Our assemblies are an opportunity for the whole school to come together and learn about essential aspects. For a full list of our assemblies please see our 'Curriculum Planner'
OAA	The opportunity to experience OAA events is particularly difficult for disadvantaged pupils because of the cost involved and traveling required. Each year group has an OAA focus and the school tries to include all pupils who want to take part. Year 3: Climbing Wall Year 4: Overnight OAA Residential Year 5: Sailing Year 6: Week-Long Residential

Upton Music
Cultural History of Music
Outline of people studied

Each music lesson ends with a short video and chat around a person/instrument or event in music history, related to the instrument being studied.

Year 3 - Recorder

Person/instrument/Event	**Notes**
Term1 – The Recorder Family	
Orlan Charles – Recorder Ensemble – How Far I'll Go from Moana	Introduces the recorder family and a modern recorder/woodwind player, recording contemporary tracks and posting on his own You Tube Channel. **Genre – Musical Film**
Perkelt – modern 'speed' folk band	Highlights the difference between descant and alto recorder - introduces modern folk style **Genre – Folk** **Cultural Impact – folk music being the basis for all music**
Annette Zeigemmeter – 'Who's Bar Three'	Introduces tenor recorder linked to delay effects unit to create loops – use of technology with a traditional instrument. **Genre – Ambient/tech** **Cultural impact – the development of new genres**

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	through the mixing of technology and tradition
Morning Mood – modern composition by Nastya Maslova and Grisha	Introduces the bass recorder and the way instrument makers have to adapt a design to create new instruments. **Genre - folk**
Led Zeppelin – Stairway to Heaven	Key moment when a recorder made its way into mainstream rock consciousness. **Genre - Rock**
Orlan Charles – Iron Maiden Medley	Introduces the flute and the concept of the recorder being part of the larger Woodwind family. **Genre – Heavy Metal**
Term 2 -The Woodwind Family	
Lean On – by Four Play	Modern Clarinet quartet showing the main members of the clarinet family, playing contemporary funk jazz. **Genre - Jazz**
Oboe Quartet – Swan Lake	Classical composers – Tchaikovsky and the ballet - **Genre – Classical/Romantic Period** **Cultural Impact – the importance of Ballet in the development of music**
Uptown Funk - Saxophone	An instrumental version showing the versatility of the saxophone and its family – **Genre – Funk/Soul**
Super Mario Bros Medley - Bassoon	Introduces the bassoon as the largest of the woodwind and how gaming music has been a major area of development in music. **Genre – gaming music** **Cultural Impact – The development of a new genre linked to emerging technologies – the changing shape of the music business**
Fireflies – wind quintet	Shows the entire woodwind family in ensemble – **Genre – Pop Music**
Term 3 – The Recorder Timeline	
The 1300's – In the Beginning! – Music by John Dowland – Queen Elizabeth the First's Lute Player!	The Renaissance Period – Henry the VIII and all that – setting the recorder in context. **Cultural Impact – A Catholic lutenist working for a protestant Queen! The value placed on music!** **Genre – Renaissance Music**
The 1600s to 1700s – The Recorder loses out to the flute! – Music by C.P.E Bach played on a wooden flute	Shows how the greater power and flexibility of the flute ousted the recorder as the main woodwind instrument! **Cultural Impact – The development of instrument technology** **Genre – Baroque Period**
Into the 1900s – the recorder begins to get a new following – Music by the Rolling Stones – Ruby Tues-	Shows how the recorder began to develop a new following, particularly after being used by Pop icons

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day!	such as The Beatles, Rolling Stones and Jimi Hendrix, amongst others! **Cultural Impact – how the influence of folk and pop affected the popularity of an instrument.** **Genre – Rock/Pop**
The 1950 onward – the 'School Instrument'! Music – Music clip of children playing in school lesson.	How the school system helped widen the popularity of the instrument. **Cultural Impact – how mass production techniques allowed an instrument to become the mainstay of school music lessons!**
The present day! – Developments in the recorder – Music – Video showing the range of Nuvo Instruments	How the recorder is still developing, highlighting the Recorder+ by Nuvo, a recorder with keys (like a flute).

Year 4 = Violin

Person/instrument/Event	**Notes**
Term1 – The Bowed String Family	
How the Violin is made!	Showing how a violin is hand built and uses traditional skills and materials -how little has changed over hundreds of years.
The Viola – Music - Pirates of the Caribbean	How the need for a deeper sound was solved by using a larger instrument and thicker strings. **Genre – Film Music**
The Cello – Music – Thunderstruck – Two Cellos cover of AC/DC song	How musicians are crossing boundaries and challenging the concept of classical instruments. **Genre – Hard Rock**
The Double Bass – Adam Ben Ezra – Intro! https://www.youtube.com/watch?v=2Qsz91jDwA0	Use of technology to create complex compositions – using a loop pedal with cahon and double bass. **Genre – Latin Funk Jazz** **Cultural Impact – modern technology giving solo musicians the ability to create quality recordings.**
The electric violin – Bryson Andres – 'Secrets'	How the violin is still developing, with the use of electronics and technology. **Genre – Classical/tech**
The Medieval Violin – The Drunken Piper – played on a	How early violins differed from the modern vio-

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recreation of a medieval violin	lin. **Cultural Impact – the growing interest in early music and its instruments.**
Term 2 -Innovators of the Instrument	
Niccolò Paganini – Caprice No.24 – excerpt from film biography	How Paganini was possibly the world's first 'Rock Star' – outline the similarities. **Cultural Impact – the rise of the celebrity musician.** **Genre – Classical/Romantic**
Nicola Benedetti – Theme from Schindler's List – from the Classical Music Awards Show	Showcasing a prominent female musician achieving international recognition. **Genre – Film Music** **Cultural Impact – the growing recognition of female artists in the field of music.**
Nigel Kennedy – Vivaldi – Summer 3rd movt from the Four Seasons	How Nigel Kennedy, amongst other, changed the public face of classical music by de-cluttering and debunking many of the myths surrounding it. **Genre - Classical/Baroque** **Cultural Impact – Classical musical accessible to all regardless of class or background.**
Mark Wood – SpiderPirate – mash up of two film music scores - live	How Mark Wood is among musicians changing the way the violin is fundamentally constructed, adding extra strings, frets, electrics etc… **Genre – Film Music**
Lindsey Stirling – The Phantom of the Opera – electric violin and acoustic	Another female musician pushing the boundaries, expanding the repertoire and changing the image of the violin. **Genre - Musicals**
David Garrett – He's a Pirate – live performance	A modern virtuoso - a previous holder of the world's fastest violin player! **Genre – Film Music**
Term 3 – More Violin Genres!	
The Abram Brothers – Northern Redemption	How 'folk music' develops by an aural tradition and therefore changes into different 'flavours'! **Genre – Bluegrass (America/Canada)**
Seth Lakeman – The Hurlers	Similarities and difference between English folk and the Bluegrass seen last week. Why? **Genre – Folk Rock**
Brianna Kahane - Csardas	How age is no barrier to excellence. Showing a child prodigy perform what is considered a tech-

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	nically difficult piece. **Genre - Classical**
Tim Kliphuis – All of Me	What makes Jazz, Jazz? The idea of improvisation and aural communication. **Genre – Gypsy Jazz**
The Chicken – by Jaco Pastorius	How Jazz has developed, incorporating many other styles along the way. **Genre – Jazz/Funk**

Year 5 - Ukulele

Person/instrument/Event	**Notes**
Term1 – The Plucked String Family	
Ukulele – Let it Be – McCartney/Lennon – Ukulele Underground	Showing how the ukulele has become a international success and originated from the islands of Hawaii. **Genre – Pop** **Cultural Impact – How the internet has increased the number of people playing an instrument – the growth of 'playalongs'.**
The Oud -Pirates of the Caribbean	How the modern guitar developed from a Middle Eastern instrument, brought back by Europeans visiting the Holy Land. The Oud became the European Lute! **Genre – Film / World Music**
The Baroque Guitar – Regina Albanez performs Canarios by Gasper Sanz	How early guitars were not cheap and mainly owned by richer members of society. How sheep's' intestines were used to create strings! **Genre – Baroque**
The Classical Guitar – Sharon Isbin performs Leyandas by Granados	How the 'modern' classical guitar developed from the baroque instrument. **Cultural Impact –** How the invention of nylon allowed strings to become cheaper, longer lasting and mass produced, opening the instrument up to many more people! **Genre – Classical/Romantic**
The Acoustic (Steel String) Guitar – Andy Wahlberg – Bohemian Rhapsody on Acoustic Harp Guitar!	How the guitar changed when it landed in America with the first European settlers – the invention of steel strings making it louder and more durable. **Cultural Impact – How people's needs forced the development of instrument technology!** **Genre – Acoustic Rock**

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The Electric Guitar -Joe Satriani – Surfing With the Alien	How the electric guitar developed when guitarists needed to match the volume of other instruments – and then exceeded them! **Cultural Impact – how music changed due to the advances in technology.** **Genre – Heavy Rock**
Term 2 -Innovators of the Instrument	
George Formby – When I'm Cleaning Windows!	How George's music introduced a little know Hawaiian instrument to the world. **Cultural Impact – How George's WW2 tours promoted the ukulele as an instrument for all, cheap and easy to learn.** **Genre – Film Music**
Ukulele Underground – Mele Kalikimaka	Where the ukulele was created and how it got its bizarre tuning! **Cultural Impact – How a little know Hawaiian folk instrument became a international instrument.** **Genre – Christmas Song (trad)**
Grace Vanderwall – I Don't Know My Name	How anyone of any age can achieve. Video showing Grace achieving the Golden Buzzer on America's Got Talent at the age of 12.
Jake Shimabukoro – Bohemian Rhapsody – arrangement for solo Ukulele!	How the ukulele can be taken to the level of virtuosity seen in more traditional instruments.
Zee Avi – Just You and Me	How modern tech allows people to record their own music and then distribute it via the internet, allowing many other people to hear it.
The Ukulele Orchestra – Theme from The Good, Bad and the Ugly!	How a bunch of ukulele players created a UK then worldwide phenomena. **Cultural Impact: How this has resulted in the sprouting up of Ukulele clubs around the globe.**
Term 3 – More Genres for String Instruments!	
	This section is due to be reviewed and will probably change to World string instruments – to expand children's understanding of World Music. **This should be complete and in place by Dec 2020.**

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Year 6

Person/instrument/Event	Notes
Term1 – The Keyboard Family	
Harpsichord – Theme from Mission Impossible	How the first stringed keyboard instruments were incapable of playing loud and soft **Genre – Film Music**
Grand Piano – How a piano is made!	How the piano become the most popular keyboard instrument, due to its ability to play loud or soft!
Accordion – Uptown Funk	How the need for portable 'folk' keyboard instruments led to the development of accordions and other similar instruments. **Genre – Pop/funk**
Organ – Fear of the Dark – arrangement for solo organ.	How the organ ousted church bands and ensembles, due to its reliability and volume. **Genre – Heavy Metal**
Celesta – Hedwig's Theme from Harry Potter.	How new sounds were discovered as experiments with keyboards took place! **Genre – Film Music**
Synths and Keyboards – Explosion – improvised piece for synths.	How technology has leapt forward so quickly and allowed whole new genres of music to develop. **Genre – electronic/experimental**
Term 2 -Film Music – and beyond!	
The Imperial March from Empire Strikes Back – John Williams	How John Williams has produced music for some of the most well known films in history. **Cultural Impact – the continuation of the 'Classical tradition' through film music.**
Theme from The Dark Knight – performed live by Hans Zimmer	How synths and keyboards can also be used for film music and expand the sounds possible.
The Music of Gods of War by Bear McCreary.	How 'gaming' has become a new genre of music as creative as film music. **Cultural Impact – how the rise of gaming has created a whole new opportunity for musicians.**
Six Flags – Ghostbusters Ride – Queue music	Video showing the music used for a roller coaster queue and how it uses emotional techniques to manipulate the guest's responses! **Cultural Impact – music as a way to alter peoples emotions and reactions.**
Theme from 60's Doctor Who – by Delia Derbishire	Video showing early electronic pioneer Delia Derbishire creating purely electronic sounds for the Doctor Who theme. **Cultural Impact – how electronics and TV music**

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	can be made by anyone of any gender/race/background.
Term 3 – Famous Players	
	This section is due to be reviewed and will probably change to reflect a greater diversity of gender/ethnic background. Including players such as Scott Joplin, Fatts Waller, Clara Schumann. **This should be complete and in place by Dec 2020.**

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Key Historical Figures –Best of What has been thought and said:

Y3	Lucy as an AUSTRALOPTHECUS Howard Carter and Tutankhamun The Wright Brothers The first Olympians Nelson Mandela Rosa Parks Emmeline Pankhurst Henri Rousseau (art) Friday Kahlo (art) Jackson Pollock (art) Barbara Hepworth (art) Andy Goldsworthy (art) Benjamin Zephaniah (Black History Month)
Y4	Julius Caesar and Boudicca Alexander the Great Thomas Edison Sir Edmund Hilary and Ang Tsering Sir Thomas Beckett David Attenborough (discussed in Life on Earth topic) Walter Tull (Black History month) Grayson Perry (art) Rembrandt (art) JMW Turner (art) Marcel Duchamp (art)
Y5	Ernest Shackleton Neil Armstrong, Buzz Aldrin, Michael Collins Nelson Mandela Stephen Brown (art)
Y6	Hitler Churchill Charles Darwin Carl Linneaus David Attenborough (through English) Andy Warhol (art) Georgia O'Keeffe (art) Escher (art) Jean Tinguely (art) Martin Luther King (Through English, PD and PSHE) Nelson Mandela Alexander Flemming
Assemblies on Key Figures:	
Malala Yousafzai Emmaline Pankhurst Author of the Term T1 Quentin Blake Author of the Term T2 J.K.Rowling Author of the Term T3 Cressida Cowell Author of the Term T4 Dr Seuss Author of the Term T5 David Walliams Author of the Term T6 Beatrix Potter Damian Hirst Monet- Waterlilies Nick Park - Plasticine animals	

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SMSC at Upton

SMSC runs through the heart of Upton and is often difficult to verbalise because it encompasses so many aspects.

This document breaks down SMSC in the school against the key descriptors outlined

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The Spiritual, Moral, Social and Cultural development of pupils is shown by their	
The Spiritual Development of pupils is shown by their	
Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	• **PSHE lessons:** The PSHE curriculum consistently encourages reflection and discussion about beliefs to ensure children consider their perceptions rather than simple accept them. • **Opportunity for interaction: school** is increasingly busy and so although school starts at 8.50 we allow pupils into school from 8.40 so that they can have those conversations with teachers, with each other. • **Challenging Perceptions**: our whole school assemblies challenge children's perceptions and educate against intolerance as well as informing about the beliefs of others. • Our weekly assemblies target respect, feelings, tolerance, understanding as core issues and promote these with all pupils. We regularly revisit the qualities that make up 'teams' and understand that everyone has value. • We regularly invite our linked Minister –Rhodri Walters - into school to talk about spiritual issues as well as the local Iman: we engage with the Christian faith by taking part in events such as Easter Cracked and Christmas Unwrapped, by visiting the church; by celebrating key religious occasions, be they Christmas or Divali or Ramadan. • Each year we operate a Prayer Space on the field for a week, a place where pupils can reflect and explore as part of our Reflection Week . Children consider their own lives and wider world issues • We also have a Values week whereby pupils investigate 'good to me' and 'good to be anyone' – positive values regardless of gender, race etc. • Our Diversity week in the summer term gives pupils a wider understanding of the world around them. • We have links with the local foreign school and arrange for placements when their pupils come across to England for mutual learning. • We engage with cultural initiatives and such as charity work to raise money for those less fortunate or in need of aid. Whether that be at the Harvest to help the homeless or for one of our main charities (see website for details). • At the end of our main assemblies pupils pause to reflection for 30 seconds specifically upon the message of the assembly and how this impacts their own lives. • Our B4l targets ensure pupils reflect upon their own behaviour specifically related to their learning. They identify key areas to improve. We share these targets and pupil progress towards b4l with parents. • Our positive behaviour policy advocates pupils being proud of good behaviour and proud of the school. They are rewarded not only for their good behaviour but the consequences of it and how it impacts upon others We actively encourage children and families from different religious backgrounds to share their culture with us, be this in lessons or in a wider platform through assemblies. • Within all lessons children are encouraged to find out more about themselves, to challenge their own perceived limitations and respect and applaud the values of others. • Upton's Reflection Week is a special time when children, staff and parents are urged to consider their own lives and wider world

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	issues in a calm, peaceful environment.
Sense of enjoyment and fascination in learning about themselves, others and the world around them	• This aspect is the bedrock for our curriculum – particularly our UBBC. We believe that through enjoyment and interest children learn most effectively and, importantly, retain their learning. • By having the majority of our lessons as hands-on and, in particular, the huge amount of opportunity we provide at the school in terms of additional events, trips, clubs, experiences (see '***enhancing the curriculum***' document) children really enjoy school
Use of imagination and creativity in their learning	• The UBBC (Upton Broad and Balanced Curriculum) has imagination and creativity at its heart. From day to day experiences such as imagining you are someone or somewhere else in English, being creative in Art, Design, sport or Music, recording information in differing ways, writing from differing perspectives. • Our trips and WOW days help children to imagine what life is like in other cultures or in differing times.
Willingness to reflect on their experiences	• A theme running through every Upton class is TTYP (Talk to your Partner). We believe conversation between peers is essential to the sharing of ideas and involvement in learning. We encourage children to not just experience but also to learn from their experience. This aspect applies to every aspect of life around the school. • Children are aware that making mistakes is a natural part of the learning curve and that we can always improve. Self-assessment and evaluation within learning is also key and pupils are encouraged to reflect upon their own learning and the learning of parents and peers
The Moral Development of Pupils is shown by their	
ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	• This is covered primarily through PSHE and the day-today interactions and processes within the school. Our assemblies, PSHE lessons and robust behavioural systems empower the children and scaffold them towards making right choices. • We reward the right choices children make through our behaviour system. • We have public recognition weekly in our celebration assemblies as pupils of the week, awarding of the behaviour trophy, the kindness Cup, celebrating success and positive actions. • Our assemblies directly address choices, peer pressure, e-safety and similar themes that educate children about right and wrong. British Values are an important part of our PSHE curriculum. • Positive relationships between staff and pupils enhance the desire of pupils to 'do the right thing' and pupils are quietly proud of their ability to do this. • Within our popular after-school provision we have codes of conduct that determine expected behaviour. Our sports teams regularly win Fair Play awards and we value this aspect more than winning of matches and trophies. • The extremely high level of behaviour in the school demonstrates the understanding children have of right and wrong and how to treat others. We have a Behaviour trophy Awarded every week for classes who don't lose a single behaviour point • Our Kindness Cup each week is presented publicly to a pupil who exemplifies kindness. This motivates others to be kind and reinforces this ethos around the school. • During their time at the school children are educated in keys aspects such as e-safety, the effects of drugs and alcohol, moral issues such as stealing and the law itself

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understanding of the consequences of their behaviour and actions	• Behaviour across the school is strong because we invest considerable time and effort in this area. This relates to traditional behaviour seem through interactions but also behaviours for learning. • Children understand why they need to behave appropriately; our behaviour system rewards them for changing negative behaviours and we use any negative behaviour to demonstrate how a child could have acted differently. • Children learn from their mistakes in this area also as they do in subject learning. • We have regular assemblies regarding behaviour and it's a key part of class PSHE. • In addition, regular reminders reinforce positive behaviours. Understanding that behaviour can bring positive results such as tangible rewards including as the behaviour trophy; extra play time; rewards at the end of each week and each term, the Kindness cup, pupil of the week/term. • For those involved in more extreme behaviour particularly, emotional regulation and behavioural support focus in them understanding the consequences on others of their poor behaviour but also the negative consequences it brings about for themselves. This reflection is key to growth
interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.	• Our PSHE lessons gradually involve moral and ethical issues as children become mature enough to engage with them. We educate children through PSHE and RE lessons but also through our topics in the afternoon which link to moral and ethical issues, as do topics within our English curriculum. • Within our English lessons pupils experience writing as other characters or for or against issues. We use hot seating and drama to allow children to understand the viewpoints of others and intentionally challenge stereotypical thinking and viewpoints.

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The Social Development of Pupils is shown by their	
use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds *willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively*	• At Upton we pride ourselves on the 'have a go' ethos throughout the school. This ethos is promoted through a huge number of volunteering or social clubs and groups that we run. We run an extensive network of after school sports and music clubs - 20 each week - that allow children to participate both inside and outside of school and in differing settings. • Across the school children have a huge opportunity to volunteer to get involved: mediators, sports leaders; librarians, computer monitor, pen-pals, club leaders; house captains; eco-warriors; public speaking events, school council, house assemblies that involve vertical grouping. A huge number of children at the school volunteer to be part of this and all opportunities involve cooperating with others and being able to regulate their activities responsibly in order to manage any conflicts. • Children at Upton are also exceptionally eager to participate in charity events and we raise thousands of pounds each year to support charities and worth causes *(see school website)* • We also invite parents in regularly to the school for book looks, concerts, assemblies, ENGAGE sessions where they can work with their children, special days such as number day, jaws and claws, Upton Jive, Fabulous Finishes to our topics.
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	British values as an integral part of the school – taught explicitly in assemblies, within our curriculum lessons and within PSHE. Our displays around the school include a heavy British Values element and we feel it is important that children are often reminded that these are the values that govern our lives within this country See our '*British Values*' document on the school website for further information

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Pupils' Cultural development is shown by their:	
understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others *understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain*	• Cultural diversity and influences are explicit within our curriculum. Our current curriculum contains a huge amount of embedded Cultural Diversity within topics. • We have a diversity week across the whole school • Language of the Term and related assemblies. • Such topics are covered in history and geography as well but we also educate the whole school in terms of the importance of appreciating others from diverse backgrounds especially through our whole school assemblies At school we study Mandarin and examine the culture; • we have French pen pals and exchange visits • we are involved in immersion projects with the local English Centre whereby children from other countries visit the school for elongated periods fro mutually beneficial cultural exchange. • See '***Cultural Diversity with the Curriculum***' on the school website
knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	• The school involves in national occasions that demonstrate British values and in particular democracy. Our pupils 'vote for their own party in mock general elections' and we engage the services of professional 'politics for children' speakers to help simplify events such as Brexit voting and national elections for the children
willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	This is, without doubt, a huge strength of the school. • Our enrichment programme is extensive and extremely broad. We believe in opportunities and life experiences for our pupils. • **Our extra-curricular and enrichment programmes are huge and detailed on the school website.**

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	• We have award-winning sports and music provision, huge uptake in art projects across the school and massive application to be 'buddies' to foreign students who visit or pen pals
interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	We believe that understanding something is essential to reducing fear or mistrust. In RE pupils learn about different faiths and to respect differences. In PSHE we celebrate diversity and differences by specifically targeting this; within the UBBC and the English curriculum, cultural diversity is promoted and celebrated through deliberate choice of books, authors or themes • Our assemblies promote tolerance and respect as their primary aim; there is no racism at the school or intolerance of personal belief and life choices. Some of our assemblies this year are below: Managing Anger Being Left out Sharing problems – mental health British Values Diversity and Tolerance Choices Manners Peer Pressure Racism and Homophobia Healthy days – Train Like a Jedi New beginnings Friendships Goal-setting Hopes and dreams Anti-bullying Specific foci such as: Ramadan Divali Martin Luther King Day Holocaust remembrance WWI anniversary Language of the Term Author of the Term Artist of the Term Celebration assemblies Core Values assemblies

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How we use our Local Community

Y3	Term 2 - (The Stone Age) Walking to the cliffs at Louisa Bay and studying the cliffs. Linking to chalk and flint. Term 3 – (It's a Small World) Local area town trail, identifying local landmarks and deciding if they were an achievement or a folly. Term 4 – Trip to Kent Life in Maidstone
Y4	Term 2 – Trip to Dover Museum (for Greeks) Term 4 – Canterbury Roman Museum, links in learning to Richborough and Reculver (Romans) Term 5 – Wildwood (habitats), Broadstairs beach (for habitats) Term 6 – Turner Centre, Margate Caves, Shell Grotto (for Communities)
Y5	Term 2- Make your own History – Created a Viking Longboat (The Education People from Maidstone). Term 1 topic but due to availability start of T2. Astrodome (planetarium from Rochester, Kent). Term 3-Make with Kate-Chinese Wontons (Broadstairs based Food Tech teacher). Term 4-Visit to Lifeboat Station (Ramsgate). Mayan Day at Kent Life- (Maidstone). Term 5- Trip to Howletts Wild Animal Park (Canterbury). Term 6-Dover Sea Sports (Dover).
Y6	Term 1 – Ramsgate Tunnels, Kent Life Maidstone, parent in to teach war time jive. Term 2 – Make with Kate-Chinese savoury dishes from around the world – International food day (Broadstairs based Food Tech teacher). Term 3 – Quex Powell Cotton Museum Term 4 – Andy from East Kent Collage comes in to teach CPR and first aid, FIZZ POP Visit for WOW day. Term 5 – Dreamland, Science Jamboree (Pfizer). Term 6 – Beach, St Lawrence college performance,

In addition we get involved: Sports and Music events; public speaking and art in the community etc

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Personal Development:

Personal development is massively important in the school. It is both in the main curriculum and specifically targeted. We plan a PD curriculum each Term. Please click HERE

Key indicators of Personal Development are identified and specific learning is targeted. Personal Safety; Mental Health and Wellbeing; Enrichment; British Values; Cultural Diversity; Pupil Voice; Leadership; PSHE; Moral and Ethical Debates and Community Orientated Climate are some of the things wek plan specifically and regularly to include.

In addition to this, we have specific Personal Development Days, Reflection Week, Diversity Week and British Values Weeks. Personal development is also the over-riding theme of our weekly whole-school assemblies, while our weekly 'Upton University' programme of activities sees vertical learning across the school taking place focused on our school's values of Friendship, Aspiration, Respect and Resilience.

British Values. Every term Upton has a British Values week. In this week they will learn about the objectives stated above in their UBBC and also take part in an element of British Values in their English learning. The whole school assembly will also centre on British Values. In addition British Values is within our curriculum and opportunities to develop these values are planned for and taken (see BV and CD progression).

School Assemblies:

Fire Safety Workshop
Coastal Safety (lifeguards)
Feagans Assemblies and visits from Canon David Roper
Charities fundraising- Supporting Children In Need; Red Nose Day; Sports Relief Mile Sports:
Pupil Council:
Trip to Houses of Parliament
Whole School Prayer Space
Anti-bullying week
Christmas Service at Holy Trinity
E-safety – explain
Hello Yellow: Wear Yellow for Mental Health Awareness
Love in a Box
Harvest

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Tatton Spiller introduced General Election to Upton

Goal setting
Hopes and dreams
Anti bullying
MLK
Peer Pressure
Honesty
Personal Safety
Holocaust remembrance
Managing anger
Being left out
Problem Shared is a problem halved
Sharing problems – mental health
Diversity and tolerance
British values
Choices
Good manners
Why are people Hungry
Firework safety
Peer pressure
Racism
Ramadan
Divali
Supporting food bank
Train like a Jedi - Health
Hopes and dreams
Friendships

Cultural Diversity
Upton has less than 10% EAL and so we make additional effort to introduce Cultural Diversoty

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Year 3: 'Knowing Me, Knowing You' in - how everyone is the same AND different. 'It's a Small World' topic compares life in the UK to life in a different country. The four classes in Year 3 investigate life within four differing countries and societies. The children then presented an assembly to parents to share this information.In addition to this, Year 3 study texts such as 'Rosa Parks - Little People, Big Dreams' and investigate the food and lifestyle of Egypt.

Year 4: cultural diversity can be seen through the choice of texts we focus on across the year in English lessons: **'Gregory Cool'** is about a boy who moves from London to Tobago and experiences their culture. From this text pupils produce a travel brochure about Tobago and the festivals and culture that can be experienced there. 'Afternoon lessons in Year 4 include children looking at how people in Japan prepare for earthquakes in a similar way to our fire drills, learning about pilgrimages on their trip to Canterbury Cathedral, finding our about Greece and taking part in a town trail around Broadstairs looking at local landmarks and the background related to them.

Year 5: continue in the same vein. They learn about China in their topic lessons. The Year 5 English Text -'Firework-Makers daughter' – is set in China, enabling pupils to learn about Chinese culture and also challenging the stereotype through the text that girls cannot be firework makers.

Year 6 :pupils study '**Circle of Life',** a topic about evolution and DNA that explores how we are unique. '**The World Around Us'** sees Year 6 pupils travel to their local secondary school to create their own **'International Food Day'** using secondary school facilities and then bringing their creations back to school for their parents to sample.In English, texts such as **'Kensuke's Kingdom'** are both invaluable in helping Year 6 children to understand how society has changed in terms of how we value cultural diversity in today's society compared to the past. Year 6 also study the book 'Wonder'. which is linked to their transition topic 'Moving on Up'. It is about a boy born with facial differences that, up until now, have prevented him from going to a mainstream school. This book helps teach children about diversity, acceptance and community. In addition, Year 6 children also have the opportunity to exchange cultures with our closest neighbours in France as part of the Pen-Pal exchange with the French town of Wattigny.

Every pupil learns **Mandarin** as part of MFL provision. Aside from the language children also look at aspects of the culture behind the most spoken language in the world.

Immersion projects woth eh Broadstairs School of English: Children from Czech Republic and China has spent time here and shared their cultures

RE and PSHE lessons are all about diversity – both cultural and religious - while our whole school assemblies cover themes such as stereotypes and diversity, tolerance and respect for other cultures and beliefs.

Our whole school **Diversity Week** in the summer has the theme '**Good to be Me'** and children learn about how they are both the same and different to others in the world and that both of these are equally good things.

For **Book Week,** the whole school engaged with the book **'The Rainbow Fish'**, a text that explores how we can all be different but still be friends. We have a reading-rich environment across the school and our reading boxes contain culturally diverse texts.

Language of Term has also been a regular feature at Upton for many years. These assemblies aid in showing children the culturally diverse society across the world.

During Black History Month every year group read a different text:

Year 3: Focused on Benjamin Zephaniah poems Year 4: Walter Tull Year5: Young, Gifted and Black Year 6: March On

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Cultural Diversity and British Values: Progression across the school

Year 3

Knowing me Knowing You	Stone Age (Rock Bottom)	Healthy Humans
British Values learning (linked to Mutual Respect): to respect the ideas and opinions of others	**British Values learning: acquire a respect for England's public services, specifically the archeological trust**	**British Values (linked to Rule of Law): appreciate the importance of PE within the School Curriculum**
Cultural Diversity: Explore the differences and similarities of the backgrounds of pupils in my class	**Cultural Diversity: learn about the role of males and females within stone age civilization and how it differs to today.**	**Cultural Diversity: learn about a different cultures' diet (e.g. some Indian cultures do not eat beef, Muslim's halal diet)**
Egypt	May the Force Be With You	Around the World
British Values: appreciate another cultural tradition	**British Values: learn about how we can contribute to the lives of those affected by worldwide natural forces disasters.**	**British Values and Cultural Diversity: understand tolerance and respect for those who live differently *(this is embedded throughout this topic)***
Cultural Diversity: learn about Egyptian exhibitions held in a UK museum.	**Cultural Diversity: explore and celebrate inventions linked to forces, developed by different cultures**	

Year 4

Greece	Our Planet (volcanoes etc)	Light it Up
British Values: understand how democracy has developed from the Greeks.	**British Values: learn about UK charities that support those affected by worldwide natural forces disasters.**	**British Values: understanding the importance of UK electrical safety laws and why we need them.**
Cultural Diversity: explore food from another culture.	**Cultural Diversity: learn how different cultures have adapted to their environment due to natural forces disasters.**	**Cultural Diversity: appreciate that some cultures do not live with electricity (e.g. a quarter of India – living in rural villages/ - 1 billion people still do not use electricity)**
Romans	Life on Earth	Planet Thanet
British Values: appreciating how Roman law has influenced our society today	**British Values: explore UK laws that preserves animals.**	**British Values: learn how you can contribute positively to your local environment.**
Cultural Diversity: appreciating the impact of the Roman's migrating to Britain.	**Cultural Diversity: explore veganism and vegetarianism and why people choose to live in this way.**	**Cultural Diversity: learn about the different faith groups in your community.**

Year 5

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Healthy Choices	Invaders and Settlers	To Infinity and Beyond
British Values (linked to Rule of Law): appreciate the importance of UK healthy eating standards.	**British Values: show a tolerance towards Nordic beliefs and practices**	**British Values: learn about the UK-led space mission to improve climate change**
Cultural Diversity: compare primary school food standards of the UK with another country.	**Cultural Diversity: appreciating the impact of the Viking's migration to Britain.**	**Cultural Diversity: Compare the UK and another country's space programme.**
Saxons	Changes	The Maya
British Values: learn about law in Saxon period	**British Values: understand the safety laws in selling baked goods within the UK.**	**British Values: compare Mayan hierarchy with British hierarchy**
Cultural Diversity: learn about the diverse national background of the Saxons.	**Cultural Diversity: explore breads from around the world and the traditions behind them.**	**Cultural Diversity: explore the impact of the Mayan civilisation on society today.**

Year 6

WWI	The World Around US	Evolution Circle of Life
British Values: explore and discuss how winning WW1 was a way to save democracy	**British Values and Cultural Diversity: show tolerance and harmony between different cultural traditions *(this is embedded throughout this topic)***	**British Values and Cultural Diversity: learn about the evolution of British law with regards to multiculturalism and the right to be able to express one's faith publicly and freely**
Cultural Diversity: learn about the foreign soldiers that supported the UK in WW11		
Humans	Fairgrounds	Moving on Up
British Values and Cultural Diversity: development of our laws that promote greater gender equality (such as pay gaps, jobs, sport, maternity and paternity leave)	**British Values: appreciate the need for safety laws within Fairgrounds.**	**British Values (links to individual liberty): appreciating families' rights to choose the school/ education suited to their children's needs**
	Cultural Diversity: explore the differences and similarities of fairgrounds around the world.	**Cultural Diversity: appreciate the diversity of secondary schools in Thanet (Grammar, Comprehensive, Church of England etc)**

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