

### Long Term Plans 2017-2018

Reception - Topic ideas	Autumn -Marvellous Me and Festivals	Spring - Once upon a time and Dinosaurs	Summer - Minibeasts and Under the sea
<p><b>Personal Social and Emotional Development</b></p>	<p>RE: Lincolnshire Syllabus Myself 1. My life 8. My Senses 12</p> <p>How do I feel? Feelings display</p> <p>Belonging: similarities and differences, identity and community</p> <p>Forest schools – Emotional Intelligence</p> <p>Jigsaw - Being Me in my world</p> <p>Term 2 RE: Special people to me 4 My friends 3.</p> <p>Christmas</p> <p>Gifts at Christmas Book</p> <p>The Nativity</p> <p>SEAL: Feelings</p> <p>Citizenship: Unit 1 Special People</p> <p>Diwali</p> <p>PSE Link to safety around fireworks, bonfires etc</p> <p>Jigsaw: Celebrating Difference</p>	<p>RE: Lincolnshire Syllabus Special places 10 The importance and need to have a special place of their own (bedroom, part of the playground or garden, role play area, etc)</p> <p>Special places people use to talk to their God (Church, Shrine, in home, prayer mat)</p> <p>All people need special places to go to</p> <p>Real people today who have a special place to go to sometimes (invite visitors in to talk about their special places)</p> <p>Special places for religious people: the church, the synagogue, the mosque or other examples. Looking for peace and calm, or for forgiveness.. JIGSAW: Going for Goals</p> <p>Citizenship: Animals and us.</p> <p>Circle Time: Jenny Mosely Welcoming new children</p> <p>Jigsaw: Dreams and goals</p> <p>RE: Special times in my life 5 Special times for me and others.6.</p> <p>Easter</p> <p>Understanding our own feelings, needs and values and those of other people and treating each other with respect.</p> <p>Challenging the children to maintain concentration and attention when others are talking and when they are working on an adult directed activity.</p>	<p>RE:Lincolnshire Syllabus Our Beautiful World 7. Our living world 9.</p> <p>Mini beast walk, discuss looking after our environment and gardens. Creating an environment that encourages mini beasts.</p> <p>Use imagination to pretend we are really small. Discuss feelings.</p> <p>Discuss times we need to hurry and times we need to take care</p> <p>The tortoise and the hare. What's the moral of the story?</p> <p>How can we be busy bees at home?</p> <p>Ants like team work.</p> <p>Which mini beasts do we like and don't like.</p> <p>Learning about looking after the countryside and the work farms to do to protect the habitats of animals.</p> <p>Jigsaw:</p> <p>SEAL:</p> <p>Moving on and moving up: getting ready for the next year.</p> <p>Transition days</p>
<p><b>Communication and Language Development</b></p>	<p>Speaking and listening:  How do I feel? Discuss the book and our feelings. SEAL</p> <p>My family and My home – talking all about ourselves.</p> <p>Belonging: Talking about clubs and groups we belong to.</p> <p>Community: Talking about our school community and our local community</p> <p>Being British: RWB day and our Britishness</p>	<p>Speaking and listening:  Show and tell time - talking to the class and listening to their friends about the things they bring in from home.</p> <p>Talking to the class about places that are special to them.</p> <p>Opportunities to work in pairs and groups in phonics and maths.</p> <p>Extended stories for Once upon a time - listening without pictures or prompts.</p>	<p>Speaking and listening:  Riddles and funny rhymes about Mini beasts</p> <p>Nonsense rhymes about animals on the farm.</p> <p>Paired work in phonics and maths</p> <p>Being able to explain what they are trying to achieve in the arts and crafts for minibeasts.</p> <p>Planning their junk modelling for minibeasts, talking about what</p>

	<p>PSHE themes and topics for SEAL with circle times</p> <p>Listening corner for tapes of sounds and stories.</p> <p>Understanding – Feelings and SEAL work</p> <p>Forest Schools: changes, differences</p> <p>The body and the senses.</p> <p>French – Friday's</p> <p>Feely box – using all senses to work out what is in it.</p> <p>Talking about festivals and understanding that different people celebrate different festivals.</p> <p>Role play leading up to Christmas, post office and Santa's grotto.</p> <p>Doctor's/vet's/baby clinic whilst they still want it.</p> <p>Talking homework</p> <p>Harry and Harriet weekend bears and diary</p>	<p>Dinosaurs - Listening to others when they talk about their favourite Dinosaur.</p> <p>Singing songs and listening to instructions for the drama Dance like a diplodocus</p> <p>Listening and learning the names of new dinosaurs and grouping those</p> <p>Role play for being an archaeologist</p> <p>Using the stories from Once upon a time to try to sequence the events in the story</p> <p>Using the stories from Once upon a time to introduce the narrative into their play, using the castle and dressing up.</p> <p>French – Friday's</p> <p>Talking homework</p> <p>Harry and Harriet weekend bears and diary</p>	<p>they are making and which resources they are using.</p> <p>Assessing their own work, talking to the class about what went well with the junk modelling and what needs more work.</p> <p>More independent work, requiring advanced levels of listening and attention in teacher input.</p> <p>Talking about their learning and what they need to do next, what areas they need to work on.</p> <p>Using self assessment to explain how they got on in their work and what areas they need help with - it's OK to ask for help.</p> <p>French – Friday's</p> <p>Talking homework</p> <p>Harry and Harriet weekend bears and diary</p>
<p><b>Physical Development</b></p>	<p>PE - Wednesday Multi-Skills:</p> <ul style="list-style-type: none"> <li>● Variety of different sports.</li> <li>● Similar skills that can cross over, dribbling, passing, throwing, catching, kicking, etc.</li> <li>● Lots of easy and quick games.</li> </ul> <p>Gymnastics:</p> <ul style="list-style-type: none"> <li>● Point and patch balances.</li> <li>● Different movements, high, low, fast, slow, 1 limb, 4 limbs.</li> </ul> <p>Creative afternoons to include dance and 'music and movement'</p> <p>Fine Motor: Threading Beads Sand writing Chalk boards Name writing Pencil grip</p> <p>Malleable materials and dough disco</p> <p>Gross Motor: Adventure Playground Forest schools</p> <p>Games box outside including hoppers and hoops</p>	<p>Games to continue: Hockey:</p> <ul style="list-style-type: none"> <li>● Dribbling and close control at low speeds.</li> <li>● Passing over short distances.</li> <li>● Shooting at an empty net.</li> <li>● Basic rules, side of stick, feet, etc.</li> </ul> <p>Football:</p> <ul style="list-style-type: none"> <li>● Dribbling and control at low speeds, including turns.</li> <li>● Passing over a variety of distances.</li> <li>● Shooting at empty nets.</li> </ul> <p>Balance and coordination to continue</p> <p>Drama: Telling the story of the three little pigs</p> <p>Drama: Moving with Rhubarb Theatre</p> <p>Music and Movement - Down in the jungle</p> <p>Dance</p> <p>Bikes</p> <p>Physical Games Box</p>	<p>PE: Athletics:</p> <ul style="list-style-type: none"> <li>● Basic ideas of throwing, jumping and running.</li> <li>● Practice for all sports day events.</li> </ul> <p>Mini beast obstacle course.</p> <p>Play dough mini beasts.</p> <p>Chalk worm balance.</p> <p>Mini beast dance</p> <p>The ugly bug ball dance.</p> <p>The bee game.</p> <p>Flying obstacle course.</p> <p>Bean bag spider web game.</p> <p>Role play – if I were a mini beast I would be... guess what I am by my action.</p> <p>Reception – PE lesson, Wednesdays</p> <p>Games, balance and Coordination</p> <p>Sea creatures - Music and movement</p>

	<p>Fine motor skills – name writing, pencil grip and letter formation practise to start</p> <p>Art equipment and materials scissors etc., for Christmas Crafts</p> <p>Music and Movement</p> <p>Large Construction</p> <p>Free Flow Play</p> <p>Adventure Playground</p> <p>Forest School - swings, ropes, construction and crafts</p> <p>Swimming</p> <p>Basic pool safety including emergency procedures, pool rules, hygiene.</p> <p>Entries - Swivel, Jump</p> <p>Exits - Stairs, climbing out unaided</p> <p>Leg kick front and back - alternating</p> <p>Arm action - develop arm paddle for propulsion</p> <p>Aquatic breathing - bubbles on surface, mouth and nose, face in water</p> <p>Flotation with aids - supine</p> <p>Ballet sessions as an extra for any that are interested.</p> <p>Gummy bear movements on the IWB as a class - encourage singing as well as movements. Can they remember the routine?</p>	<p>Fine Motor Skills threading and weaving as well as building the homes for the three little pigs.</p> <p>Handwriting Focus: using the letter patten from read, write, inc</p> <p>Develop jump entry in deeper water</p> <p>Submersion skills – developing confidence (waving, sea-saw, counting fingers, under woggles, through floating hoops)</p> <p>Streamlining - Push and Glide (Prone) from floor, wall</p> <p>Leg kick front and back – alternating</p> <p>Arm action - develop from paddle to over water recovery</p> <p>Flotation - variety of shapes (aids if necessary)</p> <p>Ballet sessions as an extra for any that are interested.</p> <p>Gummy bear movements on the IWB as a class - encourage singing as well as movements. Can they remember the routine?</p>	<p>Pencil jump entry</p> <p>Submersion skills – introducing technique (collecting sinkers, sinking hoops, through legs, underwater swimming, basic head first surface dive)</p> <p>Leg kick front and back – developing propulsion</p> <p>Streamlining - Push and Glide (Supine) from floor, wall</p> <p>Arm action – continue to develop over water recovery</p> <p>Flotation – prone and supine (star, pencil, plane, mushroom)</p> <p>Ballet sessions as an extra for any that are interested.</p> <p>Gummy bear movements on the IWB as a class - encourage singing as well as movements. Can they remember the routine?</p>
<p><b>Literacy</b></p>	<p>Self-registration – name writing</p> <p>Fine motor activities – dough disco, malleable materials, mazes and tracing, stencils and letter formation</p> <p>Daily Phonics: Differentiated</p> <p>Individual Readers</p> <p>Shared Texts: All the starting school books. How do I feel? Once there were Giants</p> <p>Songs and nursery rhymes about ourselves</p> <p>My five senses.</p> <p>My Body – non fiction</p> <p>My hands</p> <p>Panda bear panda bear what do you see? Etc etc etc lots</p>	<p>Phase 3 and Phase 4 Phonics</p> <p>Letters and sounds, jolly phonics and Read write Inc</p> <p>Star Words</p> <p>Weekly Sound Focus</p> <p>Weekly: Paired Reading, Guided Reading and Independent Reading.</p> <p>Guided Writing: Letter Formation and Handwriting Focus.</p> <p>Free Writing: Using phonic knowledge to make phonetically plausible attempts at writing.</p> <p>Free Writing: Construction Area clipboards, lists of materials needed.</p> <p>Role Play Area: Invitations, shopping lists for the party</p>	<p>Phase 3, 4 and 5 Phonics</p> <p>Spellings</p> <p>Sentence writing</p> <p>Bad tempered ladybird by Eric Carle.</p> <p>The very hungry caterpillar</p> <p>Snail big book – fact</p> <p>Various mini beast fact books</p> <p>The tortoise and the hare</p> <p>Writing instructions to help someone make a mini beast hotel</p> <p>Incy wincy spiders</p> <p>Journey stick for our mini beast hunts. Children to write descriptions and labels.</p>

	<p>Tuff spot textures for writing and mark making – shaving foam, spaghetti, flour, glitter, etc</p> <p>Independent reading:</p> <p>The nativity story</p> <p>Drama in the Christmas Play</p> <p>Christmas Rehearsals</p> <p>The Post Office Role Play</p> <p>Christmas stories</p> <p>The Jolly Christmas Postman</p> <p>Phase 2 and 3 phonics</p> <p>PenPals/RWI</p>	<p>Writing labels for the table and role play areas</p> <p>Dinosaurs love underpants</p> <p>Information Books</p> <p>Using the computer to find information</p> <p>Dinosaur Poems</p> <p>Alliteration and rhyme</p> <p>Free writing of dinosaur descriptions</p>	<p>I spy with my little eye a mini beast beginning with .....</p> <p>What am I? Riddles for animals in the woods</p> <p>Recount writing about our various trips including The Deep</p> <p>Descriptive writing of our trip to the beach</p> <p>Tiddler and other stories</p>
<b>Mathematics</b>	<p>Creating the number line – recognising numbers and counting objects</p> <p>Counting Rhymes - counting by rote</p> <p>Weights: Weighing in the role play area (baby)</p> <p>Weighing in the sand</p> <p>Lengths:</p> <p>Measuring parts of the body with non-standard units</p> <p>Capacity: Full, empty, half full</p> <p>Body Maths – Counting claps / jumps.</p> <p>How many jumps/claps in a minute?</p> <p>Introduction to 1 more / one less.</p> <p>Birthday maths</p> <p>Birthday number , significant numbers</p> <p>Days of the week</p> <p>Months of the year</p> <p>2D and 3D shape intro.</p> <p>Simple repeating patterns</p> <p>Calculation</p> <p>Say the number that is one more than a given number.</p> <p>Select two groups of objects to make a given total of objects.</p> <p>Count repeated groups of the same size.</p> <p>Share objects into equal groups and count how many in each group.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>	<p>3D Modelling and 3D shape revisited.</p> <p>Making a model of the giant's castle.</p> <p>Calculation: Using addition and subtraction in traditional rhymes and stories.</p> <p>Telling the Time: Hickory Dickory Dock</p> <p>Extended Activities for Red Group</p> <p>Counting to 20</p> <p>One More and One less than any number to 10 extensions to 20.</p> <p>Measurements: heavier, lighter</p> <p>Greater smaller</p> <p>Larger, smaller</p> <p>Making comparisons</p> <p>Calculations especially subtraction</p> <p>Up and down pipe investigations.</p> <p>Floating and sinking.</p> <p>Shape, concentrating on 3D shape models</p> <p>Patterns</p> <p>Counting: extend to count in 2's and 10's for Reception Class.</p> <p>10 fat sausages</p> <p>Counting back: from 5, 10 or 20</p> <p>Counting to 100.</p> <p>Measuring rain</p>	<p>Bee hives. Hexagon. Pattern.</p> <p>Lady bird game</p> <p>Folens Term 3</p> <p>Symmetry – butterflies and ladybirds.</p> <p>Language used for big and small.</p> <p>Ordering plastic minibeasts.</p> <p>Sorting mini beasts into sets. Eg can fly, have legs, more than 2 eyes etc..</p> <p>Measuring and ordering the plastic worms. Sorting by size.</p> <p>Patterns. Focusing on stripes and repeating patterns etc.</p> <p>How many legs. Match the number to the mini beast picture.</p> <p>Ladybird adding.</p> <p>Using shapes to cut and stick to make a ladybird.</p> <p>Make a spider and worm board game.</p> <p>Counting in 2's -</p> <p>What is a dozen? Look at a dozen, what is half dozen?</p> <p>Looking at halving and doubling on the ladybirds</p> <p>Sharing: groupings and dividing</p>

	<p>Use language such as 'more' or 'less' to compare two numbers.</p> <p>Find one more or one less than a number from one to ten.</p>		
<b>Understanding the world</b>	<p>ICT 2 paint a picture of themselves</p> <p>ICT - Friday's</p> <p>Our Senses – Autumn</p> <p>Forest Schools on Thursdays: Autumn Change, similarities and differences. Natural world Our world Boundaries</p> <p>Belonging: My Family, My Home, My School, My life</p> <p>Forest Schools activities. Autumn Walk looking at the changes as we move into Winter.</p> <p>Keeping safe in the woods</p> <p>A Time for giving – Operation Christmas Child Shoe Box Appeal</p> <p>Divali – Sunday Nov 3<sup>rd</sup> Festival of lights, similarities to Christmas and other festivals</p> <p>Visit to the Post Office</p> <p>Visit to Santa</p> <p>ICT: Bee Bot: Map of the fairy tale world</p> <p>Insectibots</p> <p>Cars and Toys from ICT cupboard</p> <p>Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.</p>	<p>ICT - Friday's</p> <p>ICT in class - using a simple program independently</p> <p>ICT: - Data collection</p> <p>ICT: Bee Bot: Map of the fairy tale world</p> <p>Insectibots</p> <p>Our senses: Winter</p> <p>Forest School on a Thursday: Forest School: Hibernation, Migration. Birds in Winter. Food for the birds</p> <p>Ice, Melting and Freezing - changing substances</p> <p>People and communities - Celebrating Easter</p> <p>Why do we celebrate Easter?</p> <p>Talking about what we did in the holidays.</p> <p>Talking about what we got for Christmas and writing a Thank You card. Forest Schools - Early signs of Spring</p> <p>Construction: 3 Little Pigs Houses Looking at the materials we use to join different materials together.</p>	<p>ICT - Friday's</p> <p>Minibeast pictures</p> <p>Data collection - what minibeasts did you find</p> <p>Using the school pond for pond dipping.</p> <p>Trip to the Eco centre</p> <p>Raising our own caterpillars</p> <p>Investigating our local environment.</p> <p>Life cycles – frog, butterfly, ladybird.</p> <p>Mini beast hunt in the woods</p> <p>Making a bug hotel</p> <p>Honey sandwiches.</p> <p>Balloon bees. Papier mashe</p> <p>Make jointed caterpillars.</p> <p>Habitats</p> <p>Forest Schools: Signs of spring in the woods and what happens in the summer. Why is it important that we have some warm weather?</p> <p>Skills: Whittling with potato peelers</p> <p>Boundaries and safety Journey stick in the woods. Making a journey stick to remind them of their time in the woods this year.</p> <p>Recapping all the skills they have learnt</p> <p>Introduction to some of the skills they will learn in Year 1 in the woods</p>
<b>Expressive arts and design</b>	<p>Forest schools: outdoor art - Autumn</p> <p>Pictures of ourselves, our family and our school community</p> <p>Free Flow arts materials indoors and outside</p> <p>Role Play opportunities and imaginative play indoors and outside</p> <p>Small world resources indoors and outside</p>	<p>Stick art in the woods</p> <p>Making wands</p> <p>Colour mixing</p> <p>Shields</p> <p>Crowns</p> <p>Helmets</p> <p>Painting the castle</p>	<p>Ugly bug ball. Face painting.</p> <p>Cooking for the ball:</p> <p>Butterfly cakes. Ladybird biscuits. Snail bread rolls. Caterpillar fruit kebabs.</p> <p>Mini beast music</p> <p>Pasta snails</p> <p>Music – moving quickly or slowly.</p>

	<p>Construction resources indoors and outside</p> <p>Singing for the Harvest Festival</p> <p>Ballet</p> <p>Creative Fridays – dancing, singing, making instruments, etc</p> <p>Free Flow Creative area.</p> <p>Christmas cards using 3D design.</p> <p>Christmas Decorations using various media.</p> <p>Calendars to take home.</p> <p>Christmas songs and music to play.</p> <p>The Nativity – Drama, singing and dance.</p> <p>Construction linked to junk modelling</p> <p>Outside large construction materials - boxplay</p>	<p>Dinosaur prints in sand and clay - fossil making</p> <p>Pattern and animal patterns</p> <p>Use the instruments to make your own music for the dinosaur poem</p> <p>Small world castles</p> <p>Free flow art and craft</p> <p>Easter crafts</p> <p>Creative Fridays</p> <p>Singing for the church - Valentine Service</p> <p>Assembly for parents</p> <p>Making the 3 little pigs houses using collage.</p> <p>Drama: acting out the Three Little Pigs and the Theatre workshop with Rhubarb theatre for the Kiss that missed</p> <p>Castle Role Play</p> <p>Chinese New Year Craft</p>	<p>Honey sandwiches.</p> <p>Weaving bees. Black and yellow card.</p> <p>Weaving spider webs.</p> <p>Chalk spider webs.</p> <p>Spider finger puppets.</p> <p>Mini beast junk models</p> <p>Collage feely mini beasts.</p> <p>Make a spider and worm board game. On the theme of snakes and ladders.</p> <p>Under the sea craft</p> <p>Seaside craft - shell work</p>
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Year 1	Autumn	Spring	Summer
<b>Art</b>	<p>Autumn Harvest - Drawing and painting plants (Monet), using chalks, oil pastels and poster paint, observational drawings and Harvest themed art.</p> <p>Remembrance and Christmas - art including printing, textiles and collage.</p>	<p>Potions - Mixed media, dyes and oils. Harry Potter themed.</p> <p>Bones - Georgia O'Keefe, pencil sketches of bones and focus on tone.</p>	<p>Oceans and seas - David Hockney (A bigger Splash) and Kurt Jackson - paintings and collage.</p> <p>Journeys - art including maps and transport - various mediums.</p>
<b>Computing</b>	<p>Online safety and exploring Purple Mash</p> <p>Programming – 2Code:</p> <p>Making games -2DIY</p> <p>Esafety</p>	<p>Animated stories - 2Create a Story</p> <p>Searching and sorting data - 2Count</p> <p>Programming – Scratch jr:</p> <p>Esafety</p>	<p>Maze explorers - 2Go:</p> <p>Spreadsheets - 2Calculate</p> <p>Esafety</p>
<b>English</b>	<p>Non Fiction: Instructions. Recount.</p> <p>Fiction: Stories with a repeating pattern. Stories in familiar settings.</p> <p>Poetry: Poems with patterns and rhyme. Poems about the senses.</p>	<p>Poetry: Riddles. Songs and repetitive poems.</p> <p>Fiction: Stories by the same author. Traditional tales.</p> <p>Non-Fiction: Information texts.</p>	<p>Non-Fiction: Letters. Recount</p> <p>Fiction: Fairy stories. Fantasy stories</p> <p>Poems: Traditional poems. Poems about nature.</p>
<b>Forest School</b>	<ul style="list-style-type: none"> <li>• Wildlife knowledge</li> <li>• Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>• Fire use- fire steel, other fire starting methods.</li> <li>• Cooking and food technology</li> </ul>	<ul style="list-style-type: none"> <li>• Wildlife knowledge</li> <li>• Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>• Fire use- fire steel, other fire starting methods.</li> <li>• Cooking and food technology</li> </ul>	<ul style="list-style-type: none"> <li>• Wildlife knowledge</li> <li>• Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>• Fire use- fire steel, other fire starting methods.</li> <li>• Cooking and food technology</li> </ul>

	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>
<b>French</b>	<p>Greetings and Basic Conversation Body Numbers-30 Basic shopping vocab and Euros/role plays/s'il-vous-plait/merci Food (fruits and veg) Autumn colours and weather Mini stories Christmas Songs A3- S&amp;L A4-counting/ different currency</p>	<p>Food and Drink (party food/happy new Year) J'aime/je n'aime pas Mini stories Weather Numbers-50 Clothes Spring and Easter</p> <p>A3- S&amp;L A4-counting</p>	<p>Family members Summer and mini-beasts Mini stories Numbers -60 Colours J'aime/je n'aime pas</p> <p>A3- S&amp;L A4-counting</p>
<b>Geography</b>	<p>An Autumn Harvest -seasons, lincolnshire produce, labelling physical and human features, flour into food day (mini project) A3 - presenting information to others, class assembly, recording information so application of S+ L, R, W</p>	<p>Potions and Spells</p> <p>A3 - presenting information to others, class assembly, recording information so application of S+ L, R, W A6 - brainstorming, working in different sized groups, linking work across curriculum where appro.</p>	<p>Oceans and Seas</p> <p>A3 - presenting information to others, recording information so application of S+ L, R, W A4 - coordinates A6 - brainstorming, working in different sized groups, linking work across curriculum where appro.</p>
<b>History</b>	<p>Remembrance / Christmas A3 - presenting information to others, class assembly, recording information so application of S+ L, R, W A6 - brainstorming, working in different sized groups, linking work across curriculum where appro.</p>	<p>Bones A3 - presenting information to others inc class assembly, video, recording information so application of S+ L, R, W A6 - brainstorming, working in different sized groups, linking work across curriculum where appro.</p>	<p>Journeys Famous journeys by boat, rail and air. Linked to our local area (Joseph Banks)</p>
<b>Maths</b>	<p>Number: Place Value Number: Addition and Subtraction Geometry: Shape Number: Place Value Number: Addition and Subtraction</p>	<p>Time Place Value Number: Addition and Subtraction Measures: Length and height Number: Multiplication and Division Number: Fractions</p>	<p>Number: Place Value Number: Four operations Measurement: Money Measurement: Weight and Volume</p>
<b>Music</b>	<p>Vocal sounds and body percussion Pitch and tempo Performance including solos where appropriate (nativity)</p>	<p>Exploring beat, tempo, dynamics and graphic notation. Group notation (using symbols) Use of untuned percussion instruments (including Samba kit) Exploring texture of a range of sounds including environmental.</p>	<p>Performance skills Identifying and responding to changes in tempo and rhythm patterns. Combining voices, movements and instruments for performance Explore vocal pitch shapes and tuned percussion.</p>
<b>PE</b>	<p>Fitness/Multisport:</p> <ul style="list-style-type: none"> <li>Introduction of basic fitness components</li> <li>Variation of sporting skills practiced</li> </ul> <p>Handball:</p>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li>Points and patches balances</li> <li>Basic locomotion and rolls</li> <li>Basic sequences</li> </ul> <p>Invasion games:</p>	<p>Athletics:</p> <ul style="list-style-type: none"> <li>Introduction of running events and rules</li> <li>How to start/finish</li> <li>Practice for Sports Day</li> </ul>

	<ul style="list-style-type: none"> <li>● Focus on throwing and catching</li> <li>● Team work games</li> </ul>	<ul style="list-style-type: none"> <li>● Passing and shooting skills</li> <li>● Understanding of teamwork</li> <li>● Heavily conditioned games</li> </ul>	
<b>RE</b>	<p>Rules, Harvest and Belonging</p> <p>Christmas</p> <p>A3 - S+L in all activities A6 - Discussion work</p>	<p>Bible stories</p> <p>New Life</p> <p>A3 S+L in activities A6 Discussion work</p>	<p>Judaism</p> <p>Churches</p> <p>A3 S+L in activities A6 Discussion work</p>
<b>Science</b>	<p>Plants</p> <p>Seasonal Changes</p>	<p>Animals including humans</p>	<p>Everyday materials</p>
<b>Swimming</b>	<p>Basic pool safety including emergency procedures, pool rules, hygiene</p> <p>Entries - Swivel, Jump</p> <p>Exits - Stairs, climbing out unaided</p> <p>Leg kick front and back - alternating</p> <p>Arm action – development of arm paddle for propulsion</p> <p>Aquatic breathing - bubbles on surface, mouth and nose, face in water</p> <p>Flotation with aids - supine</p> <p>A3 - Learning and applying specific vocabulary, listening to others, Q&amp;A</p> <p>A4 - Counting, shapes</p> <p>A6 - Recognising differences between good/bad technique</p>	<p>Develop jump entry in deeper water</p> <p>Submersion skills – developing confidence (waving, sea-saw, counting fingers, under woggles, through floating hoops)</p> <p>Streamlining - Push and Glide (Prone) from floor, wall</p> <p>Leg kick front and back – alternating</p> <p>Arm action - develop over water recovery</p> <p>Flotation - variety of shapes (aids if necessary)</p>	<p>Pencil jump entry</p> <p>Submersion skills – introducing technique (collecting sinkers, sinking hoops, through legs, underwater swimming, basic head first surface dive)</p> <p>Streamlining - Push and Glide (Supine) from floor, wall</p> <p>Alternating arm action – continue to develop over water recovery (reach, catch, pull, elbow exit)</p> <p>Develop flotation – prone and supine (star, pencil, plane, mushroom)</p>



Year 2	Autumn	Spring	Summer
<b>Art</b>	<p><b>Giuseppe Archimboldo</b></p> <ul style="list-style-type: none"> <li>Children to explore and learn about Archimboldo's paintings and self-portraits. They will think about how his style changed and developed by completing fact sheets, as well as create their own self-portraits influenced by Archimboldo's style.</li> </ul> <p>Christmas art (decorations)</p>	<p><b>Egypt Art</b></p> <p><b>Making a papyrus picture</b></p> <ul style="list-style-type: none"> <li>- What was papyrus and how did the Egyptians make it?</li> <li>- Studying examples of ancient Egyptian art on papyrus</li> <li>- Making papyrus and decorating in the style of Egyptian art</li> </ul> <p><b>Making a cartouche</b></p> <ul style="list-style-type: none"> <li>- What was a cartouche and what was it used for?</li> <li>- Using modeling clay to make a cartouche</li> <li>- Translating names to hieroglyphics to engrave on cartouches</li> </ul> <p><b>Making Egyptian necklaces</b></p> <ul style="list-style-type: none"> <li>• - Studying examples of ancient Egyptian necklaces</li> <li>• - Making a basic necklace from a paper plate and eagle template</li> <li>• - Finding different ways of decorating and embellishing their basic necklaces</li> </ul> <p>Exploration Art</p> <p><b>Andy Goldsworthy</b></p> <ul style="list-style-type: none"> <li>Children will be introduced to the work of Andy Goldsworthy. They will think about and describe the colours, shapes, patterns and materials he uses within his works of art. The children will have fun exploring different materials and making their own patterns.</li> </ul>	<p><b>Wind art</b></p> <p><b>Colour creations</b></p> <ul style="list-style-type: none"> <li>Children to explore and find different colours. They will be challenged to express their views on their favourite colour and represent this in objects that are of the same colour.</li> <li>Children to learn about Wassily Kandinsky and explore his different works of art. They will then create their own interpretations influenced by Kandinsky's style.</li> </ul> <p><b>Castles</b></p> <p><b>SECONDARY COLOURS</b></p> <ul style="list-style-type: none"> <li>• To use painting techniques to respond to what is seen, remembered or imagined</li> <li>• To mix and match a range of primary and secondary colours</li> <li>• To explore the work of artists in different times and cultures</li> </ul> <p><b>Focus work: <i>Castle and Sun</i></b></p> <p>Show work by Paul Klee as an example of abstract art – what parts of the painting can be identified.</p> <p>Create own version of <i>Castle and Sun</i> by mixing and applying primary and secondary colours using ready-mix paints.</p>
<b>Computing</b>	<p>Programming – 2Code</p> <p>Creating pictures - 2Paint a picture</p> <p>Esafety</p>	<p>Questioning - 2Question/2Investigate</p> <p>Spreadsheets - 2calculate</p> <p>Programming - Scratch Jr</p> <p>Esafety</p>	<p>Presenting ideas - various</p> <p>Effective searching - web browser</p> <p>Esafety</p>
<b>English</b>	<p>Non – Fiction: Postcards and letters</p> <p>Fiction: stories in traditional settings</p> <p>Poetry: Traditional poems for young children</p> <p>Non Fiction: Information texts</p> <p>Fiction: traditional tales</p>	<p>Fiction: Traditional tales from a variety of different cultures</p> <p>Non-fiction: Instructions</p> <p>Poetry: Humorous poems</p> <p>Non-Fiction: Recounts</p>	<p>Fiction: Stories by the same author</p> <p>Non-Fiction: Recounts</p> <p>Fiction: Quest and adventure stories</p> <p>Poetry: about birds</p>
<b>Forest School</b>	<ul style="list-style-type: none"> <li>• Wildlife knowledge</li> <li>• Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>• Fire use- fire steel, other fire starting methods.</li> <li>• Cooking and food technology</li> <li>• Teamwork</li> <li>• Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities</p> <p>A4 - measuring</p> <p>A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>• Wildlife knowledge</li> <li>• Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>• Fire use- fire steel, other fire starting methods.</li> <li>• Cooking and food technology</li> <li>• Teamwork</li> <li>• Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities</p> <p>A4 - measuring</p> <p>A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>• Wildlife knowledge</li> <li>• Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>• Fire use- fire steel, other fire starting methods.</li> <li>• Cooking and food technology</li> <li>• Teamwork</li> <li>• Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities</p> <p>A4 - measuring</p> <p>A6 - emphasis on working independently</p>
<b>French</b>	<p>Me!</p> <p>Family</p> <p>Numbers/age</p> <p>Vehicles and Transport</p> <p>Numbers -70</p> <p>Colours</p> <p>Alphabet</p> <p>Family</p> <p>Songs</p> <p>A3- S&amp;L</p> <p>A4-counting</p>	<p>La fête des rois</p> <p>Me/family/age/where you live</p> <p>Days of the week</p> <p>Alphabet</p> <p>Numbers-100</p> <p>Animals</p> <p>J'aime/je n'aime pas</p> <p>Clothes</p> <p>Easter</p> <p>A3- S&amp;L</p> <p>A4-counting</p>	<p>Me/family/age/where you live</p> <p>Alphabet-spell own name</p> <p>Numbers -100</p> <p>Hobbies</p> <p>Food</p> <p>Colours</p> <p>Weather</p> <p>Songs</p> <p>A3- S&amp;L</p> <p>A4-counting</p>

<b>Geography</b>	Woodhall Spa, maps and physical features	Egypt - Maps of the world, continents Explorers	Eco- Britain - Maps and capitals Castles
<b>History</b>	Woodhall Spa - Woodhall at War! Events in Living Memory History and the impact on the local area  Harvest through the ages	Ancient Egypt  Explorers from different historical periods	Inventions and gadgets – ECO-friendly: Green Britain  Castles
<b>Maths</b>	White Rose Number: Place value Number: Addition and Subtraction Measurement: Length and Mass Graphs Multiplication and Division	Measurement: Money Geometry: Properties of Shape Number: Fractions	Measurement: Time Measurement: Capacity, Volume and Temperature
<b>Music</b>	Harvest Singing Nativity Singing	Church Service Song Rhythm	Timbre and Pitch
<b>PE</b>	Fitness/Multisport: <ul style="list-style-type: none"> <li>• Fitness discussed in slight detail (why)</li> <li>• Sporting skills adapted for level</li> </ul> TAG Rugby: <ul style="list-style-type: none"> <li>• Rules explained and practiced in games</li> <li>• Tagging practice</li> <li>• Emphasis on correct passing</li> </ul>	Hockey: <ul style="list-style-type: none"> <li>• Introduction of passing and shooting skills</li> <li>• Teamwork</li> <li>• Basic rules explained</li> <li>• Heavily conditioned games</li> </ul> Gymnastics: <ul style="list-style-type: none"> <li>• Points and patches balances (individual and pair)</li> <li>• Basic locomotion and rolls</li> <li>• Basic sequences explored</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>• Introduction of running/jumping events</li> <li>• Running tactics</li> <li>• Team races</li> <li>• Practice for Sports Day events</li> </ul>
<b>RE</b>	Christian celebration  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently	Chinese Festivals and Buddhism  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently	Buddhism Special books  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently
<b>Science</b>	Animals including humans	Living things and their habitats	Uses of everyday materials
<b>Swimming</b>	Entries - swivel, feet first jumps in deep water, shaped jumps (tuck, pencil, star) Rotation - horizontal Develop F/C full stroke Develop B/C arm action (thumb exit, shoulder roll, pinky exit) Flotation - revise, changing shapes (prone to supine)  A3 - Learning and applying specific vocabulary, listening to others, Q&A A4 - Counting, shapes, symmetry A6 - Recognising differences between good/bad technique	Br/S – leg action (Frog legs) Push and glide to pool floor Intro to surface dives (shallow end) Entries - head first (sitting dive) Introduce sculling action (stationary) Rotation (forward rolls)	Introduce dolphin kick (wiggle worms) Stroke technique development (F/C,B/C) Building stamina to go over length Introduce treading water - basic leg action with floats Basic water safety code

Year 3	Autumn	Spring	Summer
<b>Art</b>	<p><b>Can we change places?</b> To investigate how the environment affects how we feel about a place and how art can be used to improve a place.</p> <p><b>Famous Buildings</b></p> <ul style="list-style-type: none"> <li>Children will be given a general overview of the role of an architect, before exploring a range of famous buildings from around the world. They will discuss which building they think looks best and why, and think about why their opinions may differ.</li> </ul>	<ul style="list-style-type: none"> <li><b>Indian Art</b> Children will explore the history of Indian painting and how the style has changed throughout the centuries. They will explore different styles of paintings, discussing the colours and patterns used in each style, before using what they have found out to inform their own artwork.</li> <li><b>Investigating Patterns</b> Children will think about different places they can see patterns at home and in the world around them. They will look at some examples of artwork that include patterns and discuss what they can see. They can then create their own patterns in a variety of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular topic of the Celts.</li> <li>Drawing, painting and sculpture using storybooks as inspiration.</li> <li>Celtic crafts</li> <li>Weaving</li> <li>Coil pots</li> <li><b>Portraying relationships</b> To explore paintings and photographs portraying relationships.</li> </ul>
<b>Computing</b>	<p>Object based programming - Scratch</p> <p>Email - Gmail, 2Connect, 2DIY</p> <p>Esafety</p>	<p>Programming - 2Code</p> <p>Spreadsheets - 2Calculate</p> <p>Branching databases - 2Question</p> <p>Graphing - 2Graph</p>	<p>Photo editing - Pixlr</p> <p>Simulations - 2Simulate</p> <p>Programming - Rapid Router</p> <p>Esafety</p>
<b>English</b>	<ul style="list-style-type: none"> <li>George's Marvellous Medicine</li> <li>Stories with Familiar Settings</li> <li>Dialogue and Plays</li> <li>Poems to Perform</li> </ul> <p>A3 R+W in all activities, S+L in certain activities. A5 ICT to draft, redraft and publish some writing tasks. A6- Discussion work, role play and emphasis on working independently.</p>	<ul style="list-style-type: none"> <li>The Owl Who Was Afraid of the Dark</li> <li>Instructions</li> <li>Adventure and Mystery</li> <li>Shape Poetry and Calligrams</li> </ul> <p>A3 R+W in all activities, S+L in certain activities. A5 ICT to draft, redraft and publish some writing tasks. A6- Discussion work, role play and emphasis on working independently.</p>	<ul style="list-style-type: none"> <li>Butterfly Lion</li> <li>Authors and Letters</li> <li>Myths and Legends</li> <li>Information Texts</li> </ul> <p>A3 R+W in all activities, S+L in certain activities. A5 ICT to draft, redraft and publish some writing tasks. A6- Discussion work, role play and emphasis on working independently.</p>
<b>Forest School</b>	<ul style="list-style-type: none"> <li>Wildlife knowledge</li> <li>Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>Fire use- fire steel, other fire starting methods.</li> <li>Cooking and food technology</li> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>Wildlife knowledge</li> <li>Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>Fire use- fire steel, other fire starting methods.</li> <li>Cooking and food technology</li> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>Wildlife knowledge</li> <li>Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>Fire use- fire steel, other fire starting methods.</li> <li>Cooking and food technology</li> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>
<b>French</b>	<p>Myself (name/age/where you live) Greetings Pencil Case items Transports (France to England) Countries around France Petit/grand Un/une Numbers-50 Places in France: Lille,Nantes,Marseille Christmas A3- S&amp;L A4-counting</p>	<p>Alphabet Days of the week Animals/ j'aime/je n'aime pas Colours Places in France: Toulouse, Lyon Je vois/j'entends/je sens To be Role plays Story of Boucle d'or Songs Numbers -70 Easter in France A3- S&amp;L A4-counting</p>	<p>Food Colours Shops Role plays Numbers -100 C'est combien? Euros Places in France: Bordeaux, La Seine, Paris Cutlery J'ai faim/j'ai soif Songs A3- S&amp;L A4-counting A6-start using range of vocab to make own sentences about self</p>

<b>Geography</b>	Water in The Landscape A3.-S+L+R+W in activities. A6- emphasis in working independently. A6- Discussion work.	Weather Around The World A3.-S+L+R+W in activities. A6- emphasis in working independently. A6- Discussion work.	Map of the world focussing on Europe. A3.-S+L+R+W in activities. A6- emphasis in working independently. A6- Discussion work.
<b>History</b>	The Romans  A3 S+L+R+W in certain activities A6- Discussion work A6- role play and emphasis on working independently.	The Anglo Saxons  A3 S+L+R+W in certain activities A6- Discussion work A6- role play and emphasis on working independently.	The Vikings  A3 S+L+R+W in certain activities A6- Discussion work A6- role play and emphasis on working independently.
<b>Maths</b>	Number and place value. Addition and subtraction. Multiplication and division. Fractions. Measurement. Geometry. Handling Data. Review. A4 - Developing their competency in numeracy and applying their knowledge and skills in maths to other areas of their learning.	Number and place value. Addition and subtraction. Multiplication and division. Fractions. Measurement. Geometry. Handling Data. Review. A4 - Developing their competency in numeracy and applying their knowledge and skills in maths to other areas of their learning.	Number and place value. Addition and subtraction. Multiplication and division. Fractions. Measurement. Geometry. Handling Data. Review. A4 - Developing their competency in numeracy and applying their knowledge and skills in maths to other areas of their learning.
<b>Music</b>	Instruments of the orchestra, note names, composition: Haunted House	1) to be identify treble clef notes in semi-breves, minims and crotchets; 2) to be able to sing back echo singing exercises from ABRSM Grade 1; 3) to be able to identify orchestra families by listening and for some to identify specific instruments.	
<b>PE</b>	Fitness/XC: <ul style="list-style-type: none"> <li>Basic fitness tests</li> <li>Training for different aspects of fitness</li> </ul> TAG Rugby: <ul style="list-style-type: none"> <li>Understanding rules and laws</li> <li>Basic passing skills</li> <li>Teamwork and cooperation</li> </ul>	Gymnastics: <ul style="list-style-type: none"> <li>Basic balances and locomotion, focussing on variation</li> <li>Paired balances</li> <li>Basic shape flight</li> </ul> Short Tennis: <ul style="list-style-type: none"> <li>Forehand and backhand strokes</li> <li>Understanding of the court</li> <li>Basic doubles ideas</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>Introduction to running, jumping and throwing events</li> <li>Practice for Sports Day events</li> </ul>
<b>RE</b>	The Bible Christmas Story  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently	Islam  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently	Saints Living with ourselves  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently
<b>Science</b>	Safety in the lab PLANTS: Identify the main parts of a plant and functions Growing your own plant Meaning and process of pollination Process of fertilization LIGHT: Identify light sources and reflectors How we can see objects Investigate light on different surfaces, mirrors and shadows. A3- L+R+W skills	ANIMALS INC HUMANS: Balanced and unbalanced diet Healthy menu project Importance of exercise Human skeleton and terminology Role of muscles Muscle Haka project ROCKS: Classify rocks Origin of rocks and fossils Mini archeologist project A3- L+R+W skills A4 – Quantities A5 – Create a menu	FORCES: Discover magnetic materials Maze making project Investigation of magnetic field A3- L+R+W skills A4 – data A5 – recall data A6 – Class discussion and observations via practical activities

	<p>A4 – Measurement  A6 – Class discussion, predict and analyse simple data, Observation skills via practical activities.</p>	<p>A6 – Class discussion and observation skills via practical activities</p>	
<p><b>Swimming</b></p>	<p>Develop stroke technique in 3 main strokes  Develop dolphin kick  Introduction to lane swimming  In water diving practices (handstands, push and glide to floor, rocket jumps, surface dives to collect sinker/swim through hoop)</p> <p>A3 - Learning and applying specific vocabulary, listening to others, Q&amp;A, discussion  A4 - Counting, symmetry/asymmetry  A6 - Recognising differences between good/bad technique</p>	<p>Further develop stroke technique in 3 main strokes  Gala rules (Starting commands, rules for starts and finishes)  Introduce B/F arm action  Sculling - horizontal (head first, feet first) Woggle if required  Gala preparation</p>	<p>Entries – Sitting/Kneeling/crouch dive  Develop K&amp;U of Water Safety Code and its application  Personal Survival skills - HELP position, Treading water - leg kick focus with floats (deep water), survival swim with item of clothing  Building stamina  Forward rolls</p>

Year 4	Autumn	Spring	Summer
<b>Art</b>	<p><b>Journeys</b> Children will be introduced to Aboriginal art. They will explore the styles, colours and symbols used, identifying some common Aboriginal symbols and what they mean.</p> <p><b>Heraldry- Coats of Arms and their meaning and symbolism.</b> Develop their graphic skills by creating a poster/illustration based on their own design for a Coat of Arms.</p>	<p><b>Pointilism</b></p> <ul style="list-style-type: none"> <li>Children will understand the term 'Neo-Impressionism' and identify that trends in art change over time. They will find out how, when and why the Pointillist movement began and explore some Impressionist and Pointillist paintings to compare and contrast the different styles. They will study a variety of Seurat's paintings, particularly 'A Sunday on the Grand Jatte'.</li> </ul> <p><b>Viewpoints</b></p> <ul style="list-style-type: none"> <li>Children will think about what pictures they and others might see during dreams, then study and discuss some surrealist paintings. They may then either draw or describe dreams (either their own, or invented).</li> </ul>	<p><b>Pop Art</b></p> <ul style="list-style-type: none"> <li>Children will start to learn about the life, work and early techniques of Warhol. Following this, they may either collect, organise and annotate information about Warhol or find out about aspects of popular culture in the 1950s–60s.</li> </ul> <p><b>Van Gogh</b> Study of Van Gogh the artist and his many paintings.</p>
<b>Computing</b>	<p>Programming - Scratch</p> <p>Animation - 2Animate</p> <p>Writing for different audiences - Google docs, 2Connect</p> <p>Esafety</p>	<p>Programming - 2Code</p> <p>Spreadsheets - 2Calculate</p> <p>Esafety</p>	<p>Programming - rapid router</p> <p>Effective searches - browser</p> <p>Logo - logo</p> <p>Esafety</p>
<b>English</b>	<ul style="list-style-type: none"> <li>Charlie and the Chocolate Factory</li> <li>Stories Set in the Past</li> <li>Playscripts</li> <li>Newspapers</li> <li>Poems about Strange and Imagined Settings</li> </ul> <p>A3 R+W in all activities, S+L in certain activities. A5 ICT to draft, redraft and publish some writing tasks. A6- Discussion work, role play and emphasis on working independently.</p>	<ul style="list-style-type: none"> <li>The Lion, the Witch and the Wardrobe</li> <li>Fantasy Stories</li> <li>Science-Fiction</li> <li>Information Texts</li> <li>Explanatory Texts</li> </ul> <p>A3 R+W in all activities, S+L in certain activities. A5 ICT to draft, redraft and publish some writing tasks. A6- Discussion work, role play and emphasis on working independently.</p>	<ul style="list-style-type: none"> <li>War Stories</li> <li>Playscripts</li> <li>Poetic Form</li> <li>Stories Dealing with Issues</li> <li>Stories From Other Cultures</li> <li>Persuasive Texts</li> </ul> <p>A3 R+W in all activities, S+L in certain activities. A5 ICT to draft, redraft and publish some writing tasks. A6- Discussion work, role play and emphasis on working independently.</p>
<b>Forest School</b>	<ul style="list-style-type: none"> <li>Wildlife knowledge</li> <li>Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>Fire use- fire steel, other fire starting methods.</li> <li>Cooking and food technology</li> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>Wildlife knowledge</li> <li>Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>Fire use- fire steel, other fire starting methods.</li> <li>Cooking and food technology</li> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>	<ul style="list-style-type: none"> <li>Wildlife knowledge</li> <li>Woodwork + Tool use - saws, knives, billhook, peelers, hammers etc</li> <li>Fire use- fire steel, other fire starting methods.</li> <li>Cooking and food technology</li> <li>Teamwork</li> <li>Creative + imaginative play</li> </ul> <p>A3 -S&amp;L in all activities A4 - measuring A6 - emphasis on working independently</p>
<b>French</b>	<p>Greetings and myself Months/ birthday/dates Numbers-100 Clothes and parts of body Colours/adjectives Weather Avoir verb table Time (o'clock/half past/quarter past/quarter to) Regions of France: Nord-pas-de-Calais/ Normandie Christmas in France- story of le bonhomme de neige A3- S&amp;L&amp;R&amp;W A4-counting</p>	<p>Greetings and myself Seasons Weather Personal belongings/clothes Prepositions : dans sur sous Numbers-100 Regions of France : Bretagne, Pays de la Loire Easter in France A3- S&amp;L&amp;R&amp;W A4-counting</p>	<p>Greetings/self/weather Adjectives/colours using clair and foncé Role plays J'ai perdu/j'ai trouvé Personal belongings Negative ne..pas Mon/ma Asking questions Prepositions Family members Fruits and shopping dialogues Likes/dislikes Regions of France : Aquitaine, Alpes, Auvergne A3- S&amp;L&amp;R&amp;W</p>

			A4-counting A6-working in pairs to create dialogues
<b>Geography</b>	The UK  A3.-S+L+R+W in activities. A6- emphasis in working independently. A6- Discussion work.	Village Settlers  A3.-S+L+R+W in activities. A6- emphasis in working independently. A6- Discussion work.	Around the World  A3.-S+L+R+W in activities. A6- emphasis in working independently. A6- Discussion work.
<b>History</b>	The Changing Power of British Monarchs  A3.-S+L+R+W in most activities. A5 ICT for research. A6-Discussion work and using a range of sources.	Ancient Egypt  A3.-S+L+R+W in most activities. A5 ICT for research. A6-Discussion work and using a range of sources.	World War 2  A3.-S+L+R+W in most activities. A5 ICT for research. A6-Discussion work and using a range of sources.
<b>Maths</b>	Number and Place Value. Addition and Subtraction, Multiplication and Division,Fractions, Measurement, Geometry, Handling Data.  A4 - Developing their competency in numeracy and applying their knowledge and skills in maths to other areas of their learning. A5- Using I.C.T. A6- Developing their ability to analyse.	Number,Addition and Subtraction, Multiplication and Division,Fractions, Measurement, Geometry, Handling Data.  A4 - Developing their competency in numeracy and applying their knowledge and skills in maths to other areas of their learning. A5- Using I.C.T. A6- Developing their ability to analyse.	Number,Addition and dSubtraction, Multiplication and Division,Fractions, Measurement, Geometry, Statistics.  A4 - Developing their competency in numeracy and applying their knowledge and skills in maths to other areas of their learning. A5- Using I.C.T. A6- Developing their ability to analyse.
<b>Music</b>	Tones and Semitones; Dotted and Tied rhythms	1) to be identify treble clef notes in semi-breves, dotted-minims, minims, dotted-crotchets, crotchets and quavers; 2) to be able to work out scales of C, G, D and F major and create short two bar melodies using at least minims and crotchets; 3) to be able to sing back echo singing exercises from ABRSM Grade 1 and discriminate between different dynamics and articulations;	
<b>PE</b>	Fitness/XC: <ul style="list-style-type: none"> <li>Additional fitness tests</li> <li>Training explained in basic detail</li> <li>Reasons for training explored</li> </ul> Gymnastics: <ul style="list-style-type: none"> <li>Intermediate balances and locomotion, focussing on control</li> <li>Paired balances</li> <li>Basic flight</li> </ul>	Short Tennis: <ul style="list-style-type: none"> <li>Forehand and backhand strokes</li> <li>Introduce service rules</li> <li>Doubles tactics</li> </ul> Pop Lacrosse: <ul style="list-style-type: none"> <li>Introduction to basic passing and shooting</li> <li>Basic rules</li> <li>Teamwork</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>Different techniques for basic running, jumping and throwing events</li> <li>Practice for Sports Day events</li> </ul>
<b>RE</b>	Heroes and Villains Festivals of light  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.	Church windows Living with others  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.	Judaism  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.

<p><b>Science</b></p>	<p>LIVING THINGS AND HABITATS Mrs Nerg Range of habitats Why we classify Understand a classification key Create a classification key The 5 different kingdoms of life Mini-beast hunt Carl Linnaeus work Looking after habitats (environment) ELECTRICITY: Safety awareness Understand circuit symbols Good conductors and insulators Create your own circuit project A3- focus on reading A5- IT research scientist A6- class discussion, observation skills and prediction of results</p>	<p>ANIMALS INC HUMANS (extended from yr3) Understand a food chain Identify consumers and wording IT Gruffalo food chain project Importance of teeth How to look after your teeth Discolouring tablet experiment The digestive process Simulation of the digestive system (practical) STATES OF MATTER: Bonds between solids, liquids and gas Viscosity project Identify common gases Evaporation of salt experiment A3- L+ R+ W A5 - design Gruffalo food chain A6 – class discussion, observation skills, analyse and recall data</p>	<p>SOUND: Process of hearing sounds Vibrations and pitch Investigate sounds in different mediums A3- L+ R skills A6 – class discussion, observation skills, predict and recall findings</p>
<p><b>Swimming</b></p>	<p>Further develop technique in all 4 strokes Feet first entries - shaped jumps Revise forward roll, introduce basic tumble turn Develop starts and finishes  A3 - Learning and applying specific vocabulary, listening to others, Q&amp;A, discussion A4 - Counting, symmetry/asymmetry, timing A6 - Recognising strengths/weaknesses of performance</p>	<p>Reinforce stroke technique to build up to 25m at ASA expected standards Rhythmic breathing in all 4 strokes Entries - Head first (crouch/standing dive) Revise sculling - head first/feet first Gala preparation</p>	<p>Revise Water Safety Code and its application Personal Survival skills - treading water unaided (variation in leg kick – flutter/cycling/Br/s) Survival challenges with clothes on Huddle position Introduction to mini water polo skills</p>



Year 5	Autumn	Spring	Summer
<b>Art</b>	<p><b>William Morris-Illuminated letters.</b> Relief printed using polystyrene blocks.  <b>Designing motifs for printing.</b>  <b>Chinese Art</b></p> <ul style="list-style-type: none"> <li>Children will start by recapping what they already know about China. They will then be shown a variety of artworks from different periods in Chinese history to see if they can identify common themes, colours and techniques. They will have the chance to respond to different works of art, as well as being challenged to order artworks chronologically.</li> </ul>	<p><b>Sense of place</b></p> <ul style="list-style-type: none"> <li>Children will find out what viewfinders are and how they can be used to pick out features, patterns and sections of the world around them. They will focus on correctly recording the lines, shapes and proportions within the viewfinders accurately.</li> </ul> <p><b>Art Illusions</b></p> <ul style="list-style-type: none"> <li>Children will think about how artists create the illusion of depth and distance in their artwork. They will explore the concept of a vanishing point, horizon lines and construction lines to find out how linear perspective works and have a go at using these tools for themselves in their own artwork.</li> </ul>	<p><b>Objects and meaning</b></p> <ul style="list-style-type: none"> <li>Children will understand what is meant by the term 'still life'. They will study a variety of different still-life paintings, looking at how the artists use the objects and colours they are portraying. They will then have the chance to apply colour and tone to some still life art.</li> </ul> <p><b>Cityscapes</b></p> <ul style="list-style-type: none"> <li>Children will learn who Charles Fazzino is and how he creates his unique cityscapes. They will explore what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city.</li> </ul>
<b>Computing</b>	<p>Creating slideshows - Slides</p> <p>Programming - Scratch</p> <p>Touch typing - typing club</p> <p>Esafety</p>	<p>Programming - 2Code</p> <p>Spreadsheets - Google sheets</p> <p>Databases - 2Question, 2Investigate</p> <p>Esafety</p>	<p>Programming - Rapid router</p> <p>3D modelling - 2Design and make</p> <p>Game creator -2DIY</p> <p>Esafety</p>
<b>DT</b>	<p><b>Textiles</b> Slippers- making paper templates and designing and making their own slippers.  <b>CAMS-</b> Moving vehicles  Making their own cars that move.</p>	<p>Food Technology - making a variety of healthy dishes and finding out about the theory behind food preparation.</p>	<p>Culture- Boomerangs and didgeridoos  Structure- Russian Onion Domes/ Kites</p>
<b>English</b>	<ul style="list-style-type: none"> <li>The Iron Man</li> <li>Poetic Style</li> <li>Recounts</li> <li>Science Fiction Stories</li> </ul> <p>A3 R+W in all activities, S+L in certain activities.  A5 ICT to draft, redraft and publish some writing tasks.  A6- Discussion work, role play and emphasis on working independently.</p>	<ul style="list-style-type: none"> <li>The Secret Garden</li> <li>Myths and Legends</li> </ul> <p>A3 R+W in all activities, S+L in certain activities.  A5 ICT to draft, redraft and publish some writing tasks.  A6- Discussion work, role play and emphasis on working independently.</p>	<ul style="list-style-type: none"> <li>The Highwayman</li> <li>Dramatic Conventions</li> <li>Suspense/Horror Stories</li> </ul> <p>A3 R+W in all activities, S+L in certain activities.  A5 ICT to draft, redraft and publish some writing tasks.  A6- Discussion work, role play and emphasis on working independently.</p>
<b>French</b>	<p>Greetings  Date, age, birthdays  Days, months, seasons  Classroom objects  Alphabet  Talking about likes and dislikes  Regular er verbs (je,tu, il/elle)  Talking about 'survival kit' using avoir (je,tu,il/elle)  Describing yourself and others  Family  Understanding adjective agreement  Christmas  A3 S+L in all activities, R+W in certain activities  A5 ICT to redraft and publish writing tasks  A6 pair work, writing independently</p>	<p>Talking about school subjects  Asking questions  Giving opinions and reasons  Describing timetable using the 12 hour clock  Describing a school day  Using 'on'  Talking about food  Look at schools in other French speaking countries</p> <p>Food/ shopping dialogue in preparation for the trip to France  Easter/ Mardi Gras/ poisson d'avril  A3 S+L in all activities, R+W in certain activities  A5 ICT to redraft and publish writing tasks  A6 pair work, writing independently</p>	<p>Talking about computers and mobiles  Using regular er verbs  Talking about sports you play using jouer à  Talking about musical instruments using jouer de  Talking about activities using faire</p> <p>Preparation for oral exam/ oral sheet personal information</p> <p>A3 S+L in all activities, R+W in certain activities  A5 ICT to redraft and publish writing tasks  A6 pair work, writing independently</p>
<b>Geography</b>	<p>The Water Cycle  A3.-S+L+R+W in activities.  A6- emphasis in working independently.  A6- Discussion work.</p>	<p>A Contrasting UK Locality  A3.-S+L+R+W in activities.  A6- emphasis in working independently.  A6- Discussion work</p>	<p>Economic Activity /Farming  A3.-S+L+R+W in activities.  A6- emphasis in working independently.  A6- Discussion work</p>

<b>History</b>	Victorians A3 speaking and listening activities/role play at Belton House A6 - analysing sources and a census	Explorers (projects) A5 - research A6 - synthesising ideas from research to create a project	Aztecs A3 - speaking and listening activities A5 - Mexicolore interactive website A6 - analyse information and synthesise into written work.
<b>Latin</b>	greetings family members/ nouns to be verb table in present tense Roman numbers Roman clothing Perseus and Medusa adjectives masculine/feminine Animals A3 R&W A4 Roman Numbers	Roman food Roman slaves verbs present tense/first conjugation endings Pandora's box Daedalus and Icarus  A3 R&W A6 group discussion Analyse context to work out verb endings	
<b>Maths</b>	number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry, statistics.+ mental maths. number review	negative numbers, written addition and subtraction, prime and square numbers, decimals, area and perimeter, shapes graphs and table, mental maths, number review	roman numerals, number problems, multiplication puzzles, fractions, decimals and percentages, area capacity and weight, properties of shapes and translations, graphs and number review.+ mental maths
<b>Music</b>	Mozart – balanced phrases/classical style; Bass clef notes	1) to be identify treble clef and bass clef notes in semi-breves, dotted-minims, minims, dotted crotchets, crotchets and quavers; 2) to perform a Grade 2 song from memory as a class in the Junior Concert; 3) to be able to discriminate tempo change and minor/major as per Grade 2/3 ABRSM Aural Test D and control these elements in a very basic performance.	
<b>PE</b>	Fitness/XC: <ul style="list-style-type: none"> <li>• Introduction of muscle names</li> <li>• More specialist fitness tests</li> </ul> Pop Lacrosse: <ul style="list-style-type: none"> <li>• Intermediate passing and shooting</li> <li>• Team tactics</li> <li>• Defending</li> </ul>	Hockey: <ul style="list-style-type: none"> <li>• Shot and pass selection</li> <li>• Close control and keeping possession</li> <li>• Conditioned games</li> </ul> Short Tennis: <ul style="list-style-type: none"> <li>• Forehand and backhand strokes</li> <li>• Volleys and smashes</li> <li>• More formal rules</li> <li>• Singles and doubles tactics.</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>• Introduction of specialist events and techniques for these</li> <li>• Advanced techniques for basic events introduced</li> <li>• Practice for Sports Day</li> </ul>
<b>RE</b>	Hinduism  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.	Church buildings Easter week  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.	Faith in Action Belief  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.
<b>Science</b>	Living things in their habitats  Animals Including Humans  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	Properties and Changes of Materials  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	Forces  Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

	<p>Describe the changes as humans develop to old age</p> <p>Earth and Space</p> <p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually</p> <p>Reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>
<b>Spanish</b>		<p>Greetings</p> <p>Say your name</p> <p>Say how you are</p> <p>Numbers 1-31</p> <p>Say how old you are</p> <p>Colours</p> <p>Easter in Spain</p> <p>A3 – S+L+R+W activities</p> <p>A4 – numbers</p> <p>A6 – group and pair work</p>	<p>Months and days</p> <p>Birthday date</p> <p>Family members</p> <p>Say their names and age</p> <p>A3 – S+L+R+W activities</p> <p>A4 – numbers</p> <p>A6 – group and pair work</p>
<b>Swimming</b>	<p>Sprint testing</p> <p>Revise 4 main strokes with focus on weaknesses</p> <p>Entries - Racing/Plunge dive</p> <p>Transition to stroke</p> <p>A3 -Technical vocabulary, discussion</p> <p>A4 - Use of pace clock, calculating splits, average times</p> <p>A6 - Recognising strengths/weaknesses of others performance and providing feedback</p>	<p>Endurance testing</p> <p>Endurance swimming - building up distance</p> <p>Rotation – Develop tumble turn</p> <p>Intro to IM</p> <p>Preparation for Gala</p>	<p>Revise personal survival skills</p> <p>-Treading water (egg beater kick), HELP and Huddle</p> <p>Positions</p> <p>Lifesaving skills - shout and signal rescue, Reach/throw rescue (noncontact), Throw rescues-throw bags/ropes</p> <p>straddle entries, head/feet first</p> <p>surface dives to collect weighted brick</p> <p>Develop water polo skills and application in games (Shallow/Deep water as appropriate)</p>



Year 6	Autumn	Spring	Summer
<b>Art</b>	<p><b>Famous fashions</b></p> <ul style="list-style-type: none"> <li>Children will be introduced to the designers William Morris, Jasper Conran, Cath Kidston and Emma Bridgewater. They will think about the different designers' styles and discuss the effect materials and colours have on a design.</li> </ul> <p><b>Sculpturing vases</b></p> <ul style="list-style-type: none"> <li>Children will identify what containers and vases are before examining their materials, components and uses. They will then look at historical vases and their designs, exploring and sketching different features they see.</li> </ul> <p>Observational drawing/painting of citrus fruits leading to ceramic design in the style of Clarice Cliff</p>	<p><b>Gustov Klimt</b></p> <ul style="list-style-type: none"> <li>Children will learn about Klimt's early life, then study his early portrait sketches. Following this, they will practise sketching portraits in the style of Klimt, or practise pencil sketch shading techniques.</li> </ul> <p><b>People in Action</b></p> <ul style="list-style-type: none"> <li>Children will start by exploring some examples of artwork that show movement, particularly body movement. They will then practise some poses and slow-motion movements together before sketching some of these poses from first-hand observation.</li> </ul>	<p>Portraits-Julian Opie portraits Pablo Picasso/ Self-caricatures/ Andy Warhol inspired prints</p> <p><b>Street Art</b></p> <ul style="list-style-type: none"> <li>Children will discuss how graffiti polarises opinion, identify distinctive features of graffiti art and consider where it is, and is not, appropriate to make graffiti art. They may then either sketch to develop designs for graffiti art, or translate given designs onto larger canvasses/sheets of paper.</li> </ul>
<b>Computing</b>	<p>Programming - Scratch</p> <p>Blogging - 2Blog</p> <p>Quizzing - 2Quiz</p> <p>Esafety</p>	<p>Programming - 2Code</p> <p>Spreadsheets - Google Sheets</p> <p>Esafety</p>	<p>Photo editing - Photoshop</p> <p>Computer networks</p> <p>Esafety</p>
<b>DT</b>	<p>Structures Bird boxes Shelters</p>	<p>Mechanical systems- Design and make a clock</p> <p>Textiles Making an apron for cookery.</p>	<p>LED Torch</p> <p>Bloodhound rocket cars</p> <p>Electronics</p> <p>Food</p> <p>Technology</p>
<b>English</b>	<p>Study of Kensuke's Kingdom</p> <p>Discursive Writing</p> <p>Range of fiction and Non-fiction comprehensions</p> <p>Dictionary work</p> <p>Narrative Writing</p> <p>Diary writing</p>	<p>Study of Street Child</p> <p>Using evidence to support ideas and opinions</p> <p>Range of fiction and Non-fiction comprehensions</p> <p>Poetry and poetic techniques</p> <p>Descriptive writing</p> <p>Discursive writing</p>	<p>Study of class novel</p> <p>Revision of key skills - grammar &amp; comprehension</p> <p>Exam techniques</p> <p>Range of fiction and Non-fiction comprehensions</p> <p>Narrative writing</p> <p>Playscripts and performance</p>
<b>French</b>	<p>Talking about your town/village</p> <p>Revise rooms in the house/furniture</p> <p>Using il y a/ il n'y a pas de</p> <p>Understanding and giving directions</p> <p>Understanding when to use 'tu' and 'vous'</p> <p>A3 S+L in all activities, R+W in certain activities</p> <p>A5 ICT to redraft and publish writing tasks and do displays</p> <p>A5 Online interactive exercises</p> <p>A6 pair work, writing and working independently</p>	<p>Talking about getting ready to go out/reflexive verbs</p> <p>Talk about daily routine</p> <p>Talking about where you go in your free time/ aller</p> <p>Asking someone to go somewhere</p> <p>Using je veux/tu veux +infinitive</p> <p>Saying what you can do in town, using on peut +infinitive</p> <p>A3 S+L in all activities, R+W in certain activities</p> <p>A5 ICT to redraft and publish writing tasks + displays</p> <p>A5 Online interactive exercises</p> <p>A6 pair work, writing and working independently</p>	<p>Talking about holidays</p> <p>Using nous</p> <p>Buying drinks and snacks</p> <p>Using higher numbers</p> <p>Talking about holiday plans using the near future</p> <p>Saying what you would like to do (dreams) using je voudrais +infinitive</p> <p>A3 S+L in all activities, R+W in certain activities</p> <p>A5 ICT to redraft and publish writing tasks + displays</p> <p>A5 Online interactive exercises</p> <p>A6 pair work, writing and working independently</p>
<b>Geography</b>	<p>Mapwork/location work/place knowledge</p> <p>A4 (grid references)</p>	<p>Human and physical geography:</p> <p>Rainforests</p> <p>A3 (speaking and listening activities)</p> <p>A5 (word processing and internet research)</p>	<p>Weather and climate</p> <p>A4 Analysing graphs</p> <p>A6 analysing different weather patterns examining case studies.</p>
<b>History</b>	<p>Norman Conquest and beyond (1066-1215)</p> <p>A3 - physical searching for scenes in the Bayeux Tapestry in pairs</p> <p>A6 - analysing sources, hypothesising in class discussions, synthesising</p>	<p>Medieval Realms (1215-1485)</p> <p>A3 - hustings for William Wallace and the protagonists of Edward I reign.</p> <p>A6 - analysing sources, hypothesising in class discussions, synthesising through written work.</p>	<p>Castles</p> <p>A5 - research and word processing/Powerpoint presentation of project</p> <p>A6 - analysing sources, hypothesising in class discussions, synthesising through written work.</p>

	through written work.		
<b>Latin</b>	Roman numbers nouns first declension/ singular and plural/ nominative/vocative/accusative cases present tense first conjugation Romulus and Remus and the founding of Rome Horatius Cocles Mucius Scaevola Cloelia Perseus  A3 R&W A6 group discussion Analyse context to work out verb endings	genitive/dative/ablative Imperfect tense second declension nouns (masculine/ er) Second declension nouns-neuter Jason and the Golden Fleece Theseus and the Minotaur Roman entertainment (theatre/chariot racing/baths)  A3 R&W A6 group discussion Analyse context to work out verb endings	prepositions + ablative Adjectives Cardinal numbers The labours of Heracles Roman domestic life (clothing/meals)  A3 R&W A6 group discussion Analyse context to work out verb endings
<b>Maths</b>	Numbers & the number system Calculating Calculating:division Visualising & constructing Investigating properties of shapes	Algebraic proficiency: using formulae Exploring fractions, decimals and percentages Proportional reasoning Pattern sniffing Measuring space Investigating angles	Calculating fractions, decimals & percentages Solving equations & inequalities Calculating space Checking, approximating & estimating Mathematical movement Presentation of data Measuring data
<b>Music</b>	Previous learning: "Intervals; major scales"	1) to be identify treble clef and bass clef notes in semi-breves, dotted-minims, minims, dottedcrotchets, crotchets and quavers; 2) to be able to identify diatonic intervals aurally and visually (building on previous learning); 3) to perform a Grade 3 song from memory as a class in the Junior Concert; 4) to be able to discriminate different tempi, tempo change and minor/major as per Grade 2/3 ABRSM Aural Test D and control these elements in a very basic performance and use these to describe the character of a piece of music (as per Grade 4 ABRSM Aural Test C1)	
<b>PE</b>	Fitness/XC: <ul style="list-style-type: none"> <li>• Training linked to fitness tests</li> <li>• Different types of endurance training explained and explored</li> </ul> Basketball: <ul style="list-style-type: none"> <li>• Passing, dribbling and shooting practice</li> <li>• Triple threat</li> <li>• BEEF</li> <li>• Basic rules explained</li> <li>• Games with conditions to practice techniques</li> </ul>	Badminton: <ul style="list-style-type: none"> <li>• Introduction of overhead and underarm shots</li> <li>• Rules of play</li> <li>• Singles and doubles rules</li> </ul> Handball: <ul style="list-style-type: none"> <li>• Teamwork and rules</li> <li>• Passing and shooting ideas</li> <li>• Advanced team moves and game plans</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>• Practice of advanced techniques</li> <li>• More practice of specialist events</li> <li>• Practice for Sports Day/Competitions</li> </ul>
<b>RE</b>	Old Testament Bible stories  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.	Islam Key beliefs Muhammed Quran, Mosque Imam  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to	Islam 5 pillars Life stages Food  A3 S+L in activities A6 Discussion work A6 - emphasis on working independently, opportunity to

		analyse, hypothesise and synthesise.	analyse, hypothesise and synthesise.
<b>Science</b>	<p>Chemistry Acids and Alkalies</p> <p>Physics Light Behaviour of Light Seeing</p> <p>Biology Humans and Other Animals Circulation Breathing Health and Exercise Nutrition Movement</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Biology Evolution and Inheritance</p> <p>Chemistry Properties of materials Making an Indicator</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Physics Electricity</p> <p>Biology Living Things in Their Habitat</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>
<b>Spanish</b>	<p>Cognates Classroom instructions Spanish pronunciation Alphabet Name, age and birthday date Family members Pets Colours Personality Describe yourself and family Hair and eyes <i>Christmas culture</i> <b>Personal Information</b> ORAL SHEET A3 – S+L+R+W activities A4 – numbers A5 - Online exercises A6 – pair and group work, mini self and peer assessment tasks</p>	<p>Describe your school Introduce time Subjects you study Give opinions on school subjects Talk about break time Clothes you wear for school <i>Culture: schools in Spain</i> <b>School</b> ORAL SHEET A3 – S+L+R+W activities A4 – numbers A5 - Online exercises A6 – pair and group work, mini self and peer assessment tasks</p>	<p>Hobbies and sport: What you like and don't like to do Give opinions What sports you do What you do in your spare time Asking questions Introduce food and drinks ordering in a café A3 – S+L+R+W activities A5 – Online exercises/prep ICT skills for brochure/display</p>
<b>Swimming</b>	<p>Consolidate stroke technique in 4 strokes Entries - Racing starts Develop transition to stroke IM turns</p> <p>A3 -Technical vocabulary, discussion A4 - Use of pace clock, calculating splits, average times A5 - Use of GoPro, slow mo for analysis A6 - Analysing own and others technique, use of data analysis</p>	<p>Use of pace clock - start time and rest period Stroke count Stamina/leg kick sets Preparation for Gala</p>	<p>Lifesaving strokes – side, back Reverse and stand off position Contact tows Turning unconscious casualty Timed rescues Synchro skills - back layout, tub, oyster</p>

Year 7	Autumn	Spring	Summer
<b>Art</b>	<b>Line and Tone</b> Using graded pencils and learning shading techniques <b>Developing ideas</b> Using their own ideas to develop their work.	<b>Using colour</b> Using and applying colours in their own work. <b>Letters-</b> exploring Composition alternatives	Fashion Show- bags
<b>Computing</b>	Programming - Microbits  Esafety	Video editing - browser  Spreadsheets - Google Slides  Esafety	Web design - Mozilla Thimble, Google Sites  Writing apps - MIT App inventor  Esafety
<b>DT</b>	Puppets Bloodhound rocket cars Electronics Variations	Food technology - Savoury dishes, healthy eating	Bridges Bags for fashion show- Artist stimulation
<b>English</b>	Study of Private Peaceful Range of fiction/non-fiction comprehension WW1 Research and Poetry Persuasive Writing Discursive Writing Letter Writing to include empathy and emotion Personal Writing Grammar & Vocabulary Skills	Study of The Tulip Touch Range of fiction/non-fiction comprehension Revision & Exam Skills Inference & Detection Grammar & Vocabulary Skills Group Drama 'Friendship'	Study of Pig Heart Boy Range of fiction/non-fiction comprehension Narrative Writing Textual Analysis Descriptive Writing Grammar & Vocabulary Skills Use of PEE technique
<b>French</b>	Paris/ monuments perfect tense of regular and irregular verbs understanding information about a tourist attraction Oral sheet on holidays A3 S+L in all activities, R+W in certain activities A5 ICT to redraft and publish writing tasks + displays A5 Online interactive exercises A6 pair work, writing and working independently	Talking about tv programmes/films/reading/internet Present tense of er verbs Perfect tense A3 S+L in all activities, R+W in certain activities A5 ICT to redraft and publish writing tasks + displays A5 Online interactive exercises A6 pair work, writing and working independently	Talking about personality and relationships Adjectives Reflexive verbs Agreeing/disagreeing/giving reasons Clothes Near future tense  French speaking world/ Research and produce presentation A3 S+L in all activities, R+W in certain activities A5 ICT to redraft and publish writing tasks + displays A5 Online interactive exercises A6 pair work, writing and working independently
<b>Geography</b>	Population & Settlement A3 - physical representation of population density/discussion A4 - population and migration figures/working out graphs A6 - analysing information	Rivers & Coasts A5 - Quizlet and Yacapaca online activities A6 - produce pop up models of various river and coastal landforms based on synthesizing their knowledge	Transport & Industry A4 - interpreting pie charts/line graphs of the different economic activities around the world. A5 - Quizlet and Yacapaca online activities A6 - understand new technologies, analyse and synthesise this new information.
<b>History</b>	Making of the United Kingdom (1485-1603) A3 - enactment of the Wars of the Roses A6 - analysing sources, hypothesising in class discussions, synthesising through written work.	Making of the United Kingdom (1603-1660) A3 - trip to Newark Civil War Centre: learn weapons drills/act out scene from trial of Charles I/group work A6 - analysing sources, hypothesising in class discussions, synthesising through written work.	The French Revolution A3 - speaking and listening activities/paired and group work A6 - analysing sources, hypothesising in class discussions, synthesising through written work.



<p><b>Latin</b></p>	<p>imperfect tense numbers prepositions with accusative dative of the possessor perfect tense The Trojan War (judgement of Paris/ Achilles/wooden horse) Roman houses</p> <p>A3 R&amp;W A5- online exercises/practice vocab on quizlet A6 group discussion Analyse context to work out verb endings and role of noun</p>	<p>adjectives in er 2nd conjugation pronouns in accusative questions The Odyssey/ land of the Lotus eaters/ Cyclops/Aeolus and the winds Roman weddings/funerals</p> <p>A3 R&amp;W A5- online exercises/practice vocab on quizlet A6 group discussion Analyse context to work out verb endings and role of noun</p>	<p>3rd conjugation ordinals 4th conjugation The Odysseus/ Laestrygonians/Circe/Sirens) Slavery</p> <p>A3 R&amp;W A5- online exercises/practice vocab on quizlet A6 group discussion Analyse context to work out verb endings and role of noun</p>
<p><b>Maths</b></p>	<p>Numbers &amp; the number system Counting &amp; comparing Calculating Visualising &amp; constructing Investigating properties of shapes Algebraic proficiency: tinkering</p>	<p>Exploring fractions, decimals &amp; percentages Proportional reasoning Pattern sniffing Measuring space Investigating angles Calculating fractions, decimals and percentages Solving equations &amp; inequalities</p>	<p>Calculating space Checking, approximating &amp; estimating Mathematical movement Presentation of data Measuring data</p>
<p><b>Music</b></p>	<p>Folk songs, Variation Form, Time signatures.</p>	<p>1) To be able to understand the concept of a piece of music starting and finishing "at home" – ie on the Tonic chord/note. 2) To be know what Primary Chords are (Chords I, IV and V) and how they can be used to form a framework to create an 8 bar composition. 3) More able pupils should be able to create an accompaniment from the chords for their melody. 4) Pairs can combine to create a Ternary Form piece – transposition from C to G will be required for the middle section.</p>	
<p><b>PE</b></p>	<p>Fitness:</p> <ul style="list-style-type: none"> <li>Variety of training methods completed and discussed</li> <li>Benefits of specific training explored</li> </ul>	<p>Badminton:</p> <ul style="list-style-type: none"> <li>More advanced rules for doubles and singles</li> <li>Shot selection and disguise</li> <li>Tactics and game plans</li> </ul>	<p>Athletics:</p> <ul style="list-style-type: none"> <li>Variety of techniques for specialist events explored</li> <li>Training for each event to prepare for event choices</li> <li>Practice for Sports Day/Competitions</li> </ul>
<p><b>RE</b></p>	<p>Old Testament Creation Adam and Eve Cain and Abel Abraham</p> <p>Judaism Origins Beliefs Holy books Synagogue</p> <p>A3 S+L in activities A5 Research on Key historical figures, environmental effects. A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.</p>	<p>Old Testament Moses and Burning bush Moses and passover Moses and the 10 Commandments</p> <p>Judaism The home Koshur Life stages</p> <p>A3 S+L in activities A5 Research on Key historical figures, contemporary issues. A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.</p>	<p>Old Testament David and Bathsheba Solomon Elijah</p> <p>Judaism Festivals</p> <p>A3 S+L in activities A5 Research on Key historical figures, contemporary issues. A6 Discussion work A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise.</p>
<p><b>Spanish</b></p>	<p>Spare time activities Asking questions Weather</p>	<p>Where you live Talk about your town</p>	<p>Prepare a party Getting ready Extend clothes</p>

	<p>Hobbies extended: (mobile, music, TV)          What you did (past tense)          Environment          Ordering food and drinks in a café          Culture Christmas  <b>Hobbies</b> ORAL sheet          A3 - S+L+R+W activities          A5 – online exercises          A6 roleplay, self and peers activities</p>	<p>What you are going to do (future tense)          Arranging to go out          Making excuses  <b>Town</b> ORAL SHEET          A3 - S+L+R+W activities          A5 – online exercises          A6 – roleplays, self and activities</p>	<p>Extend food          Ordering a meal          Give an account of a party          Introduce parts of the body          Where it hurts          Practice past papers          Reinforce speaking skills          A3 - S+L+R+W activities          A5 – online exercises          A6 – roleplays, self and peers activities</p>
<b>Science</b>	<p>Biology          Cells and organisation</p> <p>Chemistry          Acids and Alkalies          Atoms, elements and compounds</p> <p>Physics          Energy Resources          Changes in systems          Conservation of Energy</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Physics          Forces          Pressure          Rotation          Density</p> <p>Space</p> <p>Biology          Reproduction in Animals and Plants          Respiration in Cells</p> <p>Chemistry          Physical and Chemical Changes</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Physics          Sound and Hearing          Light</p> <p>Circuits</p> <p>Magnetism and Electromagnets</p> <p>Biology          Photosynthesis          Digestion          The lungs          Human Health</p> <p>Chemistry          Chemical reactions</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>
<b>Swimming</b>	<p>Leading warm-ups          Peer teaching          Cycle of analysis - BLABT          Experience variety of aquatic skills (choice from synchronised swimming, mini water polo, aqua aerobics)</p> <p>A3 -Technical vocabulary, discussion          A4 - Use of pace clock, calculating splits, average times          A5 - Use of GoPro, slow mo for analysis          A6 - Analysing own and others technique, use of BLABT analysis</p>	N/A	N/A

Year 8	Autumn	Spring	Summer
<b>Art</b>	<b>Human figure</b> Sculpture Henry Moore Alberto Giacometto	<b>Architecture</b> Colour abstraction	Fashion Show Clothes
<b>Computing</b>	Programming - Python, BBC Microbits  Spreadsheets - Google slides  Esafety	MIT App Inventor  Presenting - Prezi  Esafety	Multimedia – websites – css/html  Esafety
<b>DT</b>	Food technology - healthy eating, savoury dishes	Architecture Project Art Deco Trinket Project	Fashion Show
<b>English</b>	Study of Noughts & Crosses with link to Romeo & Juliet Range of fiction/non-fiction comprehension Apartheid research Narrative Writing Descriptive Writing Discursive Writing Diary Writing Use of PEE technique Grammar & Vocabulary Skills	Study of Noughts & Crosses Relationships Range of fiction/non-fiction comprehension Poetry Descriptive Writing Narrative Writing Discursive Writing Essay Writing Persuasive Writing Grammar & Vocabulary Skills	Revision of writing skills Exam technique Range of fiction/non-fiction comprehension Poetry Comprehension Grammar & Vocabulary Skills
<b>French</b>	Talking about their holiday Perfect tense/ opinions Describing where you live/home Comparative adjectives/prepositions Menus and restaurant vocab Talking about meals Food routines and customs Quantities, measures and size/ il faut A3 - S+L+R+W activities A5 – online exercises A6 – roleplays, self and peer assessment tasks	Parts of body/ illness Dialogue at doctor's/chemist  CE revision  A3 - S+L+R+W activities A5 – online exercises A6 – roleplays, self and peer assessment tasks	CE Preparation  A3 - S+L+R+W activities A5 – online exercises A6 – roleplays, self and peer assessment tasks
<b>Geography</b>	Earthquakes & Fieldwork Project A3 - groupwork on saltmarsh sampling (Gibraltar Point) for project A4 - create graphs from data A5 - word process projects, create graphs on computer A6 - analysis of data found, hypothesise about possible outcomes and synthesis through write-up.	Volcanoes & CE revision A3 - paired and group revision activities A5 - Quizlet and Yacapaca online activities A6 - analysing data, hypothesising in class discussions, synthesising through written work.	CE revision & Exams A3 - paired and group revision activities A5 - Quizlet and Yacapaca online activities A6 - analysing data, hypothesising in class discussions, synthesising through written work.
<b>German</b>	Holiday destination Means of travel Accommodation Duration of stay. Talk about things you can do and what you're going to do. Talk about past holidays Say what food and quantities Order a meal in a restaurant German festivals and national holidays. Talk about organising a party. Write about a party. Holiday oral sheet A3 - S+L+R+W activities A4 - numbers	Talk about Healthy eating Parts of the boy and illnesses. Write about an accident. Give advice Media extension : (tv/music/films) Talk about your daily routine Part time jobs Jobs and future careers Talk about ways to be environmentally friendly Talk about environmental problems CE revision A3 - S+L+R+W activities	CE preparation Oral practise A3 - S+L+R+W activities A5 – online exercises A6 – roleplays, self and peer assessment tasks

	A5 – online exercises A6 – roleplays, self and peer assessment tasks	A5 – online exercises A6 – roleplays, self and peer assessment tasks	
<b>History</b>	<b>Britain and Empire 1750-1914</b> The Agrarian Revolution & The Industrial Revolution A3 - presentation of advert for Jethro Tull's seed drill A5 - graphs of vast population growth in cities 1750-1900 A6 - analysing sources, hypothesising in class discussions, synthesising through written work.	<b>Britain and Empire 1750-1914</b> The Industrial Revolution & The Transport Revolution A3 - paired and group discussion and presentations A4 - graph of increase in train journeys A6 - analysing sources, hypothesising in class discussions, synthesising through written work.	<b>Britain and Empire 1750-1914</b> The Transport Revolution & CE exams A3 - paired and group revision activities A6 - analysing sources, hypothesising in class discussions, synthesising through written work.
<b>Latin</b>	mixed conjugation imperatives compound verbs The Odysseus /Calypso/Homecoming The Roman Army-structure and equipment  A3 R&W A5- online exercises/practice vocab on quizlet A6 group discussion Analyse context to work out verb endings, role of the noun	subordinate clauses adverbs Roman Britain Revision Myths Exam skills-translation  A3 R&W A5- online exercises/practice vocab on quizlet A6 group discussion Analyse context to work out verb endings, role of the noun	CE Preparation and Revision  A3 R&W A5- online exercises/practice vocab on quizlet A6 group discussion Analyse context to work out verb endings, role of the nouns
<b>Maths</b>	Numbers & the number system Calculating Visualising & Constructing Understanding Risk I Algebraic proficiency:tinkering	Exploring fractions, decimals & percentages Proportional reasoning Pattern sniffing Investigating angles Calculating fractions, decimals & percentages Solving equations & inequalities Calculating space	Algebraic proficiency: visualising Understanding risk II Presentation of data Measuring data Revision
<b>Music</b>	Folk songs, Variation Form, Time signatures.	1) To be able to understand the concept of a piece of music starting and finishing "at home" – ie on the Tonic chord/note. 2) To be know what Primary Chords are (Chords I, IV and V) and how they can be used to form a framework to create an 8 bar composition. 3) More able pupils should be able to create an accompaniment from the chords for their melody. 4) Pairs can combine to create a Ternary Form piece – transposition from C to G will be required for the middle section.	
<b>PE</b>	Fitness: <ul style="list-style-type: none"> <li>Variety of training methods completed and discussed</li> <li>Benefits of specific training explored</li> </ul>	Badminton: <ul style="list-style-type: none"> <li>More advanced rules for doubles and singles</li> <li>Shot selection and disguise</li> <li>Tactics and game plans</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>Variety of techniques for specialist events explored</li> <li>Training for each event to prepare for event choices</li> <li>Practice for Sports Day/Competitions</li> </ul>
<b>RE</b>	New Testament Birth of Jesus Temptations Being a follower of Jesus  Christianity Belief Church split Church building Bible	New Testament Miracles Parables Peter's declaration  Christianity Life stages Festivals Pilgrimage	Faith in Action Mother Teresa Jackie Pullinger Martin Luther King Oscar Romero  Revision  Holocaust

	<p>A3 S+L in activities  A5 Research on Key historical figures, contemporary issues.  A6 Discussion work  A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise</p>	<p>A3 S+L in activities  A5 Research on Key historical figures, contemporary issues.  A6 Discussion work  A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise</p>	<p>A3 S+L in activities  A5 Research on Key historical figures, contemporary issues.  A6 Discussion work  A6 - emphasis on working independently, opportunity to analyse, hypothesise and synthesise</p>
<b>Science</b>	<p>Chemistry  Gas Tests  Reactivity Series  Acids and Alkalis and the Acid Rain Story  WORD EQUATIONS</p> <p>Chemical Reactions  Changes of State</p> <p>Physics  Circuits  Sound</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Chemistry  Chemical and Physical Changes  Properties of Materials  Metals and Nonmetals  Flame Tests  Equation recap</p> <p>Biology  Reproduction in Animals and Plants  Respiration in Cells</p> <p>Physics  Space  Light</p> <p>A3 - S+L+R+W Pupils take part in class discussion, role plays, making short films</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>	<p>Chemistry  Physical and Chemical Changes</p> <p>Recap on topics covered incorporated with exam questions and revision.</p> <p>REVISION</p> <p>A3 - S+L+R+W Pupils take part in class discussion, revision aids and videos to aid their understanding</p> <p>A4 - construction of graphs using numerical data, plotting lines of best fit and drawing conclusions from data</p> <p>A5 - production of film, posters, displays using ICT.</p> <p>A6 - Investigations, showing an ability to predict, plan and analyse data</p>
<b>Swimming</b>	<p>Leading warm-ups  Peer teaching  Cycle of analysis - BLABT  Experience variety of aquatic skills (choice from synchronised swimming, mini water polo, aqua aerobics)</p> <p>A3 -Technical vocabulary, discussion  A4 - Use of pace clock, calculating splits, average times  A5 - Use of GoPro, slow mo for analysis  A6 - Analysing own and others technique, use of BLABT analysis</p>	N/A	N/A