**OUR CURRICULUM MAPPED AGAINST STATUTORY REQUIREMENTS**

YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6

/ = in part X = in full

(Our children meet statutory content on numerous occasions. Mapped below are the main ones)

SCIENCE – Year 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| **Plants**;identify and name a variety of common wild and garden plants, including deciduous and evergreen trees |  |  |  | X |  |  |  |  |  | X |  |  |
| Identify and describe the basic structure of a variety of common flowering plants including trees |  |  |  | X |  |  |  |  |  | X |  |  |
| **Animals including humans**; identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. |  |  |  |  | X |  |  |  |  |  | X |  |
| Identify and name a variety of common animals that are carnivores, herbivores and omnivores |  |  |  |  | X |  |  |  |  |  | X |  |
| **Everyday materials;** distinguish between an object and the material from which it is made |  | X |  |  |  |  |  | X |  |  |  |  |
| Identify and name a variety of everyday materials, including wood, plastic, glass, metal and rock |  | X |  |  |  |  |  | X |  |  |  |  |
| Describe the simple properties of a variety of everyday materials |  | X |  |  |  |  |  | X |  |  |  |  |
| Compare and group together a variety of everyday materials on the basis of their simple physical properties |  | X |  |  |  |  |  | X |  |  |  |  |
| **Seasonal change;** observe change across the four seasons | X |  | X | X |  | X | X |  | X | X |  | X |
| Observe and describe weather associated with the seasons and how day length varies | X |  | X | X |  | X | X |  | X | X |  | X |

SCIENCE – year 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| **Living things and their habitats;** explore and compare the differences between things that are living, dead and things that have never been alive |  |  |  |  | X |  |  |  |  |  | X |  |
| Identify that most living thins live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other |  |  |  |  | X |  |  |  |  |  | X |  |
| Identify and name a variety of plants and animals in their habitats including micro organisms |  |  |  |  | X |  |  |  |  |  | X |  |
| Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify and name different sources of food |  |  |  |  | X |  |  |  |  |  | X |  |
| **Plants**;Observe and describe how seeds and bulbs grow into mature plants |  |  |  | X |  |  |  |  |  | X |  |  |
| Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy |  |  |  | X |  |  |  |  |  | X |  |  |
| **Animals including humans;**Notice that animals, including humans, have offspring which grow into adults | X |  |  |  |  |  | X |  |  |  |  |  |
| Find out about the basic needs of animals including humans for survival (water, food, air) | X |  |  |  |  |  | X |  |  |  |  |  |
| Describe the importance for humans of exercise, eating the right amounts of different types of woo and hygiene |  |  |  |  |  | X |  |  |  |  |  | X |
| **Use of everyday materials**; identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. |  | X |  |  |  |  |  | X |  |  |  |  |
| Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching |  | X |  |  |  |  |  | X |  |  |  |  |

HISTORY – Year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| Changes within living memory |  |  |  |  |  |  |  | X X |  |  |  |  |
| Events beyond living memory |  | X X |  |  |  |  |  |  | X X |  |  |  |
| Lives of significant individuals who have contributed to national and international achievement |  |  |  |  |  | X X |  |  |  |  |  | X X |
| Significant historical events, people and places in their own locality |  |  |  |  |  |  |  |  | X X |  |  |  |

GEOGRAPHY – Year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| **Locational knowledge;**  Name and locate the world’s seven continents and five oceans | X |  | X |  |  | X | X |  |  |  |  | X |
| Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding area. |  | /  X |  |  |  |  | /  X |  |  |  |  |  |
| **Place knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country |  |  |  | /  X |  |  |  |  | /  X |  |  |  |
| **Human and physical geography**  Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the N and S poles | / |  | /  X | / |  | / | / |  | / | /  X | /  X | / |
| Vocab; key physical features;*beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather* | Season, weather, hill, vegetation,  Hill, vegetation |  | Season, weather  ,Sea, ocean,  Weather  Coast, sea, ocean, weather | Season, weather  Soil, veg-etation  Soil, veg-etation | Season, weather  Soil, hill  Soil, hill, veg-etation  shop, house |  | Season, weather, hill, vegetation,  Hill, vegetation |  | Valley, hill  Valley hill | Veg-etation, season, weather, soil  Veg-etation, season, weather, soil | Beach, sea river, season, weather  Beach river, season, weather, mountain, coast. Forest, sea, ocean |  |
| Vocab;key human features*; city, town, village, factory, farm, house, office, port, harbour, shop* |  |  |  | Town, village  Town, village |  |  | , city, factory, office | Factory, town, village, shop,  Factory, town, village, shop, city, office, port, harbour | Village  Factory  Village  factory | Shop, houses  Shop, houses | Zoo  zoo | City, stadium |
| **Geographical skills and fieldwork**  Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage. | /  X |  |  | /  X |  | X | /  X |  |  |  | /  X | /  X |
| Use simple compass directions (NSEW) and locational and directional language (eg near, far, left, right) to describe the location of features and routes on a map | /  X |  |  |  | /  X |  | /  X |  |  | /  X |  |  |
| Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key. | /  X |  |  |  | /  X |  | /  X |  |  | /  X |  |  |
| Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | /  X. |  |  |  | /  X |  | /  X |  |  | /  X |  |  |

Computing year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A (to re-define for Sept ’16) | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| Y1 skills | (Research and communication)Know what a computer is, list jobs done by a computer at school, know why its useful to use a computer  (Data handling) sort items using ict, add items to a pictogram, add items to a block graph  (digital technology) use a digital camera to take a photo, use different brush styles, choose appropriate colours when painting a picture, use fill paint effect, type text and insert pictures to create a simple story. X | | | | | | | | | | | |
| Y2 skills |  | | | | | | | | | | | |
| Understand what algorithms are, how they are implemented as programs on digital devices and that simple programmes execute by following precise and unambiguous instructions |  |  |  |  |  |  | / | / |  | X |  |  |
| Create and debug simple programs |  |  |  |  |  |  |  |  |  |  |  | X |
| Use logical reasoning to predict the behaviour of simple programs |  |  |  |  |  |  |  |  |  |  |  |  |
| Use technology purposefully to create, store, manipulate and retrieve digital content |  |  |  |  |  |  | / | / | / | / | / | X |
| Recognise common uses of IT beyond school |  |  |  |  |  |  |  | / |  |  | / | / |
| Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies | /X |  |  | /X |  |  | /X |  | /X |  |  | /X. |

Art & Design – Year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| To use a range of materials creatively to design and make products | / X  drawing |  | / X  painting | X X  collage | X X  sculpture |  | / X  painting |  | X X  weaving | / X  drawing |  |  |
| To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | /X  drawing |  | / X  painting | X X  collage | X X  sculpture |  | / X  painting |  | X X  weaving | / X  drawing |  |  |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | / X |  | /X | X X | X X |  | / X |  | X X | / X |  |  |
| About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work | / X |  | / X | X X | X X |  | / X |  | X X | / X |  |  |

Design and technology – year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| **Design**; design purposeful, functional, appealing products for themselves and other users based on design criteria |  | / X |  |  |  | X X |  | / X |  |  | X X | / X |
| Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, ICT |  | / X |  |  |  | X X |  | / X |  |  | X X | / X |
| **Make;** select from and use a range of tolls and equipment to perform practical tasks |  | / X |  |  |  | / X |  | / X |  |  | X X | / X |
| Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics |  | / X |  |  |  | / X |  | / X |  |  | X X | / X |
| **Evaluate**; explore and evaluate a range of existing products |  | / X |  |  |  | X X |  | / X |  |  | X X | X X |
| Evaluate their ideas and products against design criteria |  | / X |  |  |  | X X |  | / X |  |  | X X | X X |
| **Technical knowledge**; build structures, exploring how they can be made stronger, stiffer and more stable |  | / X  Y1 continuous provision |  |  |  |  |  |  |  |  | / X |  |
| Explore and use mechanisms (eg levers, sliders, wheels, axles) in their products) |  |  |  |  |  |  |  | / X  Wheels, axles |  |  | / X  Levers, sliders |  |
| **Cooking and nutrition;** understand the basic principles of a healthy and varied diet to prepare dishes |  |  |  |  |  | / X |  |  |  |  |  | / X |
| Understand where food comes from |  |  |  |  |  | / X |  |  |  |  |  | / X |

Music – Year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Due to the format of our music lessons, each objective is taught in part in each lesson***. | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| use their voices expressively and creatively by singing songs and speaking chants and rhymes | // | // | // | // | // | // | // | // | // | // | // | // |
| play tuned and untuned instruments musically | // | // | // | // | // | // | // | // | // | // | // | // |
| listen with concentration and understanding to a range of high-quality live and recorded music | // | // | // | // | // | // | // | // | // | // | // | // |
| experiment with, create, select and combine sounds using the inter-related dimensions of music. | // | // | // | // | // | // | // | // | // | // | // | // |

PE – Year 1 & 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | // |  | / | // | // | // | // |  | / | // | // | // |
| participate in team games, developing simple tactics for attacking and defending | // |  |  |  |  | // | // |  |  |  |  | // |
| perform dances using simple movement patterns |  | // | / |  |  |  |  | // | / |  |  |  |

RE

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Getting to know you | London’s Burning | Penguin Small | How does your garden grow? | Animal alphabet | This is my time | Autumn Story | From Rag dolls to robots | Build | Cool and crazy creatures |  |  |
| All our teaching and learning is from Kirklees Agreed Syllabus | 1.2  Belong | 2.2  Hope | 2.4  Aspire | 2.4  Believe | 2.4  Love | 2.3  Thankyou | 2.1  Belong | 1.4  Hope | 1.3  Aspire | 1.1  Believe | 1.3  Love | 1.1  Thankyou |

..................................................................................................................................................................................................................................................................................SScience – Year 3

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| **Plants**; identify and describe the functions of different parts of flowering plants ;roots. Stem / trunk, leaves and flowers |  |  |  | X |  |  |  |  |  | X |  |  |
| Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant |  |  |  | X |  |  |  |  |  | X |  |  |
| Investigate the way in which water is transported within flowering plants |  |  |  | X |  |  |  |  |  | X |  |  |
| Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |  |  |  | X |  |  |  |  |  | X |  |  |
| **Animals including humans** ; identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat | X |  |  |  |  |  | X |  |  |  |  |  |
| Identify that humans and some other animals have skeletons and muscles for support, protection and movement |  |  |  |  |  | X |  |  |  |  |  | X |
| **Rocks**; compare and group together different kinds of rocks on the basis of their appearance and simple physical properties |  |  | X |  |  |  |  |  | X |  |  |  |
| Describe in simple terms how fossils are formed when things that have lived are trapped within rock |  |  | X |  |  |  |  |  | X |  |  |  |
| Recognise that soils are made from rocks and organic matter |  |  | X |  |  |  |  |  | X |  |  |  |
| **Light**; recognise that they need light in order to see things and that dark is the absence of light |  | X |  |  |  |  |  | X |  |  |  |  |
| Notice that light is reflected from surfaces |  | X |  |  |  |  |  | X |  |  |  |  |
| Recognise that light from the sun can be dangerous and that there are ways to protect their eyes |  | X |  |  |  |  |  | X |  |  |  |  |
| Recognise that shadows are formed when the light from a light source is blocked by a solid object |  | X |  |  |  |  |  | X |  |  |  |  |
| Find patterns in the way the size of shadows change |  | X |  |  |  |  |  | X |  |  |  |  |
| **Forces and magnets;** compare how things move on different surfaces |  |  |  |  | X |  |  |  |  |  | X |  |
| Notice that some forces need contact between two objects but magnetic forces can act at a distance |  |  |  |  | X |  |  |  |  |  | X |  |
| Observe how magnets attract or repel each other and attract some materials and not others |  |  |  |  | X |  |  |  |  |  | X |  |
| Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials |  |  |  |  | X |  |  |  |  |  | X |  |
| Describe magnets as having two poles |  |  |  |  | X |  |  |  |  |  | X |  |
| Predict whether two magnets will attract or repel each other depending on which poles are facing |  |  |  |  | X |  |  |  |  |  | X |  |

Science – year 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| **Living things and their habitats;** recognise that living things can be grouped in a variety of ways |  |  |  | X |  |  |  |  |  | X |  |  |
| Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment |  |  |  | X |  |  |  |  |  | X |  |  |
| Recognise that environments can change and that this can sometimes pose dangers to living things |  |  |  | X |  |  |  |  |  | X |  |  |
| **Animals including humans;** describe the simple functions of the basic parts of the digestive system in humans | X |  |  |  |  |  | X |  |  |  |  |  |
| Identify the different types of teeth in humans and their simple functions | X |  |  |  |  |  | X |  |  |  |  |  |
| Construct and interpret a variety of food chains identifying producers, predators and prey | X |  |  |  |  |  | X |  |  |  |  |  |
| **States of matter;**  Compare and group materials together according to whether they are solids, liquids or gases |  |  |  |  | X |  |  |  |  |  | X |  |
| Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius |  |  |  |  | X |  |  |  |  |  | X |  |
| Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |  |  |  | X |  |  |  |  |  |  | X |  |
| **Sound**; identify how sounds are made associating some of them with something vibrating |  |  |  |  |  | X |  |  |  |  |  | X |
| Recognise that vibrations from sounds travel through a medium to the ear |  |  |  |  |  | X |  |  |  |  |  | X |
| Find patterns between the pitch of a sound and features of the object that produced it |  |  |  |  |  | X |  |  |  |  |  | X |
| Find patterns between the volume of a sound and the strength of the vibrations that produced it |  |  |  |  |  | X |  |  |  |  |  | X |
| Recognise that sounds get fainter as the distance from the sound source increases |  | X |  |  |  |  |  | X |  |  |  |  |
| **Electricity;** identify common appliances that run on electricity |  | X |  |  |  |  |  | X |  |  |  |  |
| Construct a simple series electrical circuit, identifying and naming gits basic parts including cells, wires, bulbs, switches and buzzers |  | X |  |  |  |  |  | X |  |  |  |  |
| Identify whether or not a lamp will light in a simple series circuit based on whether of not the amp is part of a complete loop with a battery |  | X |  |  |  |  |  | X |  |  |  |  |
| Recognise that a switch opens and closed and associate this with whether or not a lamp lights in a simple series circuit |  | X |  |  |  |  |  | X |  |  |  |  |
| Recognise some common conductors and insulators and associate metals with being good conductors |  | X |  |  |  |  |  | X |  |  |  |  |

History – year 3 & 4 (unchecked boxed covered by y5 & 6)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| Changes in Britain from the Stone age to the Iron Age |  |  | X X |  |  |  |  |  |  |  |  |  |
| The Roman Empire and its impact on Britain |  |  |  |  | X X |  |  |  |  |  |  |  |
| Britain’s settlement by Anglo- Saxons and Scots |  |  |  |  |  |  |  |  |  |  |  |  |
| The Viking and Anglo Saxons struggle for the kingdom of England to the time of Edward the Confessor |  |  |  |  |  |  |  |  |  |  |  |  |
| A local history study |  |  |  |  |  |  |  |  |  |  | X X |  |
| A study of an aspect or theme in British history that extends pupils chronological know-  Ledge beyond 1066… WWII |  |  |  |  |  |  |  |  |  | X X |  |  |
| The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of … Ancient Egypt |  |  |  |  |  |  |  | X X |  |  |  |  |
| Ancient Greece – a study of Greek life and achievement and their influences on the western world |  |  |  |  |  |  |  |  |  |  |  |  |
| A non-European society that contrasts with British history… |  |  |  |  |  |  |  |  |  |  |  |  |

Geography – year 3 & 4 (coverage continues into Y5 & 6)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| **Locational knowledge;** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics , countries and major cities | / / |  |  |  |  | / / |  |  |  | / / | / / |  |
| Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers) and land use patterns, and understand how some of these aspects have changed over time. |  |  | / / |  | / / |  | / / |  |  |  | / / |  |
| Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Soputhern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night) | // |  |  | / / |  |  |  |  | / / |  |  | / / |
| **Place knowledge**; understand geographical similarities and differences through a study of human and physical geography of a region of the UK, a region in a European country and a region within N or S America |  | / / |  | / / |  |  |  |  | / / |  |  |  |
| **Human and physical geography**. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle |  |  |  | / / |  |  |  |  | / / |  |  |  |
| Describe and understand key aspects of human geography ; including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water |  |  |  |  | / / |  |  |  |  |  | / / |  |
| **Geographical skills and fieldwork**. Use maps, atlases, globes, digital / computer mapping to locate countries and describe features studied | // |  |  |  |  |  |  |  |  | / / |  | / / |
| Use the eight points of the compass, four and six figure grid references, symbols and key (including the use of OS maps ) to build their knowledge of the UK and the wider world. |  | / / |  |  |  |  |  |  |  | / / | / / |  |
| Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies |  | / / |  |  |  |  |  |  |  |  | / / |  |

Computing – year 3 & 4 (unchecked boxed covered by y5 & 6)

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A (to redefine for Sept ‘16) | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems, solve problems by decomposing them into smaller parts |  |  |  |  |  |  |  | X |  | X |  |  |
| Use sequence, selection and repetition in programs, work with variables and various forms of input and output |  |  |  |  |  |  |  | X |  |  |  |  |
| Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |  |  |  |  |  |  |  | X |  |  |  |  |
| Understand computer networks including the internet, how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration |  |  |  |  |  |  | XX |  |  |  |  |  |
| Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content |  |  |  |  |  |  | X | X |  | X |  | XX |
| Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |  |  |  |  |  |  |  |  | X | X | XX | XX |
| Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact |  |  |  |  |  |  | // | // | XX | // | // | XX |

Art & Design- year 3 & 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| Create sketch books to record their observations and use them to review and revisit ideas |  |  | / / | / / |  | // |  | // | // | // | X X |  |
| Improve the mastery of art and design techniques with a range of materials |  |  | / /  Drawing; pencil, charcoal, inks | / /  Painting |  | //  Sculpture; clay |  | //  Collage | //  Painting | //  Drawing; pencil, charcoal, inks | X X  Weaving |  |
| About great artists, architects and designers in history |  |  | / / | / / |  | // |  | // | // | // | X X |  |

Design & Technology - year 3 & 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| **Design** ; use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups | / X | X X |  |  | X X |  | / X |  |  |  |  | X X |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches , cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD | / X | X X |  |  | X X |  | / X |  |  |  |  | X X |
| **Make**; select from and use a wider range of tools and equipment to perform practical tasks accurately | / X | X X |  |  | X X |  | / X |  |  |  |  | X X |
| Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | / X | X X |  |  | X X |  | / X |  |  |  |  | X X |
| **Evaluate**; investigate and analyse a range of existing products | / X | X X |  |  | X X |  | / X |  |  |  |  | X X |
| Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | / X | X X |  |  | X X |  |  |  |  |  |  | X X |
| Understand how key events and individuals in design and technology have helped shape the word | / X | X X |  |  | X X |  | / X |  |  |  |  | X X |
| **Technical knowledge;** apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  |  |  |  |  |  |  |  |  |  |  | X X |
| Understand and use mechanical systems in their produces (eg gears, pulleys, cams, levers and linkages) |  |  |  |  |  |  |  |  |  |  |  |  |
| Understand and use electrical systems in their products (eg series circuits, switches, bulbs, buzzers and motors) |  | X X |  |  |  |  |  |  |  |  |  |  |
| **Cooking and nutrition;** understand and apply the principles of a healthy and varied diet | / X |  |  |  |  |  | / X |  |  |  |  |  |
| Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | / X |  |  |  |  |  | / X |  |  |  |  |  |
| Understand seasonality and know where and how a range of ingredients are grown, reared, caught and processed. | / X |  |  |  |  |  | /X |  |  |  |  |  |

Music – Year 3 & 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Due to the format of our music lessons, each objective is taught in part in each lesson*** | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | // | // | // | // | // | // | // | // | // | // | // | // |
| improvise and compose music for a range of purposes using the inter-related dimensions of music | // | // | // | // | // | // | // | // | // | // | // | // |
| listen with attention to detail and recall sounds with increasing aural memory | // | // | // | // | // | // | // | // | // | // | // | // |
| use and understand staff and other musical notations | // | // | // | // | // | // | // | // | // | // | // | // |
| appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | // | // | // | // | // | // | // | // | // | // | // | // |
| develop an understanding of the history of music. | // | // | // | // | // | // | // | // | // | // | // | // |

PE – Year 3 and 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Our PE lessons cover a range of objectives.***  ***Swimming is covered in Y4 and Y5*.** | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| use running, jumping, throwing and catching in isolation and in combination | / | / |  | / |  | / | / | / |  | / |  | / |
| play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | / | / |  | / |  | / | / | / |  | / |  | / |
| develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] |  |  |  |  |  |  |  |  |  |  |  |  |
| perform dances using a range of movement patterns |  |  | / |  |  |  |  |  | / |  |  |  |
| take part in outdoor and adventurous activity challenges both individually and within a team |  |  |  |  |  |  |  |  |  |  |  |  |
| compare their performances with previous ones and demonstrate improvement to achieve their personal best |  |  | / |  | / |  |  |  | / |  | / |  |
| swim competently, confidently and proficiently over a distance of at least 25 metres | / |  | / |  | / |  | / |  | / |  | / |  |
| use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | / |  | / |  | / |  | / |  | / |  | / |  |
| perform safe self-rescue in different water-based situations |  |  |  |  |  | X |  |  |  |  |  | X |

MFL – Year 3 and 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Our MFL is French***.  ***Due to the format of our MFL lessons, each objective is taught in part in each lesson*** | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| listen attentively to spoken language and show understanding by joining in and responding | // | // | // | // | // | // | // | // | // | // | // | // |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | // | // | // | // | // | // | // | // | // | // | // | // |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* | // | // | // | // | // | // | // | // | // | // | // | // |
| speak in sentences, using familiar vocabulary, phrases and basic language structure | // | // | // | // | // | // | // | // | // | // | // | // |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* | // | // | // | // | // | // | // | // | // | // | // | // |
| present ideas and information orally to a range of audiences | // | // | // | // | // | // | // | // | // | // | // | // |
| read carefully and show understanding of words, phrases and simple writing | // | // | // | // | // | // | // | // | // | // | // | // |
| appreciate stories, songs, poems and rhymes in the language | // | // | // | // | // | // | // | // | // | // | // | // |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | // | // | // | // | // | // | // | // | // | // | // | // |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly | // | // | // | // | // | // | // | // | // | // | // | // |
| describe people, places, things and actions orally\* and in writing | // | // | // | // | // | // | // | // | // | // | // | // |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | // | // | // | // | // | // | // | // | // | // | // | // |

RE

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Come Dine with me | Let’s Celebrate | Four boys and a dog | Flowers and Fairy Tales | Rampaging Romans | 2020 | It’s a matter of Life or Death | Curse of the Mummies Tomb | Chief Seattle’s People of the Earth | The Story of WWII |  |  |
| All our teaching and learning is from Kirklees Agreed Syllabus | 3.4  Belong | 4.1  Hope | 3.2  Aspire | 3.2  Believe | 4.4  Love | 4.4  Thank  you | 4.2  Belong | 3.3  Hope | 3.1  Aspire | 3.1  Believe | 4.3  Love | 4.3  Thank you |

.....................................................................................................................................................................................................................................................................................Science – year 5

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans |  | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| **Living things and their habitats;** describe the differences I the life cycles of a mammal, an amphibian, an insect and a bird | X |  |  |  |  |  | X |  |  |  |  |  |
| Describe the life processes of reproduction in some plants and animals | X |  |  |  |  |  | X |  |  |  |  |  |
| **Animals including humans**; describe the changes as humans develop to old age |  |  | X |  |  |  |  |  | X |  |  |  |
| **Properties and changes of materials**; compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal;) an d response to magnets |  | X |  |  |  |  |  | X |  |  |  |  |
| Know that some materials will dissolve in liquid to for a solution and describe how to recover a substance from a solution |  | X |  |  |  |  |  | X |  |  |  |  |
| Use knowledge of SLG to decide how mixtures might be separated, including through filtering, sieving and evaporating |  | X |  |  |  |  |  | X |  |  |  |  |
| Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic |  |  |  | X |  |  |  |  |  | X |  |  |
| Demonstrate that dissolving , mixing and changes of state are reversible changes |  | X |  |  |  |  |  | X |  |  |  |  |
| Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda |  |  | X |  |  |  |  |  | X |  |  |  |
| **Earth and Space**; describe the movement of the Earth and other planets, relative to the sun in the solar system |  |  |  | X |  |  |  |  |  |  | X |  |
| Describe the movement of the Moon relative to the Earth |  |  |  | X |  |  |  |  |  |  | X |  |
| Describe the Sun, Earth and Moon as approximately spherical bodies |  |  |  | X |  |  |  |  |  |  | X |  |
| Use the idea of the Earth’s rotation to explain day ad night and the apparent movement of the sun across the sky |  |  |  | X |  |  |  |  |  |  | X |  |
| **Forces**; explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object |  |  |  |  | X |  |  |  |  |  |  | X |
| Identify the effects if air resistance, water resistance and friction, that act between moving surfaces |  |  |  |  | X |  |  |  |  |  |  | X |
| Recognise that some mechanisms, including levels, pulleys, gears, allow a smaller force to have a greater effect |  |  |  |  | X |  |  |  |  |  |  | X |

Science - year 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans |  | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| **Living things and their habitats;** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. | X |  |  |  |  |  | X |  |  |  |  |  |
| Give reasons for classifying plants and animals based on specific characteristics | X |  |  |  |  |  | X |  |  |  |  |  |
| **Animals including humans;** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood |  |  | X |  |  |  |  |  | X |  |  |  |
| Recognise the impact of diet, exercise , drugs and lifestyle on the way their bodies function |  |  | X |  |  |  |  |  | X |  |  |  |
| Describe the ways in which nutrients and water are transported within animals including humans |  |  | X |  |  |  |  |  | X |  |  |  |
| **Evolution and inheritance**; recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | X |  |  |  |  |  | X |  |  |  |  |  |
| Recognise that living thins produce offspring of the same kind but normally offspring vary and are not identical to their parents | X |  |  |  |  |  | X |  |  |  |  |  |
| Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | X |  |  |  |  |  | X |  |  |  |  |  |
| **Light;** Recognise that light appears to travel in straight lines |  | X |  |  |  |  |  | X |  |  |  |  |
| Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye |  | X |  |  |  |  |  | X |  |  |  |  |
| Explain that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes |  | X |  |  |  |  |  | X |  |  |  |  |
| Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |  | X |  |  |  |  |  | X |  |  |  |  |
| **Electricity**; associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit |  | X |  |  |  |  |  | X |  |  |  |  |
| Compare and give reasons for the variations in how components function, including the brightness fo bulbs, the loudness of buzzers and the on /off position of switches |  | X |  |  |  |  |  | X |  |  |  |  |
| Use recognised symbols when representing a simple circuit in a diagram |  | X |  |  |  |  |  | X |  |  |  |  |

History – year 5 and 6 (unchecked content covered in year 3 / 4)

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | | | | Year B | | | | | | | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans | |  | | Another time | | Family Photos | | Around the World in 80 Days | | Beyond the Horizon... | | ...and then came the Vikings | |  | |  | |
| Changes in Britain from the Stone age to the Iron Age |  |  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| The Roman Empire and its impact on Britain |  |  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| Britain’s settlement by Anglo- Saxons and Scots |  |  |  |  |  | |  | |  | |  | | X X | | X X | |  | |  | |
| The Viking and Anglo Saxons struggle for the kingdom of England to the time of Edward the Confessor |  |  |  |  |  | |  | |  | |  | | X X | | X X | |  | |  | |
| A local history study |  |  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| A study of an aspect or theme in British history that extends pupils chronological know-  Ledge beyond 1066… WWII |  |  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of … Ancient Egypt |  |  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| Ancient Greece – a study of Greek life and achievement and their influences on the western world |  |  |  |  |  | | X X | |  | |  | |  | |  | |  | |  | |
| A non-European society that contrasts with British history…Mayans |  |  |  | X X |  | |  | |  | |  | |  | |  | |  | |  | |

Geography – year 5 and 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | | | | Year B | | | | | | | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans | |  | | Another time | | Family Photos | | Around the World in 80 Days | | Beyond the Horizon... | | ...and then came the Vikings | |  | |  | |
| **Locational knowledge;** locate the world’s countries, using maps to focus on Europe (including the location of Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics , countries and major cities |  |  | // | X X |  | | X X | |  | | // | | X X | | X X | |  | |  | |
| Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers) and land use patterns, and understand how some of these aspects have changed over time. | X X |  |  |  | X X | |  | |  | |  | |  | |  | | X X | |  | |
| Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Soputhern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night) |  | X X |  |  |  | |  | |  | | // | |  | |  | |  | |  | |
| **Place knowledge**; understand geographical similarities and differences through a study of human and physical geography of a region of the UK, a region in a European country and a region within N or S America |  |  |  | X X |  | |  | |  | |  | |  | |  | |  | |  | |
| **Human and physical geography**. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle |  | X X |  |  |  | |  | |  | | X X | |  | |  | |  | |  | |
| Describe and understand key aspects of human geography ; including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water |  |  |  |  |  | |  | |  | |  | | X X | | X X | |  | |  | |
| **Geographical skills and fieldwork**. Use maps, atlases, globes, digital / computer mapping to locate countries and describe features studied |  |  |  |  | X X | |  | |  | |  | | X X | | X X | |  | |  | |
| Use the eight points of the compass, four and six figure grid references, symbols and key (including the use of OS maps ) to build their knowledge of the UK and the wider world. |  |  |  |  | X X | |  | |  | |  | |  | |  | |  | |  | |
| Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs, and digital technologies | X X |  |  |  |  | |  | | X X | |  | |  | |  | | X X | |  | |

Computing - year 5 and 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A (to re-define for Sept ’16) | | | | | | | | | Year B | | | | | | | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans | |  | | Another time | | Family Photos | | Around the World in 80 Days | | Beyond the Horizon... | | ...and then came the Vikings | |  | |  | |
| Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems, solve problems by decomposing them into smaller parts |  |  |  |  |  | |  | |  | |  | | // | |  | |  | | // | |
| Use sequence, selection and repetition in programs, work with variables and various forms of input and output |  |  |  |  |  | |  | |  | |  | | // | |  | |  | | // | |
| Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |  |  |  |  |  | |  | |  | |  | | // | |  | |  | | // | |
| Understand computer networks including the internet, how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration |  |  |  |  |  | |  | | // | |  | | // | |  | |  | |  | |
| Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content |  |  |  |  |  | |  | |  | |  | | // | |  | |  | | // | |
| Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |  |  |  |  |  | |  | | // | | // | | // | | // | | // | | //  . | |
| Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact |  |  |  |  |  | |  | | XX | |  | | // | | // | | // | | XX | |

Art and Design – year 5 and 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans | |  | | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| Create sketch books to record their observations and use them to review and revisit ideas | / X |  |  | / X |  | | X X | | X X | / X |  |  |  | / X |
| Improve the mastery of art and design techniques with a range of materials | / X  painting |  |  | / X  sculpture |  | | X X  collage | | X X  drawing | / X  painting |  |  |  | / X  sculpture |
| About great artists, architects and designers in history | / X |  |  | / X |  | | X X | | X X | / X |  |  |  | / X |

Design and Technology – year 5 and 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | | | | Year B | | | | | | | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans | |  | | Another time | | Family Photos | | Around the World in 80 Days | | Beyond the Horizon... | | ...and then came the Vikings | |  | |  | |
| **Design** ; use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups |  | / X | / X |  | / X | |  | |  | |  | | / X | | / X | | / X | |  | |
| Generate, develop, model and communicate their ideas through discussion, annotated sketches , cross-sectional and exploded diagrams, prototypes, pattern pieces and CAD |  | / X | / X |  | / X | |  | |  | |  | | / X | | / X | | / X | |  | |
| **Make**; select from and use a wider range of tools and equipment to perform practical tasks accurately |  | / X | / X |  | / X | |  | |  | |  | | / X | | / X | | / X | |  | |
| Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities |  | / X | /X |  | / X | |  | |  | |  | | / X | | / X | | / X | |  | |
| **Evaluate**; investigate and analyse a range of existing products |  | / X | / X |  | / X | |  | |  | |  | | / X | | / X | | / X | |  | |
| Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |  | / X | /X |  | / X | |  | |  | |  | | / X | | /X | | / X | |  | |
| Understand how key events and individuals in design and technology have helped shape the word |  | X X | X X |  | X X | |  | |  | |  | | X X | | X X | | X X | |  | |
| **Technical knowledge;** apply their understanding of how to strengthen, stiffen and reinforce more complex structures |  | X X |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| Understand and use mechanical systems in their produces (eg gears, pulleys, cams, levers and linkages) |  | X X |  |  |  | |  | |  | |  | |  | |  | |  | |  | |
| Understand and use electrical systems in their products (eg series circuits, switches, bulbs, buzzers and motors) |  |  |  |  |  | |  | |  | |  | |  | |  | | X X | |  | |
| **Cooking and nutrition;** understand and apply the principles of a healthy and varied diet |  |  | / X |  |  | |  | |  | |  | | / X | | / X | |  | |  | |
| Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques |  |  | /X |  |  | |  | |  | |  | | / X | | / X | |  | |  | |
| Understand seasonality and know where and how a range of ingredients are grown, reared, caught and processed. |  |  | / X |  |  | |  | |  | |  | | / X | | / X | |  | |  | |

Music – Year 5 & 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Due to the format of our music lessons, each objective is taught in part in each lesson*** | Year A | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans |  | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | // | // | // | // | // | // | // | // | // | // | // | // |
| improvise and compose music for a range of purposes using the inter-related dimensions of music | // | // | // | // | // | // | // | // | // | // | // | // |
| listen with attention to detail and recall sounds with increasing aural memory | // | // | // | // | // | // | // | // | // | // | // | // |
| use and understand staff and other musical notations | // | // | // | // | // | // | // | // | // | // | // | // |
| appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | // | // | // | // | // | // | // | // | // | // | // | // |
| develop an understanding of the history of music. | // | // | // | // | // | // | // | // | // | // | // | // |

PE – Year 5 & 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Our PE lessons cover a range of objectives.***  ***Swimming is covered in Y4 and Y5*.** | Year A | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans |  | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| use running, jumping, throwing and catching in isolation and in combination | / |  |  |  | // | / |  |  |  |  | // | / |
| play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | // | / |  |  | / |  | / | / |  |  | / | / |
| develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | / | // | / | / | / | / | / | / | / | / | // | / |
| perform dances using a range of movement patterns |  |  | // |  |  |  |  |  | // |  |  |  |
| take part in outdoor and adventurous activity challenges both individually and within a team |  |  |  | / |  | / |  |  |  | / |  | / |
| compare their performances with previous ones and demonstrate improvement to achieve their personal best | // | // | // | // | // | // | // | // | // | // | // | // |
| swim competently, confidently and proficiently over a distance of at least 25 metres | / | / | / | / | / | / | / | / | / | / | / | / |
| use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | / | / | / | / | / | / | / | / | / | / | / | / |
| perform safe self-rescue in different water-based situations | / | / | / | / | / | / | / | / | / | / | / | / |

MFL – Year 5 & 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Our MFL is French***.  ***Due to the format of our MFL lessons, each objective is taught in part in each lesson*** | Year A | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans |  | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| listen attentively to spoken language and show understanding by joining in and responding | // | // | // | // | // | // | // | // | // | // | // | // |
| explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | // | // | // | // | // | // | // | // | // | // | // | // |
| engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* | // | // | // | // | // | // | // | // | // | // | // | // |
| speak in sentences, using familiar vocabulary, phrases and basic language structure | // | // | // | // | // | // | // | // | // | // | // | // |
| develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* | // | // | // | // | // | // | // | // | // | // | // | // |
| present ideas and information orally to a range of audiences | // | // | // | // | // | // | // | // | // | // | // | // |
| read carefully and show understanding of words, phrases and simple writing | // | // | // | // | // | // | // | // | // | // | // | // |
| appreciate stories, songs, poems and rhymes in the language | // | // | // | // | // | // | // | // | // | // | // | // |
| broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary | // | // | // | // | // | // | // | // | // | // | // | // |
| write phrases from memory, and adapt these to create new sentences, to express ideas clearly | // | // | // | // | // | // | // | // | // | // | // | // |
| describe people, places, things and actions orally\* and in writing | // | // | // | // | // | // | // | // | // | // | // | // |
| understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | // | // | // | // | // | // | // | // | // | // | // | // |

RE

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Year A | | | | | | Year B | | | | | |
| Leonardo’s Living Wonders | The lost photos of Captain Scott | World Kitchen | Marvellous Mayans | The view from Space | Another time | Family Photos | Around the World in 80 Days | Beyond the Horizon... | ...and then came the Vikings |  |  |
| All our teaching and learning is from Kirklees Agreed Syllabus | 5.3  Belong | 5.1  Hope | 6.1  Aspire | 6.4  Believe | 6.4  Love | 5.4  Thank  you | 5.2  Belong | 6.2  Hope | 6.1  Aspire | 5.1  Believe | 6.3  Love | 6.3  Thankyou |