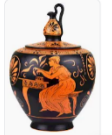


Curriculum Rolling Programme

KS2

Year B	Autumn		Spring		Summer	
Driver	We are Geographers, exploring the world around us		We are Historians, investigating the past		We are Creators and Makers creating the future	
British Values	Democracy	The Rule of Law	Mutual Respect	Individual Liberty	Tolerance	
Topic Title	 Footsteps in the Sand Sahara Desert		 The Terrible Tudors		 Take one Sculpture	
RE Discovery RE	Judaism- Passover How important is it for Jewish people to do what God asks them to do?	Christianity- Christmas What is the most significant part of the nativity story for Christians?	Judaism- Beliefs and practices How special is the relationship between Jews and God?	Catholicism and Protestant Why was there a new religion created by King Henry VIII?	Judaism- Rites of passage and good works. What is the best way for a Jew to show commitment to God?	Christianity- Prayer and Worship. Do people need to go to church to prove that they are Christians?
Golden Threads	Investigate stories from Judaism that provide a set of values for living a good life and make comparisons with Christian Bible parables. Explore the significance of rites of passage, celebrations and commemorations linked to Judaism; explore deeper questions linked to this faith. Compare and contrast with other faiths including Christianity. Create: links to Prince of Egypt		Investigate the faith of the Catholic Church, ruled by Rome in Tudor England Explore the Cause of the break from Rome and the effect this had on English society Create: a guide to an ancient Monastery/ Abby ruins that remain today		Investigate stories from Sikhism that provide a set of values for living a good life and make comparisons with Christian Bible parables. Explore the significance of rites of passage, celebrations and commemorations linked to Islam; explore deeper questions linked to this faith. Compare and contrast with other faiths including Christianity. Create: drama, art, models, stories, information texts, debate and discussion can be used to demonstrate understanding of concepts and thought provoking questions posed when studying religion.	
Discovery RE/Understanding Christianity Coverage	Pupils will be taught to: - Understand how celebrating Passover and keeping Kashrut (food laws) help Jewish people show god how they value their special relationship. - Learn about religious festivals in other religions. - Investigate whether religion the most important influence and inspiration in peoples' lives?	Pupils will be taught to: - Investigate whether sacred text have to be 'true' to help people understand their religion. - Investigate how the arts can communicate religious beliefs.	Pupils will be taught to: - Investigate whether religious people lead better lives? - Explore if participating in worship help people to feel closer to God or their faith or community? - Understand the special relationship between Jewish people and God and understand the promises they make to each other.	Pupils will be taught to: - Investigate other religions and the power that peoples' beliefs can have on the world. - Understand that understanding other peoples' beliefs and respecting them, can alleviate conflict.	Pupils will be taught to: - Investigate whether religious people lead better lives? - Investigate whether religion the most important influence and inspiration in peoples' lives? - Explore if participating in worship help people to feel closer to God or their faith or community?	Pupils will be taught to: - Understand how important going to church is to Christians. - Investigate why Christians go to church. - Understand how Christians follow the ten commandments to ensure they lead good lives.
End of KS2 Knowledge	- I know that Passover refers to a time when Jewish people were told by God to stay in their houses and paint their doors with lamb's blood so that their children would remain safe while God killed all of the first born sons in Egypt. - I know the rules of Kashrut; animal slaughter, permissible animals and food pairings. - I know the story of Exodus. - I know the Israelites were enslaved by the Egyptians.	- I know which symbols are important to Christians at Christmas. - I know that gold, frankincense and myrrh were given as gifts to Jesus because they are gifts that people would have given to kings. - I know that many churches hold Christingle services during the Christmas period.	- I know that Jews believe important people in history like Abraham and Moses taught them that God wants to look after Jewish people as they are special to him. - I know the story of Abraham and Isaac. - I know that a Rabbi is the holy man in a Synagogue. - I know that Moses told the Jewish people to live by the ten commandments from God.	- I know that Henry V111 first wife was Catholic - I know that he wanted a divorce and that the Pope, who is the leader of the Catholic church said no - I know that Henry V111 decided to create a Church of England and he was the leader of this church so that he could make his own rules. - I know that HenryV111 sold all the religious Monasteries and Abbeys and gave the money to his friends. - I know that he divorced his first wife and remarried	- I can retell story of Sikhism and name a guru. - I know that "Guru" means Teacher. - I know that there are 10 Gurus in Sikhism. - I know that Guru Nanak was the founder of Sikhism - I can talk about 3 basic principles of Sikhism: Pray, Work, Give - I understand the universal symbols of the Sikhs - I know what the Sikh holy book is - I can describe a ritual of the Sikhs	- I know what the ten commandments are. - I know why Christians might choose to go to church. - I know that Jesus said to let your light shine, not to hide it (Lamp under a bowl, Mark 4:21:25)

				- I know that some people wanted to remain Catholic and some converted to the Church of England and were called Protestants - I know that Catholic countries were cross with England and wanted to invade		
Science	Forces To Investigate and describe how forces act to push and pull objects		Magnets To know that magnets repel and attract certain materials.		Plants To know the different parts of plants and how each part helps the plant to survive and reproduce.	
	Investigate How many forces there are – push, pull, twist, how forces help us and Newton’s laws of gravity and how forces act as a resistance. Explore cause and effect related to force concepts, Classify, Group, Make systematic observations, Experiment, Analyse, Control variables, Make a further prediction., Apply knowledge to make changes to an investigation plan. Create an investigation into forces		Investigate Use scientific enquiry/investigation to further understanding: ask questions, make observations, make predictions, give ideas, remember facts about magnetism – what is it, where does it come from? Why are the Poles important to magnetism? Explore Magnetic force concepts, Classify, Group, Make systematic observations, Experiment, Analyse, Control variables, Make a further prediction., Apply knowledge to make changes to an investigation plan. Create a report on an investigation – make a link to Navigation of the seas in Tudor times		Investigate Use scientific enquiry/investigation to further understanding: ask questions, make observations, make predictions, give ideas, remember facts about plants. Explore plants further through systematic observations, Experiment, Analyse, Control variables, make a further prediction., Apply knowledge to make changes to an investigation plan. Create a report on the growth and reproduction of plants	
NC Learning Objectives	Y5 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 - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Y3 Compare how things move on different surfaces		Y3 Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other and attract some materials and not others - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing.		Y3 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle	
End of KS2 Knowledge	I know that a force is a push or a pull. I know that gravity pulls everything towards the Earth. I know that friction slows things down when they rub together. I know that air resistance pushes against things moving through air. I know that water resistance pushes against things moving through water. I know that a lever helps make lifting or moving something easier by using a smaller force. I know that balanced forces mean nothing changes — it stays still or moves steadily. I know that unbalanced forces make things start, stop or change direction.				- I know the function of different parts of flowing plants and trees. - I know what different plants need to help them survive. - I know how water is transported within plants. - I know the plant life cycle, especially the importance of flowers. - I know the process of reproduction in plants.	
History	Ancient Egypt To know how the River Nile was important to the development of the desert region of Egypt		Significant individuals Henry V111 and his family To know how a significant person influenced Britain		Ancient Greeks To know about the lives of Ancient Greeks and how their achievements are still important today.	
Golden Threads	Investigate Egypt and the course of the Nile, identifying historical remains and how the river has been used to support people living in a desert region of the world. Explore key features in more detail such as the building of the Aswan Dam and how historical features have been preserved, explore farming, irrigation and the lives of people who rely on the Nile to survive. Create information texts by using evidence to build up a picture and present information creatively.		Investigate the Chronological order of the history unit studied on a time line and sequence several events using dates and periods of time. Explore key features and events, the impact on different members of society, men, women, children, rich, poor and the cause and effect of any great events. Understand how exploring Primary and Secondary sources of information can influence opinions on past events and historical figures. Create information related to the history studied by evaluating the usefulness of different sources; is it fact, fiction or an opinion and be aware that different evidence will lead to different conclusions. Use evidence to build up a picture of the past and choose relevant material to present information creatively.		Investigate the Chronological order of Ancient Greece and sequence several events using dates and periods of time. Explore Greek myths and legends. Explore the lives of different members of Society in Ancient Greece and how the remains that we find today provide evidence of this society. Explore the influence that Ancient Greece has on modern society. ie Hippocratic Oath Create information related to the Ancient Greeks in a creative style such as a Holiday Brochure or magazine article.	

NC Learning Objectives	• Y6 I know about the main events from a period of history, explaining the order of events and what happened. • Y6 I know how to place features of historical events and people from the past societies and periods in a chronological framework. • Y5 I draw a timeline with different historical periods showing key historical events or lives of significant people • Y5 I describe events from the past using dates when things happened. • I know how historic items and artefacts have been used to help build up a picture of life in the past.	• Y6 I know about the main events from a period of history, explaining the order of events and what happened. • Y6 I know how to place features of historical events and people from the past societies and periods in a chronological framework. • Y5 I draw a timeline with different historical periods showing key historical events or lives of significant people • Y5 I describe events from the past using dates when things happened. • Y5 I know how the lives of wealthy people were different from the lives of poorer people. • Y5 I know how crime and punishment has changed over a period of time.	• Y6 I know about the main events from a period of history, explaining the order of events and what happened. • Y6 I know how to place features of historical events and people from the past societies and periods in a chronological framework. • Y5 I draw a timeline with different historical periods showing key historical events or lives of significant people • Y5 I describe events from the past using dates when things happened. • Y3 I know about and can talk about the struggle between the Athenians and the Spartans. • I know about some of the things that the Greeks gave the world. • I know that the Greeks were responsible for the birth of the Olympics. • I know that the Greek Gods were an important part of Greek culture. • I know how to locate Greece on a map.
End of KS2 Knowledge	• The ancient Egyptian civilization began in approximately 3000 BC and ended in 30BC when the Romans conquered Egypt and subsequently became part of the Roman Empire • I know that Ancient Egypt was a dictatorship ruled by a Pharaoh • I know who Tutankhamen was and that he was only famous because of his tomb. • I know that the Rosetta Stone was used to help decipher ancient Egyptian Hieroglyphics. • I know the significance of Mummification and why it was so important to Ancient Egyptians and their beliefs. • I Know how important the River Nile was to Ancient Egyptians • I know about the 3 seasons of farming in ancient Egypt and how they used irrigation to farm their crops.	• I can create a timeline of Queen Elizabeth I reign. • I know that King Henry VIII had SIX wives. Remember: divorced, beheaded, died, divorced, beheaded, survived. • I know that Queen Mary was known as Bloody Mary because she killed so many protestants • I know that Queen Elizabeth I Defeated the Spanish Armada and the people of England loved her for it. • I know Queen Elizabeth I was the last Tudor Monarch • I know that Queen Elizabeth I defied parliament and never married, claiming she was married to Britain.	• I know about and can talk about the struggle between the Athenians and the Spartans. • I know that the Greeks were responsible for the birth of the Olympics. • I know that the Greek Gods were an important part of Greek culture and Zeus was the king of the Gods. • I know how to locate Greece on a map. • I know democracy was created in Athens • I know that Alexander the Great was the king of Macedonia or Ancient Greece. He is considered one of the greatest military commanders in history. He conquered much of Asia and Europe
Geography	Physical Geography To locate and name the main deserts and rivers of the world	Locational Geography To understand time zones and sea navigation	Place Knowledge Greece To develop Place Knowledge of Greece and explore key topographical features (including hills, mountains, coasts and rivers),
Golden Threads	Investigate the deserts and rivers of the world Explore the route and features of the River Nile and Sahara Desert Create information maps of deserts and rivers	Investigate the importance of the British Navy during Tudor times and the exploration of the seas by Tudor sailors Explore the invasion attempt of the Spanish Armada Create a detailed route map using time zones and grid references of Tudor ships	Investigate the mainland and Islands of Greece Explore physical and human geography of the country Create a Tourist Information fact sheet
NC Learning Objectives	• Y5 I know about the course of a river. • Y5 I know why most cities are situated by rivers. • Y5 I name and locate many of the world's most famous rivers.	• Y4 I know how to plan a journey from my town/ city to another place in England. • Y6 I know how to use some basic Ordnance Survey map symbols. • Y6 I know how to use Ordnance Survey symbols and six-figure grid references.	• Y3 I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. • Y6 I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). • Y6 I know how time zones work and calculate time differences around the world.
End of KS2 Knowledge	• I name the largest deserts in the world including The Antarctic, The Arctic, Sahara and Arabian. • I know that all early civilisations started life near rivers as water provided everything that they would need: transport, crops growth food and drink. • I name and locate many of the world's most famous rivers including The Nile, Amazon, Ganges, River Thames. • I know the journey of a river from source to mouth covering meanders, confluence, estuaries and tributaries. • I know about centrifugal force and how this creates meanders and gorges. • I know what The Aswan Dam is and why it was created.	• I know the route that the Spanish Armada took. • I can use 8-point compass directions to describe a route. • I can use 4 or 6 figure grid references to describe the route of the Spanish Armada.	• I can collect rainfall and compare those readings with Athens in Greece. • I know that the Greek astronomer Theodosius of Bithynia invented the sundial and I can explore this and compare it to the relation the time zones around the world. • I use Micro:Bits to explore our local site, recording geographical data and information to do with temperature, wind speed and noise levels and comparing these to Greece.
Art	Drawing To identify and draw objects and use marks and lines, to produce texture.	Painting Portraits To investigating Art techniques that reflects periods and events in the past and help us to learn events, people and communities using paint mixing techniques.	3D Sculpture Pots and Sculptures To investigating Art, including sculpture, and 3D techniques that help us to learn about past events, people and communities.

Golden Threads	Investigate ancient Egyptian art Explore using a range of pencils to replicate Egyptian engravings and hieroglyphics Create images based on carvings	Investigate Tudor portraits Explore symbolisms and propaganda within paintings and how to mix colours to recreate images. Create a painting in the style of a Tudor portrait	Investigate Greek sculptures Explore the culture behind sculptures and pots – symbolism. Propaganda, social control alongside techniques used Create a Greek Pot from clay
End of KS2 Knowledge	I can use lines and marks to replicate Ancient Egyptian Hieroglyphics	I know the difference between primary and secondary colours, and I can name warm and cold colours. I know how to use complementary and contrasting colours to make my artwork stand out. I know how to mix colours to make new ones, including tertiary colours. I know how to make a tint, shade, tone and hue by changing a colour. I know how to test and try out different materials and colours before making my final piece. I know that paintings can be arranged in different ways, and I can spot composition in modern and old artwork. I know how to copy an artist’s work and talk about what I like and what I would change. I know that paintings can tell us about life in the past and be used as historical evidence. I know how to create artwork inspired by a time in history that I am learning about.	- I recognise when art is from different historical periods. - I explain some of the features of Art and design from historical periods.
DT	Mechanisms Water from wells To explore the use of mechanical systems, such as gears, pulleys, cams, levers and linkages and create a product that incorporates a mechanical device.	Rigid Materials Picture Frame To create a piece of jewellery by exploring and considering how natural and manmade materials keep their shape and by using this knowledge, to design and make a product that uses shape and/ or material to mould, strengthen, stiffen, reinforce or join materials.	Cooking and Nutrition Greek Feast Investigate, design and make a food product linked to an area/culture of Geography studied
Golden Threads	Investigate the workings of Pulley mechanisms Explore the historical use of pulleys compared to the more modern Archimedes screw for getting water from wells Create a model of a pulley system for finding ground water in the desert.	Investigate a range of picture frames Explore picture frame shapes and corner joins Create a picture frame by joining wood at the corners	Investigate a range of traditional Greek foods Explore a menu of Greek foods for a feast Create foods based on traditional ingredients and cooking methods
End of KS2 Knowledge	I know that before I start making, I need to design my shaduf by drawing it and labelling the materials I will use. I know that my design needs to show how the shaduf will move using a lever and pivot. I know that during the making stage, I need to measure, cut and join materials carefully so my model is strong and balanced. I know that after building my shaduf, I should test it to see if it can lift and move a small container of water. I know that when I evaluate my work, I should think about what went well and what I could improve next time to make my shaduf work even better. I know that a <i>shaduf</i> is an ancient tool used by the Egyptians to lift water from the River Nile. I know that a shaduf is made up of a long pole balanced on a stand, with a bucket on one end and a counterweight on the other. I know that farmers used shadufs to water their crops during dry seasons. I know that shadufs worked using a lever — one of the six types of simple machines. I know that people still use similar tools today in some parts of the world to lift water for farming.	- I know that a mitre joint is made when two pieces of wood are cut at a 45° angle to form a corner. - I know how to create a final product by following a design criteria. - I know that accurate measuring and marking are important so the frame fits together correctly. - I know that tools like a mitre block or mitre saw help to cut accurate angles safely. - I know that mitre joints need to be glued and sometimes strengthened to make them strong.	Design: I use market research to inform my plans and ideas. I justify my plans in a convincing way. I show that I consider culture and society in my plans and designs. Make: I work within a budget. I describe how food ingredients come together. I persevere and adapt my work when my original ideas do not work. Evaluate: I evaluate my product against clear criteria. Technical Skill: I show that I can be both hygienic and safe in the kitchen I understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, such as blackberry pie and know where and how a variety of ingredients are grown, reared, caught and processed.
Computing	Information Technology Power Point To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Digital Literacy Enhancing Pictures To recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Information Technology Holiday Brochure To select, use the internet to collect, analyse, evaluate and present data and information.
Golden Threads	Investigate information related to Egypt Explore elements of the topic in more detail, evaluating and analysing what information is needed. Create information using Power Point	Investigate the reality of Tudor paintings Explore the reality of pictures on line Create an Avatar as a reminder that photographs can be enhanced on line	Investigate advertising brochures/websites for holidays abroad Explore advertising techniques and information needed Create a webpage for a tourist location in Greece

End of KS2 Knowledge	- I competently use the internet as a search tool. - I analyse information. - I evaluate information. - I understand how search results are selected and ranked.	- I understand that you have to make choices when using technology and that not everything is true and/or safe. - I manipulate and improve digital images. - I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. - I discuss the positive and negative impact of the use of ICT in my own life, my friends and family.	- I competently use the internet as a search tool. - I analyse information. - I evaluate information. - I understand how search results are selected and ranked.
Music	Sing, Play and Perform Nativity Performance	Composition of music Tudor Compositions: Green Sleeves	Listen to and Appreciate Vivaldi - Four Seasons
Golden Threads	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play, 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
End of KS2 Knowledge	- I know how to sing in harmony confidently and accurately. - I know how to perform parts from memory. - I know how to take the lead in a performance. - I know how to breathe in the correct place when singing. - I know how to maintain my part whilst others are performing their part. - I know how to improvise within a group using melodic and rhythmic phrases	I know how to compare and contrast the impact that different composers from different times have had on people of that time.	- I know how to recognise the work of at least one famous composer. - I know how to identify and describe the different purposes of music. - I know how to compose music which meets specific criteria - I know how to contrast the work of a famous composer with another, and explain my preferences. - I know how to analyse features within different pieces of music.
PE	The way I move Improving my skills	The way we move Partner Work	Sequences of movement Team Work
Golden Threads	Games Athletics Dance Swimming Outside Adventure	Games Athletics Dance Swimming Outside Adventure	Games Athletics Dance Swimming Outside Adventure
End of KS2 Knowledge	I can explore and improve the way I move Games - I catch with one hand. - I throw and catch accurately. - I hit a ball accurately with control. - I keep possession of the ball. - I vary tactics and adapt skills depending on what is happening in a game. . Athletics: - I run over a long distance. - I sprint over a short distance. - I throw in different ways. - I hit a target. - I jump in different ways. Dance: - I take the lead when working with a partner or group. - I use dance to communicate an idea. Gymnastics: - I work in a controlled way. - I include change of speed and direction. - I include a range of shapes. - I work with a partner to create, repeat and improve a sequence with at least three phases. Outside adventure: - I follow a map in a (more demanding) familiar context. - I follow a route within a time limit.	I can investigate working with others, using more refined movements and challenging myself to improve my skills Games - I gain possession by working a team. - I pass in different ways. - I use forehand and backhand with a racket. - I can field. - I choose a tactic for defending and attacking. - I use a number of techniques to pass, dribble and shoot. Athletics - I controlled when taking off and landing. - I throw with accuracy. - I combine running and jumping. Dance: - I compose my own dances in a creative way. - I perform to an accompaniment. - My dance shows clarity, fluency, accuracy and consistency. Gymnastics: - I make complex extended sequences. - I combine action, balance and shape. - I perform consistently to different audiences. Outside adventure: - I follow a map into an unknown location. - I use clues and a compass to navigate a route. - I change my route to overcome a problem. - I use new information to change my route.	I can create performances and sequences of movement for myself and my partner and reflect on the performance of others in order to make improvements on mine. Games - I play to agreed rules. - I explain rules to others. - I can umpire. - I make a team and communicate a plan. - I lead others in a game situation. Athletics - I demonstrate stamina. Dance: - I develop sequences in a specific style. - I choose my own music and style. Gymnastics: - I combine my own work with that of others. - I sequences to specific timings. Outside Adventure: - I plan a route and a series of clues for someone else. - I plan with others, taking account of safety and danger. Swim competently, confidently and proficiently over a long distance with increased stamina.

	Swim: I can swim with increasing competence and confidence over a distance of at least 20 metres		Swim competently, confidently and proficiently over a distance of at least 25 metres			
PHSE	Valuing Difference	Me and my Relationships	Keeping Myself Safe	Rules, Rights and Responsibilities	Healthy Lifestyles	Growing and Changing
Golden Threads	I can investigate ways to keep myself and others safe, healthy and happy. I can explore how to make friends and value the differences in people around me. I know how new life is created and I can create things for myself and my friends. Term1 Valuing Difference Rules are important Respecting people who are different. Taking Turns – I can wait. Working together to solve a problem. Stereotype – is it only for boys? Solving Problems by myself. Multi culture world – we are all different Term 2 Me and my Relationships It’s all about me! Let’s Negotiate and make it together I can take care and move slowly I am a good friend I am resourceful Have another go! I am creative		I can investigate ways to keep myself and others safe, healthy and happy. I can explore how to make friends and value the differences in people around me. I know how new life is created and I can create things for myself and my friends. Term 3 Health and Wellbeing / Keeping Myself Safe Follow the Rules! Danger, Risk, Hazard Lighting a fire Stranger Danger Trusting a Friend Handling tools safely Keep it a secret – is this always OK? Term 4 Living in the wider world Rules, Rights and Responsibilities Improving our school community Using Recycled products Making sustainable, natural products. Fair Trade - local products. Plant’s for bees All God’s creatures I know how to use a budget to buy things I need.		I can investigate ways to keep myself and others safe, healthy and happy. I can explore how to make friends and value the differences in people around me. I know how new life is created and I can create things for myself and my friends. Term 5 Health and Wellbeing – Healthy Lifestyles Keeping clean! Herbal essence I can eat a rainbow! Keeping fit! -It’s easy! Peace at last! My Hideaway! Teddy Bears healthy Picnic George’s marvellous medicine! It’s a Tonic Term 6 Health and Wellbeing – Growing and Changing Seed in need – new life Will it make me happy? Grow it, eat it! -Food for life. Let’s vote on it! Can I be persuaded? I can be assertive and take charge! Gardeners Delight – It’s a hobby Growing and Changing	
End of KS2 Knowledge	• I Say why it is important to have different friends • I Listen to other people’s suggestions • I Know that people in my family are important and care for me • I Share my ideas about something • I Know that sometimes I can disagree with my friends		• I Know what makes a good friend • I Know when to tell someone a secret • I Know when someone is being treated fairly or unfairly • I Know how to keep myself safe • I Know that I should not giving up when things are difficult • I Know when I have achieved what I have set out to do • I Can suggest ways of making someone happier if they are sad • I Can give reasons why I have been successful or why I have failed a task		I Know that sometimes I can disagree and fall out with people but that breakdowns in relationships can also be repaired I Can tell when other people are happy, sad worried, etc I Know when I need my own space I Can explain if I have been made to feel uncomfortable I Know that exercise can make me feel happy I Know that my feelings can change depending on what is happening around me I Know what I would like to achieve and whether this is realistic or not	
MFL	Where I live Dónde vives? Mi pueblo		Clothing visto		Sport Hago deporte	
Golden Threads	Lower KS2 <u>Spoken language</u> • I name and describe. <u>Reading</u> • I read and understand a short passage using familiar language. <u>Writing</u> • I write phrases from memory. Upper KS2 <u>Spoken language</u> • I hold a simple conversation with at least 4 exchanges. <u>Reading</u> • I understand a short story or factual text and note the main points. <u>Writing</u> • I write a paragraph of 4-5 sentences.		Lower KS2 <u>Spoken language</u> • I name and describe. <u>Reading</u> • I read and understand a short passage using familiar language. <u>Writing</u> • I write phrases from memory. Upper KS2 <u>Spoken language</u> • I hold a simple conversation with at least 4 exchanges. <u>Reading</u> • I understand a short story or factual text and note the main points. <u>Writing</u> • I write a paragraph of 4-5 sentences.		Lower KS2 <u>Spoken language</u> • I name and describe. <u>Reading</u> • I read and understand a short passage using familiar language. <u>Writing</u> • I write phrases from memory. Upper KS2 <u>Spoken language</u> • I hold a simple conversation with at least 4 exchanges. <u>Reading</u> • I understand a short story or factual text and note the main points. <u>Writing</u> • I write a paragraph of 4-5 sentences.	
End of KS2 Knowledge	Where I live Dónde vives? Mi • I can say what my nationality is and what language I speak • I can name places in a town • I can give directions • I can say what transport I need to take • I can describe a route		Clothing visto I can: • Name of clothing • Colour of clothing • Colour, style and size • Using conjunctions • Describing clothes. Using sentences		Sport Hago deporte I can: • Name sports • Conjunctions used to join lists of sports • Opinions about sport • Sport clothing • Describing sport, clothing and weather	