

Curriculum Rolling Programme

KS2

Year C	Autumn		Spring		Summer	
Driver	We are Historians, investigating the past		We are Geographers, exploring the present		We are Creators and Makers creating the future	
British Values	Democracy	The Rule of Law	Mutual Respect	Individual Liberty	Tolerance	
Topic Title	 World at War Our European Neighbours		 Vikings From Across the Sea		 Ancient China The Silk Road	
RE	Sikhism- Belief into action How far would a Sikh go for his/her religion?	Sikhism- Beliefs and Moral Values Are Sikh stories important today?	Sikhism- Prayer and Worship What is the best way for a Sikh to show commitment to God?	Buddhism- Buddha's Teachings Is it possible for everyone to be happy?	Buddhism- The 8 Fold Path Can Buddha's teaching make the world a better place?	Buddhism- The 8 Fold Path What is the best way for a Buddhist to lead a good life?
Golden Threads	Investigate the Holy Trinity and explain its significance to Christians. Explore the trinity with other religions (such as Hinduism where Hindus believe Brahman is everywhere and in everything?) Create artwork as a means of demonstrating the Trinity		Investigate the relevant events of the Easter Story Explore why Easter is a time of celebration for Christians Create artistic work linked to the Easter Story		Investigate the story of Adam and Eve and what it means to Christians Explore the deeper meaning of the story Create examples of work that demonstrate the message of the story and the contrasting views of Christians and Scientists.	
Discovery RE/Understanding Christianity Coverage	Pupils will be taught to: - Investigate whether religious people lead better lives? - Investigate whether religion the most important influence and inspiration in peoples' lives? - Compare the different ways Sikhs put their religion into practice.	Pupils will be taught to: - Investigate whether sacred text have to be 'true' to help people understand their religion. - Investigate whether religion the most important influence and inspiration in peoples' lives? - Understand the relevance of Sikh stories today.	Pupils will be taught to: - Investigate if all religious beliefs influence people to behave well towards others - Explore if participating in worship helps people to feel closer to God or their faith or community? - Explore how Sikhs show their commitment to God and evaluate if there is a best way.	Pupils will be taught to: - learn about Buddha and explore how he tried to be happy and stay happy.	Pupils will be taught to: Explore the teachings of Buddha and what he taught about change.	Pupils will be taught to: - Explore how Buddha's teachings make a different to how Buddhists choose to live. - I can make links between Buddha's teachings about causing no harm and the 8 fold path and can explain what the world might look like if many people tried to do this.
End of KS2 Knowledge	- I know that the Langar is important to Sikhs because it is a meal that symbolises that Sikhs believe that all people are equal. - I can describe what a Sikh/Non Sikh might learn from a religious story and start to explain why stories are important. - I know why Sikhs travel to The Golden Temple of Amritsar. - I know that a Sikh wedding is held in the Gurdwara and that a passage from the Guru Granth Sahib (holy book) is read.	- I know that the Guru Grath Sahib is the Sikh holy book. - I know the story of Guru Nanak and the jasmine flower. - I know the story of Bhai Lalo. - I know the story of Vaisakhi – Birth of the Khalsa.	- I know about the 5Ks of Sikhism (Kangha – comb, Kirpan – sword, Kara – bracelet, Kachera – shorts and Kesh – uncut hair) - I know that Sewa means helping others. - I know that the law has changed to allow Sikhs to wear turbans instead of crash helmets.			- I know that Buddhists follow the 8 fold path which guides them in leading a good life. - I know that the 8 steps are split into three groups: -Wisdom (thinking and understanding) -Morality (doing the right thing) -Meditation (calming the mind) - I know that the 8 fold path is still followed by millions of Buddhists today. - I know that a wise man called Buddha taught the 8 fold path over 2,500 years ago

Science	Light In the spot light To know how light can be reflected or absorbed by different materials, how the size of a shadow is influenced by distance and understand how the eye enables us to see	Properties of Material To know why materials are used for specific purposes and can relate these to materials used by the Vikings	Sound I can hear you, but not see you To know how sound is made, travels through water, gas, solids and can be heard.
Golden Threads	Investigate where light comes from, how it travels and how eye is formed to enable humans to see. Explore elements of how light is produced, travels, is absorbed or reflected by different materials and how the eye works. Create an edible eye, a periscope, investigations into shadows etc.	Investigate a range of liquids, Solids, Gasses. Explore how particles are grouped to make a liquid id, solid, gas and how materials can be compared within each group. Create investigations into why certain materials are used for a specific purpose – waterproof material for an umbrella. Create investigations into materials and their properties.	Investigate how we can hear something even if we can't see it. Explore by comparing and contrasting the similarities and differences between sound and light, how they're made, travel and are received by humans. Create written records of investigations and experiments.
NC Coverage			
End of KS2 Knowledge	Y6 Recognise that light appears to travel in straight lines - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Y3 Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way that the size of a shadow changes.	Y5 Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	- I know that sounds are made when something vibrates - I know that vibrations from sounds travel through a medium to the ear - I know that sounds get fainter as the distance from the sound source increases. - I know that sound waves travel in waves, not straight lines - I know that sounds can be high or low and this is called pitch - I know that if you have a bigger pinnae, you can hear sounds louder.
History	World at War I know about the main events from a period of history; and can explaining the order of events and what happened	Vikings Britain The Last Kingdom To know why there was conflict between Anglo Saxons and Vikings in Britain	Early Civilization Qin Shi Huang To investigate The Qin Shi Huang Dynasty and understand the importance of this period of Chinese history.
Golden Threads	Investigate the events that started and ended the two World Wars between Britain and Germany and the countries involved in the conflict. Explore key features and events of the wars, Compare and contrast the way the wars were fought and won and the effect on the home front. Create information related to the history and use evidence to build up a picture of the past and choose relevant material to present information creatively.	Investigate the world around us for clues to the past. ie Alfred's Tower, Egberts Stone. Visit Ancient Technology Centre Explore key features, events linked to the Viking invasion of Britain and local battles with the Danes Create information to build up a picture of the past and choose relevant material to present information creatively.	Investigate the discovery of the Warriors and The Great Wall of China Explore key features of the Qin Shi Huang Dynasty and how the Terracotta Warriors and The Great Wall of China provide evidence of Chinese history. Create information related to the Warriors and present information creatively
NC Coverage	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. Y4 I know about the impact that one of these periods of history had on the world. - Y4 I summarise how Britain may have learnt from other countries and civilizations (historically and more recently). - Y4 I research what it was like for children in a given period of history and present my findings to an audience. - Y4 I know how our locality today has been shaped by what happened in the past. - Y4 I research to find answers to specific historical questions about our locality. - Y5 I know how Britain has had a major influence on the world. - Y5 I know how an event or events from the past has shaped our life today.	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. Y6 I know that Britain was invaded on more than one occasion. I know that the Anglo-Saxons and Vikings were often in conflict. I know how to use a timeline to show when the Vikings raids started. I know why the Vikings often overpowered the Anglo-Saxons. I show on a map where the Vikings came from and where they invaded our country. I know that many Vikings came to our country as peaceful farmers. - Y6 I research in order to find similarities and differences between two or more periods of history.	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 that many of the early civilizations gave much to the world.
End of KS2 Knowledge	- I have created a timeline of WWII including, Germany invading Poland, D-Day landings, The Battle of Britain, Pearl Harbour, VE day and The Atomic bomb dropped in Hiroshima, Japan. (1939-1945). - I know that many 'male job roles' were given to women during the war whilst the men were fighting and then taken away once the war had finished which lead women to fight for equal job opportunities.	- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - I can create a timeline of Viking history (AD700 to 1100.) - I know that The Vikings were Norse people who came from an area called Scandinavia (countries such as Norway, Sweden and Denmark).	- I know where the Qin Shi Huang Dynasty is located on a timeline of Chinese history including the commission of The Great Wall of China and The Terracotta Warriors. - I know that China created and traded silk using The Silk Road - I know that Qin Shi Huang was known to be the first emperor to unite China.

	- I know that Winston Churchill was the UK Prime Minister during WWII, that Adolf Hitler was the leader of the Germans during WWII and that Franklin D. Roosevelt was the US President during WWII. - I know that 6 million Jewish people were persecuted for their beliefs during the war. - I know that children in the cities were evacuated to the countryside during the Blitz and that food was rationed during WWII. - I know that in Salisbury 10% of Spitfires ever created were made in secret for WWII. - I know that during Operation Dynamo, 340000 Allied troops were evacuated from the French seaport of Dunkirk to England.	- I know that during this period, many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. - I know that Vikings were pagans and worshiped many gods including Odin who was the King of the Gods. - I know that Vikings believed that when you died you would go to Valhalla. - I know that Vikings invaded Britain to farm the land and settled in Scotland before moving south. - I know the Vikings invaded Lindisfarne in 793 AD	- I know that Qin Shi Huang began the Great Wall of China. - I know that Qin Shi Huang wanted to live forever and so built the Terracotta warriors to help him keep his power in the afterlife. - I know that China consisted of waring states Han, Wu, Zhao, Chu, Qi and Yan before they were united by Qin Shi Huang.
Geography	Locational knowledge Locate the world’s countries, using maps to focus on Europe (including the location of Russia)	Human and Physical Geography Viking Settlements To investigate the elements of physical and human Geography that has influenced or has been influenced by events in British History	Location and Place Knowledge China Locate China on a map and identify topographical features including hills, mountains, coasts and rivers in China,
Golden Threads	Investigate countries in the Northern Hemisphere Explore the countries in Europe and know why the EU was created after WW2. Create a fact file of European countries	Investigate the origins of place names in Britain from Viking influence. Explore how the Vikings moved inland from the coast and locate Viking settlements that have remained in Britain Create a map of Viking influence/remains in Britain	Investigate China on a World map and areas of China Explore features of China in more detail Create a visual map of features in China – Great Wall, Mountains, rivers etc include historical features such as The Forbidden Palace, Tiananmen Square
NC Coverage	- Y3 I know the capital city of at least six European countries. - Y4 I know how to find at least six cities in the UK on a map. - Y4 I know about, name and locate some of the main islands that surround the United Kingdom. - Y4 I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. - Y4 I know the difference between the British Isles, Great Britain and the United Kingdom. - Y5 I know, name and locate the capital cities of neighbouring European countries - I know the countries that make up the European Union.	- Y3 I know why people may choose to live in one place rather than another. - Y3 I know why people may be attracted to live in cities. - Y4 I research to discover features of villages, towns and cities and appreciate the differences. - Y5 I know why ports are important and the role they play in distributing goods around the world. - Y6 I know why some places are similar and dissimilar in relation to their human and physical features. - Y6 I know how to use an atlas by using the index to find places.	- Y3 I know the name of a number of countries in the northern hemisphere. - Y3 I know whether a country is located in the Southern or Northern hemisphere - Y5 I know about, name and locate many of the world’s most famous mountainous regions.
End of KS2 Knowledge	- I can name the countries that were involved in WWII, locate them on a world map and know if they are in the Northern or Southern Hemisphere. - I know, name and locate the capital cities of neighbouring European countries involved in WWII. - I know the countries that make up the European Union. - I can name the countries in Europe including Russia. - I can name the countries that the German army invaded during WWII.	- Some places in Britain have names that come from the Vikings, such as York (Jorvik). - The Vikings used materials like wood and thatch to build their homes. - The Vikings settled in England because it had better farmland and a warmer climate than Norway. - Viking settlements were often built near rivers and the coast to make travel and trade easier - Viking villages had longhouses, which were different from the timber-framed cottages in English villages. - A four-figure grid reference can be used to find locations on a map. - A six-figure grid reference gives a more exact location on a map. - Lines of latitude show how far up or down a place is on Earth. - The Equator is an imaginary line that runs around the middle of the Earth.	- I can locate China on a map - I can recognise China is in the Northern Hemisphere and say which other countries are in The Northern Hemisphere. - I can identify Geographical features in China, including mountain ranges, Rivers and man-made monuments/historical sites. - I can compare the Geographical features if China and compare them with other places in the Northern Hemisphere.
Art	Drawing Henry Moore – Underground Shelter	Drawing and Printing Viking Art Lino Prints	Paint Silk Painting
Golden Threads	Investigate Henry Moore and the Underground shelters of WW2 Explore his sketches and the evidence of civilian life in WW2 Create sketches using his techniques	Investigate the techniques of lino printing Explore Viking symbols and carvings Create prints using lino printing techniques	Investigate the techniques of Silk painting Explore Chinese silk painting, practise, evaluate and refine techniques Create a painting in silk in traditional Chinese style
End of KS2 Knowledge	- I identify and draw objects and use marks and lines, to produce texture. - I know how to successfully use shading to create mood and feeling. - I know how to express emotion in my art.	- I know how to create an accurate print design following criteria. - I know how to overprint to create different patterns. - I know how to create an accurate print design following criteria. - I can explain features of Art from an historical period or event. - I can replicate Art from a period in history that I am studying.	- I know that Gongbi is a special style of painting that started in China a long time ago. - I know that Gongbi paintings are very neat and detailed, using tiny brushes and fine lines. - I know that Gongbi artists often paint things from nature, like birds, flowers, and animals. - I know that gutta is a special kind of liquid used in silk painting to draw outlines - I know that huāgào means a flower sketch, and it is the first drawing an artist makes before starting a traditional Chinese painting.

DT	Textiles Make do and Mend To create something new by exploring and considering how natural and man -made 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.	Building a structure – Viking Longboats To create a something new by exploring and considering how natural and man-made 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 Chinese Feast Prepare and cook a variety of dishes using a range of cooking techniques and foods from the period of history studied.
Golden Threads	Investigate recycling and reusing material to recreate something new. Explore persuasive techniques employed by the Government in WW2 to recycle clothing and reduce waste. Create a product from recycled materials	Investigate the purpose and design of a sail Explore the structure of a Viking longboat and map out its size Create- become sailmakers ourselves, and learn how to evaluate and improve designs by testing and making alterations.	Investigate the foods of China Explore making a food linked to China – ie spring rolls,
Knowledge	Design: Lower KS2 I produce a plan and explain it. I explain how I have improved my original design. Upper KS2 I use market research to inform my plans and ideas. I follow and refine my plans. I justify my plans in a convincing way. I show that I consider culture and society in my plans and designs. Make: Lower KS2 I make a product that is aesthetically pleasing for a Gallery Upper KS2 I work within a budget. I persevere and adapt my work when my original ideas do not work. Evaluate: Lower KS2 I evaluate appearance and function against original criteria. I evaluate my product against clear criteria. Technical Skills: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structure.	Design: Lower KS2 I produce a plan and explain it. I explain how I have improved my original design. Upper KS2 I use market research to inform my plans and ideas. I follow and refine my plans. I justify my plans in a convincing way. I show that I consider culture and society in my plans and designs. Make: Lower KS2 I make a product that is aesthetically pleasing for a Gallery Upper KS2 I work within a budget. I persevere and adapt my work when my original ideas do not work. Evaluate: Lower KS2 I evaluate appearance and function against original criteria. I evaluate my product against clear criteria. Technical Skills: I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures	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	Digital literacy Behind the Mask – on line safety To recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Information Technology Viking Saga To design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Information Technology To know how to create an Interactive Story To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Golden Threads	Investigate information related to on line safety Explore ways to stay safe on line and to recognise unsafe/unacceptable behaviour and know what to do about it. Create information for others demonstrating that not everything on line is as it seems.	Investigate what a Podcast is and why people make them Explore a range of Podcasts Create a Podcast based on the Vikings	Investigate using hyperlinks in stories online to make them interactive Explore the technology behind hyperlinks Create interactive Mulan stories
End of KS2 Knowledge	- I use technology respectfully and responsibly. - I know different ways I can get help if I am concerned. - I understand that some malicious adults may use various techniques to make contact and elicit personal information. - I know that it is unsafe to arrange to meet unknown people online. - I know how to report any suspicions. - I understand I should not publish other people’s pictures or tag them on the internet without permission.	I know that I can add background music or sound effects to my vlog in iMovie by using the 'Audio' tab. I know that I can cut or trim parts of my vlog in iMovie using the 'Split Clip' tool. I know that I can add special effects like fade-ins or fade-outs in my vlog by using the 'Transitions' tab in iMovie. I know that I can import videos, pictures, and audio into my vlog by clicking 'Import Media' in iMovie. I know that I can add sound effects, like applause or animal sounds, to my vlog by selecting 'Audio' and choosing a sound from the sound effects library in iMovie. I know that when planning a vlog, it is helpful to write a script or bullet points to help me stay on topic. I know that uploading a vlog to a platform like YouTube allows people from all over the world to watch it. I know that adding music or sound effects to my vlog can make it more interesting and engaging. I know that once something is uploaded onto the internet, it is very difficult to delete it completely, as it can be saved or shared by others. I know that everything I post online, including my vlog, becomes part of my digital footprint, which can be seen by others now and in the future.	I know that PowerPoint can be used to create a story with words, pictures, and sounds. I know that each slide in PowerPoint can show a different part of a story. I know that I can insert images and text boxes to help tell my story clearly. I know that I can add buttons or links to let the reader choose what happens next. I know that using hyperlinks between slides makes my story interactive. I know that I should test all my links to make sure the story works properly. I know that PowerPoint lets me be creative with animations, colours, and layout to engage my audience. I know that transitions help move smoothly from one slide to the next.

Music	Sing, Play and Perform Songs form WW1 and WW2		Composition of music Viking Chants (TES)		Composition of music Mulan	
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		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	
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. Swim: I can swim with increasing competence and confidence over a distance of at least 20 metres		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. Swim competently, confidently and proficiently over a distance of at least 25 metres		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.	
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	Spanish All about me Así soy yo	Spanish Pets Eso, ¿qué es	Spanish Food A comer!
Golden Threads	Lower KS2 <u>Spoken language</u> • I name and describe people. • I name and describe a place. <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 people. • I name and describe a place. <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 people. • I name and describe a place. <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	All about me Así soy yo • I can introduce myself • I can say how old I am • I say the months of the year • I can say how old I am	Pets Eso, ¿qué es? 5 lessons • I can name pets • I can identify animals • I can name the colour of animals • I can describe animals • I can create and describe unusual animals	Food A comer! I can name common foods I can ask what someone wants to eat I can name food likes and dislikes I can use conjunctions to join a sentence of foods I can describe food items