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|  | **Cycle 2**  2019-2020 | **Curriculum Objectives** |
| **Autumn 1** |  | **English**  **See National Curriculum**  **Maths**  **See National Curriculum**  **Science**  **Sc6/1 Working Scientifically**  Sc6/1.1 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary  Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision  Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs  Sc6/1.4 using test results to make predictions to set up further comparative and fair tests  Sc6/1.5 using simple models to describe scientific ideas  Sc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations  Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.  **Sc5/4.2    Forces**  Sc5/4.2a    explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Sc5/4.2b    identify the effects of air resistance, water resistance and friction, that act between moving surfaces Sc5/4.2c    recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect    **Geography**  **regions of the UK**  **Ge2/1.1b**name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  **Art**  Ar2/1.2    to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  **Music**  Mu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **PSHE**  Rights and Responsibilities l7,l8,l11,l12  Growing and Changing H5,H6,H7,H8,  Healthy Relationships R7  **RE**   * Creation/Incarnation – Understanding Christianity   **PE**  PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c    develop flexibility, strength, technique, control and balance  PE2/1.1d    perform dances using a range of movement patterns  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Autumn 2** | Dickens’ A Christmas Carol | **English**  **See National Curriculum**  **Maths**  **See National Curriculum**  **Sc6/4.2    Electricity**  Sc6/4.2a    associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  Sc6/4.2b    compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  Sc6/4.2c    use recognised symbols when representing a simple circuit in a diagram.  **History**  Hi2/2.2    Extended chronological study- Working rights – Children’s rights – British History  Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  **PSHE**   * Valuing differences-R11, R13,R14,R16,R17,R18 * Living in the wider world (Money) L13,L14   **RE**   * Incarnation – Understanding Christianity   **Music**  Mu2/1.2    improvise and compose music for a range of purposes using the interrelated dimensions of music  **PE**  PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c    develop flexibility, strength, technique, control and balance  PE2/1.1d    perform dances using a range of movement patterns  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Spring 1** | **A Dangerous Crossing: Jane Mitchell**  **Stepping stones: Margarte Rivers (Picture book)**  **C:\Users\emma.woodhouse1\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\9F9B7DF4.tmp** | **English**  **See National Curriculum**  **Maths**  **See National Curriculum**  **Science**  Sc5/2.2    Animals, including humans  Sc5/2.2a    describe the changes as humans develop to old age.  Sc6/2.2a    identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Sc6/2.2b    recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Sc6/2.2c    describe the ways in which nutrients and water are transported within animals, including humans.  **Geography**  Ge2/1.1    Locational Knowledge  Ge2/1.1a    locate the world’s countries, using maps to focus on countries of Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Ge2/1.1b    name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),  Ge2/1.2    Place Knowledge  Ge2/1.2a    understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.  **Art**  Ar2/1.1    to create sketch books to record their observations and use them to review and revisit ideas  Ar2/1.2    to improve their mastery of art and design techniques: drawing and painting  **Coding**  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  **PSHE**   * H1,H2,H3,4,R1,,R3,R5,R6R12,R19,R20,L17,L18   **RE**   * Gospel Understanding – Christianity   **PE**  PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c    develop flexibility, strength, technique, control and balance  PE2/1.1d    perform dances using a range of movement patterns  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Music**  Mu2/1.4    use and understand staff and other musical notations |
| **Spring 2** | Hitchhiker’s guide to the Galaxy  Douglas Adams. | |  |  | | --- | --- | |  | **English**  **See National Curriculum**  **Maths**  **See National Curriculum**  **Science**  Sc5/4.1    Earth and Space  Sc5/4.1a    describe the movement of the Earth, and other planets, relative to the Sun in the solar system  Sc5/4.1b    describe the movement of the Moon relative to the Earth  Sc5/4.1c    describe the Sun, Earth and Moon as approximately spherical bodies  Sc5/4.1d    use the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the sky.  **History**  Hi2/2.2    Extended chronological study  Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Britain’s involvement with the **Space Race.**  Computing  Co2/1.3    use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  Co2/1.4    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  Co2/1.5    use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  **PSHE: R9,H5,H6,H7,H15**  **RE Salvation – understanding Christianity.**  Other faiths – Sikhism  **PE**  PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c    develop flexibility, strength, technique, control and balance  PE2/1.1d    perform dances using a range of movement patterns  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Music**  Mu2/1.5    appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  Mu2/1.6    develop an understanding of the history of music. Holst – Planet Suite. | |
| **Summer 1** | Fieldwork, local study.  See the source image | **English**  **See National Curriculum**  **Maths**  **See National Curriculum**  **Science**  Sc5/2.1    Living Things and their habitats  Sc5/2.1a    describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Sc5/2.1b    describe the life process of reproduction in some plants and animals. CONTINUED INTO SUMMER TWO TO OVERLAP WITH RSE.  **Art**  Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials  **Printing, William Morris**  **PSHE R15,R21 H9,H10,H11,H12,H13,H14,H15**  **RE**  Other faiths – Islam  Kingdom of God- understanding Christianity.  **Geography**  Ge2/1.4b    use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world- **Local focus- Geocaching- Mini D of E trip.**  Ge2/1.4c    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.  **Music**  Mu2/1.4    use and understand staff and other musical notations Mu2/1.5    appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6    develop an understanding of the history of music.  **PE**  PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c    develop flexibility, strength, technique, control and balance  PE2/1.1d    perform dances using a range of movement patterns  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| **Summer 2** | Mayan civilisation  and end of year performance  Image result for theatre mask | **English**  **See National Curriculum**  **Maths**  **See National Curriculum**  **Science**  **Hi2/2.3 Ancient Civilizations**  **Pupils should be taught about the achievements of the earliest civilizations**  **D.T**  DT2/1.2 Make  DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately  DT2/1.2b 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  DT2/1.3 Evaluate  DT2/1.3a investigate and analyse a range of existing products  DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  DT2/1.3c understand how key events and individuals in design and technology have helped shape the world  DT2/1.4 Technological Knowledge  DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures  DT2/1.4b understand and use mechanical systems in their products  DT2/1.4c understand and use electrical systems in their products  DT2/1.4d apply their understanding of computing to programme, monitor and control their products.  **PSHE RSE, L5**  **DRAMA- END OF YEAR PERFORMANCE TBC- SHAKESPEARE ROCKS?**  **PE**  PE PE2/1.1a    use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b    play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c    develop flexibility, strength, technique, control and balance  PE2/1.1d    perform dances using a range of movement patterns  PE2/1.1e    take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f    compare their performances with previous ones and demonstrate improvement to achieve their personal best.  **Music**  Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansMu2/1.6 develop an understanding of the history of music  **RE**  Christianity – C of E, Catholic, Protestant, differences and similarities.  **Science**  Sc5/1.1    planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Sc5/1.2    taking measurements, using a range of scientific equipment, with increasing accuracy and precision Sc5/1.3    recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs Sc5/1.4    using test results to make predictions to set up further comparative and fair tests Sc5/1.5    reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations Sc5/1.6    identifying scientific evidence that has been used to support or refute ideas or arguments. |
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