



Curriculum Map – Key Stage 1 and 2

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Pirates	Winter Wonderland	Dinosaurs	Here We Are	Castles	Into the Woods
	<p>Children will learn about life on the open seas! They will investigate materials that make a good boat, learn about maps so that they can draw their own. Children will also learn about the human and physical geography of the seaside. They will find out about different holidays, how they travel there and what they would need to pack. They will also find out about how holidays have changed over time.</p>	<p>Children will look at seasonal changes, and use their maths skills to record the weather. They will learn about how different toys move, plan their creations and then create their own new toys in an elves workshop.</p> <p>Local Context – Church at Christmas</p>	<p>During this exciting topic, children will explore the life of Mary Anning and her seaside discovery. They will learn songs about dinosaurs, use dinosaur images to create their own graphic scores and use a range of art techniques to create their own repeating fossil print.</p>	<p>Children will learn about Steventon and where they live. They will gain an understanding of where they are in the UK and learn about their immediate chronology.</p> <p>Local Context: history of the school, local farms</p>	<p>In this literacy based topic, the children will learn about a variety of different traditional tales and using our storytelling approach, they will innovate their own. They will learn about life in a castle, different roles and how to become a knight! They will investigate different objects and try to work out what they could be. Children will use the local environment to explore, identify and answer questions about common and wild plants, including evergreen and deciduous trees. On a visit into the woods they will admire nature's shapes, forms and design as they gather natural materials to use to create their own natural sculptures inspired by the work of the artist Andy Goldsworthy. Traditional tales and their alternative versions will be used to develop children's oral storytelling and literacy skills.</p> <p>Local Context: Oxford Castle, Story of Matilda and Steven, Wallingford Castle</p>	



<p>Coverage</p>	<p>Geography: I can explain where I live and tell someone my address.</p> <p>I can name the four countries in the United Kingdom and locate them on a map.</p> <p>I can name some of the main towns and cities in the United Kingdom.</p> <p>History: I can explain how I have changed since I was born.</p> <p>I can explain how some people have helped us to have better lives.</p> <p>Music: Respond to moods</p> <p>I can make different sounds with my voice and instruments.</p>	<p>Geography: I can keep a weather chart and answer questions about the weather.</p> <p>I can explain how the weather changes throughout the year and name the seasons.</p> <p>I can explain some of the main things that are in hot and cold places.</p> <p>I can explain the clothes that I would wear in hot and cold places.</p> <p>Science: Seasonal changes</p> <ul style="list-style-type: none"> ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. <p>DT: Plan and make a product</p>	<p>Science: Common animals Human body parts</p> <ul style="list-style-type: none"> ▪ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ▪ identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Art: I can cut, roll and coil materials.</p>	<p>Science: Everyday materials</p> <ul style="list-style-type: none"> ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Geography: I can explain where I live and tell someone my address.</p> <p>I can name the four countries in the United Kingdom and locate them on a map.</p>	<p>Science: Plants including trees</p> <ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ identify and describe the basic structure of a variety of common flowering plants, including trees. <p>History: I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belonged to the past.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can explain what an object from the past might have been used for.</p> <p>I can spot old and new things in a picture.</p> <p>DT: Describe how something works</p> <p>I can describe how something works.</p> <p>I can make a product which moves.</p> <p>I can make my model stronger</p>
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<p>I can use instruments to perform.</p> <p>I can clap short rhythmic patterns.</p> <p>Art: Mood I can show how people feel in paintings and drawings.</p> <p>I can create moods in art work.</p> <p>I can ask questions about a piece of art.</p> <p>Artist: David Hockney Portraits</p> <p>SMSC:</p> <p>Enterprise: role play based around a variety of different shops</p>	<p>I can use my own ideas to make something.</p> <p>I can describe how something works</p> <p>I can explain to someone else how I want to make my product.</p> <p>I can make a simple plan before making.</p> <p>I can choose appropriate resources and tools.</p> <p>Music: Learning songs for Nativity</p> <p>I can use my voice to speak, sing and chant.</p> <p>Enterprise: Selling goods at Christmas Fayre</p> <p>SMSC: Nativity, Christmas celebrations around the world</p>	<p>I can create a repeating pattern in print.</p> <p>Music: Learning Dinosaur Songs.</p> <p>Making Dinosaur patterns</p> <p>I can use my voice to speak, sing and chant.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can use instruments to perform.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p> <p>Enterprise: Selling tickets for Dinosaur museum</p>	<p>I can name some of the main towns and cities in the United Kingdom.</p> <p>DT: Food I can cut food safely.</p> <p>Music: Learning Sea Shanties</p> <p>I can use my voice to speak, sing and chant.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can use instruments to perform.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p>	<p>Art: I can describe what I can see and give an opinion about the work of an artist.</p> <p>I can ask questions about a piece of art.</p> <p>Artist: Andy Goldsworthy</p> <p>Music: I can use my voice to speak, sing and chant.</p> <p>I can repeat short rhythmic and melodic patterns.</p> <p>I can make a sequence of sounds.</p> <p>SMSC: Coats of arms and heraldry as a starting point to create something that makes them special</p>
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Year 2	Kia Ora	Winter Wonderland	London's Burning	Home Sweet Home	Alice in Wonderland	Beside the Seaside
	This term, children will enjoy an exciting adventure to New Zealand. They will explore the physical and human geography of the country and learn all about the Maori culture. The children will learn and perform traditional Maori music and create their own Haka dance. They will also read and learn about Maori myths and legends, and write their own stories set in New Zealand.	In this whole Key Stage topic, children will compare their own experiences of Christmas with those of others in their class and explore how children through history have celebrated this special time of year. Children will also learn about playscripts and what it takes to put on a performance. They will visit the Theatre to see a production and use this experience to put on their own show.	In this history-based topic, children will learn about the Great Fire of London. They will learn about the key facts and events of the fire and sequence these into a timeline, and about how the fire changed London. Linked to this, children will learn about fire safety and the fire service. They will write newspaper reports about the fire and diary entries in the style of famous diarist Samuel Pepys.	During this topic, children will learn about houses, homes and habitats. They will explore the diverse home and cultures of different groups of people around the world. Children will also investigate homes of the past and compare them to modern houses. They will put their creativity to work and design and make their own homes.	Children will explore the wacky, alternative world of Wonderland. The classic book will be inspiration for their own weird and wonderful stories. Children will learn about Lewis Carroll and what life was like in Victorian times and the links between the book and the city of Oxford. They will also use their art techniques to make clay teacups, and plan and organise their own Mad Hatter's Tea Party.	This term, children will be learning all about the seaside and the coast. They will explore the geography of British coasts and learn about the history of seaside resorts. Children will get the opportunity to make seaside-themed art, and to design and make the own picnic. They will write descriptive poetry using the seaside as their inspiration.
Coverage	<p>Science (Animals, including humans):</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 	<p>Science (Living things and their habitats):</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and 	<p>Science (Uses of everyday materials):</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including 	<p>Science (Living things and their habitats):</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how 	<p>Science (Plants):</p> <ul style="list-style-type: none"> Observe and describe how seeds grow into mature plants. Find out and describe how plants 	<p>Science (Animals, including humans):</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of

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	<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Geography:</p> <ul style="list-style-type: none"> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom 	<p>things that have never been alive.</p> <ul style="list-style-type: none"> 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. <p>Geography:</p> <ul style="list-style-type: none"> Understand the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. <p>History:</p> <ul style="list-style-type: none"> Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of 	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Geography:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. <p>History:</p> <ul style="list-style-type: none"> To develop an awareness of the past. To identify differences and similarities between 	<p>different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats. <p>Geography:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use basic geographical 	<p>need water, light and a suitable temperature to grow and stay healthy.</p> <p>Geography:</p> <ul style="list-style-type: none"> Develop knowledge about the world, the United Kingdom and their locality. <p>History:</p> <ul style="list-style-type: none"> Understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Learn about significant historical events, people and places in their own locality. Know where people and events they 	<p>different types of food, and hygiene.</p> <p>Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
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	<p>and its surrounding areas.</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use basic geographical vocabulary. <p>Art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing and painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, 	<p>life in different periods.</p> <ul style="list-style-type: none"> To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>DT:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and 	<p>ways of life in different periods.</p> <ul style="list-style-type: none"> To know and understand key features of an event beyond living memory that are nationally significant. To understand key features of events, choosing and using parts of stories and asking and answering questions. <p>Art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use drawing and painting to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, 	<p>vocabulary.</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. <p>History:</p> <ul style="list-style-type: none"> To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>DT:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. 	<p>study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> Develop an awareness of the past. <p>DT</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks. 	<ul style="list-style-type: none"> 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. <p>History:</p> <ul style="list-style-type: none"> To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Art</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Learn about the work of a range of artists and
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	<p>line, shape, form and space.</p> <p>Music: Charanga 'How does music help us to make friends?' - all objectives</p> <p>RE: What did Jesus teach? Is it possible to be kind to everyone all the time?</p>	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</p> <ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Explore and use mechanisms in their products. <p>Music: Nativity songs – I can use my voice to sing, speak or chant</p>	<p>pattern, texture, line, shape, form and space.</p> <p>Music: Charanga unit (tbc) – all objectives</p> <p>RE: Passover How special is the relationship Jews have with God?</p>	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including textiles, according to their characteristics. Evaluate their ideas and products against a design criteria. <p>Music: Charanga unit (tbc) – all objectives</p> <p>RE: Prayer at home How important is it for Jewish people to do what God has asked them to do?</p>	<p>craftmakers, making links to their own work.</p> <ul style="list-style-type: none"> Develop a wide range of art and design techniques. <p>DT</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. <p>Music: Charanga unit (tbc) – all objectives</p> <p>RE: Rites of passage and good works What is the best way for a Jew to show commitment to God?</p>
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		RE: Christmas Why did God give Jesus to the world?		<ul style="list-style-type: none"> Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Music: Charanga unit (tbc) – all objectives</p> <p>RE: Easter - Resurrection Is it true that Jesus came back to life again?</p>		
Year 3/4	Romans	Chocolate Apprentice	The Med	Cracking Contraptions	Blue Planet	Festival of Fun
	The children will learn about the arrival of the Roman Armies. They learn about the Roman legacy – exploring those things that the Romans brought which affected our subsequent history. They study the cities, the rule of law, Roman numerals and the calendar we use today, and come to	This term the children will learn about the history of chocolate starting with the Mayans. They will explore current chocolate products, design and produce their own prototype for our Christmas Fair before their final product sale. The children will reflect on	Children will learn about the countries that make up The Mediterranean. They will look at different native foods, cultures, physical and human geography as well as exploring different artists and musicians. Local Context – physical and human geography	The children will learn about the history of different inventors and their impact on modern day life. They will also learn about electricity and create circuits using switches and buzzers as well as understanding the difference between conductors and insulators.	This term the children will learn about our amazing natural world. They will focus on the increasing effect of pollution and how this has impacted on our oceans and wildlife. They will group and classify different living things and uncover how their actions can bring about change for the future	In the final term the children will become entrepreneurs to plan, develop and implement their own festival for the school, parents and local community to enjoy. They will experience the importance of research, planning and team work to bring their own festival to

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	<p>understand how many aspects of modern life can, in effect, be traced back in some way to the Romans.</p> <p>Local Context: Roman Oxford (Ashmolean Museum)</p>	<p>their product and review their learning throughout the term to understand what it takes to be a designer.</p>	<p>of Steventon</p>		<p>and protect our planet. The will also explore different artists and use inspiration from the natural world as inspiration for their own work.</p>	<p>life. They will explore how sounds are made and travel, and create their own festival music as well as making food and learning about the importance of hygiene.</p> <p>Local Context – Truck Festival in Steventon</p>
<p>Coverage</p>	<p>States of Matter</p> <ul style="list-style-type: none"> -I can group materials based on their state of matter (solid, liquid, gas). -I can describe how some materials can change state. -I can explore how materials change state. -I can measure the temperature at which materials change state. -I can describe the water cycle. -I can explain the part played by evaporation and condensation in the water cycle. <p>History</p>	<p>States of Matter</p> <ul style="list-style-type: none"> -I can group materials based on their state of matter (solid, liquid, gas). -I can describe how some materials can change state. -I can explore how materials change state. -I can measure the temperature at which materials change state. -I can describe the water cycle. -I can explain the part played by evaporation and condensation in the water cycle. <p>DT</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> -I can explain the importance of a nutritious, balanced diet. -I can explain how nutrients, water and oxygen are transported within animals and humans -I can describe and explain the skeletal system of a human. -I can describe and explain the muscular system of a human. 	<p>Electricity</p> <ul style="list-style-type: none"> -I can identify and name appliances that require electricity to function. -I can construct a series circuit. -I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). -I can draw a circuit diagram. -I can predict and test whether a lamp will light within a circuit. I can describe the function of a switch in a circuit. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> -I can group living things in different ways. I can use classification keys to group, identify and name living things. I can create classification keys to group, identify and name living things (for others to use). I can describe how changes to an environment could endanger living things. <p>Geography I can collect and accurately measure information (e.g rainfall, temperature, wind speed, noise levels etc.)</p>	<p>Sound</p> <ul style="list-style-type: none"> -I can describe how sound is made. -I can explain how sound travels from a source to our ears. -I can explain the place of vibration in hearing. -I can explore the correlation between pitch and the object producing a sound. -I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. -I can describe what happens to a sound as

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<p>I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades. I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how historic terms and artefacts can be used to help build up a picture of life in the past. I can research what it was like for children in a given period of history and present my findings to an audience. Geography I can carry out research to discover features of villages, towns or cities. I can plan a journey to a place in England. I can explain why people may be</p>	<p>I can use ideas from other people when I am designing. I can produce a plan and explain it. I can measure accurately. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way. I can persevere and adapt my work when my original ideas do not work. I know how to be both hygienic and safe when using food. Art-Mayan art I can use line, tone, shape and colour to represent figure and</p>	<p>-I can describe the purpose of the skeleton in humans and animals. Geography I can use an atlas by using the index to find places. I can name a number of countries in the northern hemisphere. I can name and locate the capital cities of neighbouring European countries. DT-I can describe how food ingredients come together. Art- Giuseppe Arcimboldo, Picasso I can show facial expressions in my art. I can use sketches to produce a final piece of art. I can use different grades of pencil to</p>	<p>I can describe the difference between a conductor and insulators; giving examples of each History I can explain how an event from the past has shaped our life today. I can research two versions of an event and explain how they differ.</p>	<p>I can locate the Tropic of Cancer and Tropic of Capricorn. SMSC- exploring environmental dilemmas (moral/social) Inspirational People How am I inspired?</p>	<p>it travels away from its source. Geography I can explain the difference between the British Isles, Great Britain and the United Kingdom. I know the countries that make up the European Union. I can find at least six cities in the UK on a map. I can name and locate some of the main islands that surround the United Kingdom. I can name the areas of the origin of the main ethnic groups in the United Kingdom and in our school DT I know how to be both hygienic and safe when using food. Music I can perform a simple part rhyimically.</p>	
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	<p>attracted to live in cities. I can explain why people may choose to live in a place rather than another.</p> <p>Art-Katsushika Hokusai I can show reflections in my art. I can experiment with the styles used by other artists. I can explain some of the features of art historical periods. SMSC- exploring how children lived differently in the past (cultural). Becoming an adult (Rites of passage)</p> <p>How do different religions celebrate becoming an adult?</p>	<p>forms in movement. I can print onto different materials using at least four colours. SMSC- Christmas- exploring own beliefs Believing</p> <p>What do Christians and Jews believe?</p>	<p>shade and to show different tones and textures. I can create a background using a wash. I can use a range of brushes to create different effects in painting. I can compare the work of different artists. I recognise when art is from different cultures. I recognise when art is from different historical periods. SMSC- exploring different cultures (what makes us unique in our culture). Belonging</p> <p>What does it mean to belong?</p>			<p>I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own. I can explain why silence is often needed in music and explain what effect it has. I can identify the character in a piece of music. I can identify and describe the different purpose of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p> <p>Art- revisit statements Printing sills Damien Hirst and Banksy</p>
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						<p>SMSC- expressing emotions through the arts (social)</p> <p>Responsibility (Neighbours)</p> <p>How should I treat others?</p>
<p>Information technology</p> <p>I can select and use software to accomplish given goals.</p> <p>I can collect and present data.</p> <p>I can produce and upload a podcast.</p> <p>Digital literacy (Internet Safety Day Term 3)</p> <p>I recognise acceptable and unacceptable behaviour using technology.</p> <p>Algorithms and Programming (Stand alone-Term 3)</p> <p>I can experiment with variables to control models.</p> <p>I can give an on-screen robot specific instructions that takes them from A to B.</p> <p>I can make an accurate prediction and explain why I believe something will happen (linked to programming).</p>						
	The Highwayman (Crime and Punishment)	Running Wild (Rainforests)	Invaders and Settlers	Incredible India	One Small Step	
Year 5	This term the children will learn about British Democracy. With the support of	Children will create a classroom map, naming continents and discussing the physical	This term, the children will learn about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Anglo-Saxons	Children will explore this contrasting locality in all of its technicolour glory. They will use poetry to	Children will blast off to the far flung corners of the galaxy to find out more about the	

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	<p>Steventon Parish Council and the Local MP, they will gain an understanding of how the different levels of local democracy work and how this feeds into central Government. They will act in role to hold council meetings, discussing and debating local issues as well as current affairs nationally. Through the Alfred Noyes poem, The Highwayman, the children will look at crime and punishment throughout history to the modern day.</p> <p>Local Context – Parish Council, Oxfordshire Crown Court</p>	<p>differences between North and South America. They will identify countries and major features such as rivers, lakes and mountain ranges, and learn about lifestyles, languages and some traditions. Children will take a trek into the depths of the jungle as they explore the fascinating world of the rainforest. They will discover where the rainforests are; what they are like; and who lives there. Children will look at the water cycle and work of rivers and looking in detail at the Amazon Basin.</p>	<p>and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p> <p>The children will learn about King Alfred the Great and his influence on nearby Wantage and their community today,]by visiting the local Museum and key locations in the town. The children will research the importance of Viking Longboats to the Vikings way of life. They will then design their boat and justify why they have chosen certain materials before making and reviewing their work.</p> <p>Local Context – King Alfred and Wantage</p>	<p>create art and compose music, learn about to dance Bollywood style as well as create an indian feast.</p> <p>They will learn about how India fits into its wider geographical location with reference to human and economical features.</p> <p>Local Context – physical and human geography of Steventon</p>	<p>planets that make up our solar system. They will find fascinating facts about the Sun, Moon and Earth and develop an understanding of day and night, the four seasons and the Moon’s phases. The Sun and the planets making up our Solar System are investigated, along with the other stars in their constellation.</p> <p>Local Context – European Space Agency, Harwell</p>
Coverage	<p>Animals including humans -I can create a timeline to indicate stages of</p>	<p>Animals including humans -I can create a timeline to indicate stages of</p>	<p>Forces -I can explain what gravity is and its impact on our lives. -I can identify and explain the effect of air</p>	<p>Properties and changes of materials -I can compare and group materials based</p>	<p>Earth and Space -I can describe and explain the movement of the Earth and other</p>

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<p>growth in humans.</p> <p>Living things and their habitats -I can describe the life cycle of different living things e.g mammal, amphibian, insect, bird. -I can describe the difference between different life cycles. -I can describe the process of reproduction in plants. -I can describe the process of reproduction in animals.</p> <p>History I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can explain how Parliament affects decision making in England. I can explain how our locality has changed our time.</p>	<p>growth in humans.</p> <p>Living things and their habitats -I can describe the life cycle of different living things e.g mammal, amphibian, insect, bird. -I can describe the difference between different life cycles. -I can describe the process of reproduction in plants. -I can describe the process of reproduction in animals.</p> <p>Geography I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers. I can name and locate many of the world's most famous rivers in an atlas.</p> <p>Music-creating a music diary</p>	<p>resistance.</p> <p>-I can identify and explain the effect of water resistance. -I can identify and explain the effect of friction. -I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>History- King Alfred I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>Geography I can explain why many cities are situated on or close to rivers. I can explain why people are attracted to live by rivers. I can name and locate many of the world's most famous rivers in an atlas. I can name and locate many of the world's most famous mountainous regions in an atlas. DT-Viking Long Boats and Anglo-Saxon Houses I can come up with a range of ideas after collecting information from different sources. I can produce a detailed, step-by-step plan. I can suggest alternative plans; outlining the positive features and drawbacks. I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria. I can use a range of tools and equipment competently.</p>	<p>on their properties (e.g hardness, solubility, transparency, conductivity, [electrical and thermal] and response to magnets).</p> <p>-I can describe how a material dissolves to form a solution; explaining the process of dissolving. -I can describe and show how to recover a substance from a solution. -I can describe how some materials can be separated. -I can demonstrate how materials can be separated (e.g through filtering, sieving and evaporating). -I know and can demonstrate that some changes are reversible and some are not. -I can explain how some changes result in a formation of a new materials and that this is</p>	<p>planets relative to the Sun.</p> <p>-I can describe and explain the movement of the Moon relative to the Earth. -I can explain and demonstrate how night and day are created. -I can describe the Sun, Earth and Moon (using the term spherical). DT-Moon Buggies I can come up with a range of ideas after collecting information from different sources. I can produce a detailed, step-by-step plan. I can suggest alternative plans; outlining the positive features and drawbacks. I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against</p>
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	<p>I can test out a hypothesis in order to answer questions. I can describe how crime and punishment has changed over a period of time.</p> <p>Art-Figures and forms in movement I can identify and draw objects and use marks and lines to produce texture. I can successfully use shading to create mood and feeling. I can organise line, tone, shape and colour to represent figures and forms in movement. I can use shading to create mood and feeling. I can express emotion in my art. I can create an accurate print design following criteria. I can use images which I have created, scanned</p>	<p>I can use my music diary to record aspects of the composition process. I can choose the most appropriate tempo for a piece of music. I can describe, compare and evaluate music using musical vocabulary. SMSC- moral issues. What impact do humans have on the Rainforest? Sustainability vs. economic development (moral) Christmas- exploring own beliefs and respect of others(spiritual) Life's big questions How should I live my life?</p>	<p>I can make a prototype before I make a final version. SMSC- heritage of local area (cultural/social) Believing How do religions differ in their beliefs in God?</p>	<p>usually irreversible. -I can discuss reversible and irreversible changes. -I can give evidenced reasons why materials should be used for specific purposes. Geography I can plan a journey to a place in another part of the world, taking account of distance and time. I can explain how a location fits into its wider geographical location with reference to human and economical features. DT I show that I can be both hygienic and safe in the kitchen.</p> <p>Music (of India) I can breathe in the correct place when singing. I can maintain my part whilst others are</p>	<p>original criteria. I can use a range of tools and equipment competently. I can make a prototype before I make a final version.</p> <p>Music-Holst Planet Suite I can explain why I think music is successful or unsuccessful. I can suggest improvement to my own work and that of others. I can contrast the work of a famous composer and explain my preferences. I can breathe in the correct place when singing. I can maintain my part whilst others are performing their part. I can improvise within a group using melodic and rhythmic phrases.</p>
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	<p>and found; altering them where necessary to create art. I can research the work of an artist and use their work to replicate a style.</p> <p>SMSC- British Values. Democracy. (social/cultural)</p> <p>Justice (Link to topic)</p> <p>What is Justice?</p>			<p>performing their part. I can improvise within a group using melodic and rhythmic phrases. I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can use notation to record groups of pitches (chords). SMSC- different cultures. What makes us British? Similarities and differences between different cultures (link to India topic) Spiritual/cultural Rites of Passage (Marriage)</p> <p>How do different people celebrate marriage?</p>	<p>I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can use notation to record groups of pitches (chords). SMSC- what is special about life? Search for meaning and purpose in natural and physical world (spiritual) Belonging</p> <p>What does it mean to belong?</p>
<p>Information technology I can analyse information. I can evaluate information. I understand how search results are selected and ranked. I can edit a film.</p>					

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	<p>Digital literacy (Internet Safety Day Term 3) I understand that you have to make choices when using technology and that not everything is true and/or safe.</p> <p>Algorithms and Programming (Stand alone-term 5) I can combine sequences of instructions and procedures to turn devices on and off. I can use technology to control an external device. I can design algorithms that use repetition and 2-way selection.</p>				
Year 6	Macbeth	The British Empire	Around the World in 80 Days	In the Beginning...	Dragons Den
	<p>To be or not To be...Through this challenging Shakespeare play the children will explore the complexity of the characters and their motives.</p> <p>They will learn the play and the skills required to become an effective performer in order to put on a production at the end of the term.</p> <p>As a musician, the children will be creating accompaniments for various scenes in the play as well as selecting modern music to</p>	<p>Children will take a fascinating journey of discovery as they find out how Britain has had a major influence on the world and the impact on Today. Children will reflect on their learning of history to date and use this knowledge to compare and contrast different historical events including World War 2 and the changing nature of the British Empire. They will also explore how the British Empire is portrayed in art through time.</p>	<p>This term the children will explore the classic novel Around the World in 80 Days. They will use this as a vehicle to explore a wide variety of continents, tropics, time zones, habitats and environments.</p> <p>Local Context – physical and human geography of Steventon</p>	<p>The children will investigate the creation of the world – both scientific and Biblical. They will explore evolution and inheritance as well as looking at what we can learn about the past from fossils.</p>	<p>In order to raise funds for their Year 6 Party, children will unleash their inner Alan Sugar or Karen Brady to design, market and sell their own products. They will first pitch to local business people in order to secure investments and mentorship. They will then conduct market research, advertising campaigns.</p> <p>Local Context – working with local business owners</p>

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	represent key events.	Local Context: Steventon at War, local residents			
Coverage	<p>Animals, including humans.</p> <p>-I can identify and name the main parts of the human circulatory system.</p> <p>-I can describe the function of the heart, bloody vessels and blood.</p> <p>-I can discuss the impact of diet, exercise, drugs and lifestyle on health.</p> <p>-I can describe the ways in which nutrients and water are transported in animals, including humans.</p> <p>History</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>Geography</p> <p>I can describe how some places are similar</p>	<p>Electricity-</p> <p>-I can explain how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</p> <p>-I can compare and give reasons for why components work and do not work in a circuit.</p> <p>I can draw circuit diagrams using the correct symbols.</p> <p>History</p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what</p>	<p>Living things and their habitats.</p> <p>-I can classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>-I can describe how living things have been classified.</p> <p>-I can give reasons for classifying plants and animals in a specific way.</p> <p>History</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can identify and explain propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can describe the features of historical events and way of life from periods I have studied: presenting to an audience.</p> <p>Geography</p> <p>I can use Ordnance Survey symbols and 6 figure grid references.</p> <p>I can answer questions by using a map.</p> <p>I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like</p> <p>Art</p> <p>I can explain why I have used different tools to</p>	<p>Evolution and inheritance</p> <p>-I can describe how the earth and living things have changed over time.</p> <p>-I can explain how fossils can be used to find out about the past.</p> <p>-I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).</p> <p>-I can explain how animals and plants are adapted to suit their environment.</p> <p>-I can link adaptation over time to evolution.</p> <p>-I can explain evolution.</p> <p>SMSC-</p> <p>individual liberty of views, mutual respect/listening to others through evolution</p>	<p>Light</p> <p>-I can explain how light travels.</p> <p>-I can explain and demonstrate how we see objects.</p> <p>-I can explain how simple optical instruments work e.g periscope, telescope, binoculars, mirror, magnifying glass etc.</p> <p>DT</p> <p>I can use market research to inform my plans and ideas.</p> <p>I can follow and refine my plans.</p> <p>I can justify my plans in a convincing way.</p> <p>I can show that I consider culture and society in my plans and designs.</p> <p>I show that I can test and evaluate my products.</p> <p>I can explain how</p>

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	<p>and dissimilar in relation to their human and physical features. I can name the largest desert in the world and locate desert regions in an atlas. I can identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antartic Circles. I can explain how time zones work and calculate time differences around the world. Music- creating accompaniments for tunes/selecting modern songs to for key moments in Macbeth. I can sing in harmony confidently and accurately. I can perform parts from memory. I can take the lead in a performance. I can use a variety of</p>	<p>happened. I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). I can identify and explain differences, similarities and changes between different periods of history. I can identify and explain propaganda. I can describe a key event from Britain's past using a range of evidence from different sources. I can describe the features of historical events and way of life from periods I have</p>	<p>create art. I can explain why I have chosen specific techniques to create my art. Link to illustrations in book. SMSC- What does it mean to be different? Exploring emotional/physical impact of change. SMSC - summarise/compare/contrast cultural differences from each of the 5 continents. Race and Diversity How can religions work together? Discrimination/ Racism</p>	<p>vs creation. (moral, spiritual) Moral Maze How do we overcome dilemmas? Beliefs What is belief?</p>	<p>products should be stored and give reasons. I can work within a budget. I can evaluate my product against clear criteria. SMSC- coping with change, preparing for secondary school (social) Moral Maze How do we overcome dilemmas? Beliefs What is belief?</p>
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	<p>different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p> <p>I can compare and contrast the impact of that different composers from different times have had on people of that time.</p> <p>Art-Holbein. I can explain the style of my work and how it has been influenced by a famous artist.</p> <p>SMSC- moral dilemma (link to Macbeth)</p>	<p>studied: presenting to an audience.</p> <p>Art- comparing British artists through time. I can explain the style of my work and how it has been influenced by a famous artist. Comparing British Artists through time.</p> <p>I can over print to create different patterns. I can use a range of e-resources to create art. I can use feedback to make amendments and improvements to my art.</p> <p>SMSC- Christmas- developing respect for other religious beliefs/races/ways of life. (spiritual) Race and Diversity How can religions work together? Discrimination/ Racism</p>			
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Information technology

I can select, use and combine software on a range of digital devices.

I can use a range of technology for a specific project.

Digital literacy (Internet Safety Day Term 3)

I can discuss the risks of online use of technology.

I can identify how to minimise risks.

Algorithms and Programming (stand alone Term 6)

I can design a solution by breaking a problem up.

I recognise that different solutions can exist for the same problem.

I can use logical reasoning to detect errors in algorithms.

I can use selection in programs.

I can work with variables.

I can explain how an algorithm works.

I can explore 'what if' questions by planning different scenarios for controlled devices.