



Knaphill Federation of Schools Years 1 – 6



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| English | <p>Autumn</p> <ul style="list-style-type: none"> - Writing lists - Labels - Captions - Sequencing familiar stories - Traditional tales (Little Red Hen) - Simple performances - Simple sentence writing (capital letters, full stops, finger spaces) - Poetry - Rhyming words - Performance with rhymes - Poster writing and features of a poster - Suffix –ed, -ing - Letter writing - Simple sentence writing (capital letters, full stops, finger spaces, neat letter formation, writing on the line) - Story writing <p>Spring</p> <ul style="list-style-type: none"> - Suffix –est, -ing - Recounts - Traditional tales (Red Riding Hood, Chicken Licken) - Syllables - Story reviews - Non fiction texts and features - Creating leaflets - Adjectives - Alphabetical order and dictionaries - Prefix – un - Story settings and characters - Story writing - Introduce ! and ? - HFW - Conjunctions <p>Summer</p> <ul style="list-style-type: none"> - Fairy tales (Snow White) | <p>Autumn:</p> <p>Florence Nightingale</p> <ul style="list-style-type: none"> - Stories in familiar settings - Postcards & Letters - Songs and repetitive poems <p>Continents</p> <ul style="list-style-type: none"> - Traditional Tales - Information texts - Traditional poems for young children <p>Spring:</p> <p>Africa</p> <ul style="list-style-type: none"> - Traditional tales from a variety of cultures - Instructions - Humorous poems <p>The Environment</p> <ul style="list-style-type: none"> - Stories involving fantasy - Recounts - Humorous poems <p>Summer:</p> <p>Quests</p> <ul style="list-style-type: none"> - Quest and Adventure stories - Information texts - Favourite poems <p>Healthy Living</p> <ul style="list-style-type: none"> - Stories by the same author: Anthony Browne - Recounts - Really looking! Poems about birds | <p>Britain from the Stone Age to Iron Age:</p> <ul style="list-style-type: none"> - Poetry - Diary writing - Information texts - Story writing - Character descriptions - Recount - Instructions <p>Texts: The Pebble in My Pocket by Meredith Hooper</p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Roman Empire:</p> <ul style="list-style-type: none"> - Poetry - Persuasive writing - Explanation - Story writing - Non-chronological report - Character descriptions - Script writing - Instructions - Recount <p>Texts: Escape from Pompeii by Christina Balit</p> <p>Home & Away:</p> <ul style="list-style-type: none"> - Letter writing - Diary writing - Comparative writing - Story writing - Performance poetry - Setting description - Persuasive writing - Non-chronological report | <p>Africa (Study of Benin):</p> <ul style="list-style-type: none"> - Autobiographies and biographies - Letter writing - Story writing - Comparative writing - Persuasive writing - Recount - Newspaper Writing - Diary Entries <p>Texts: Meerkat Mail by Emily Gravett</p> <p>Butterfly Lion by Michael Morpurgo</p> <p>Kings & Queens (the changing power of monarchs):</p> <ul style="list-style-type: none"> - Poetry - Script writing - Information text - Character profile - Story writing - Non-chronological report - Writing <p>Texts: Raven Boy by Pippa Goodhart</p> <p>Anglo Saxons, Vikings and Scots:</p> <ul style="list-style-type: none"> - Character profile - Explanation text - Story writing - Poetry - Newspaper writing - Instructional writing - Letter writing | <p>Space Quest:</p> <ul style="list-style-type: none"> - Report writing - Character and setting - Description - Diary entry - Short story writing - Non-chronological report - Newspaper - Poetry - Persuasive letter <p>Texts: The Jupiter Chronicles – The Secret of the Great Red Spot by Leonardo Ramirez</p> <p>Active Planet:</p> <ul style="list-style-type: none"> - Persuasive speech - Setting description - Character and setting - Description - Poetry - Newspaper writing - Script writing - Comparative writing <p>Texts: The Iron Man by Ted Hughes</p> <p>Ancient Greece:</p> <ul style="list-style-type: none"> - Non-chronological report - Visit guide - Diary entry - Character and setting - Description - Action sequence - Myths - Persuasive letter - Instructions - Performance poetry <p>Texts: Percy Jackson and the Lightning Thief by Rick Riordan</p> | <p>The UK (London):</p> <ul style="list-style-type: none"> - Letter writing - Report writing - Persuasive writing - Newspaper writing - Comparative writing <p>Texts: Boy by Roald Dahl The London Eye Mystery by Siobhan Dowd</p> <p>Britain Since 1066: The Victorians</p> <ul style="list-style-type: none"> - Story writing - Persuasive writing - Newspaper writing - Autobiography and biographies - Report writing <p>Texts: Street Child by Berlie Doherty</p> <p>Ancient Egypt:</p> <ul style="list-style-type: none"> - Story writing - Poetry writing - Explanation writing - Book review - Script writing <p>Texts: The Egypt Game by Zilpha Keatley Snyder</p> |

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| | <ul style="list-style-type: none"> - Adjectives - Story endings - Book reviews - Time openers - Instruction writing and imperative verbs - Diary writing and days of the week - Creating non fiction fact files - Past tense - Researching a topic and creating own non fiction books - Fiction books - Exploring new vocabulary - Days of the week - Menu writing - Poetry (performance and rhymes) - Future tense - Sentence starters - Editing work - Letters | | <p>Texts: The Tin Forest by Helen Ward and Wayne Anderson</p> <p>The Window by Janine Baker</p> | <p>Texts: Beowulf – Kevin Crossley Holland</p> <p>How to Train Your Dragon by Cressida Cowell</p> | | |
| Enrichment | | <p>Visitor (FN) Visitor (JC) World book day Book week Author visit Author/illustrator visit Trip to Legoland – writing workshop Gifted and talented writing workshops Local walk</p> | <p>Author workshop World Book Week and book dress up day Gifted and talented writing workshops Globe theatre company</p> | | | |

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| Maths | <p>Autumn</p> <ul style="list-style-type: none"> - Number: Place Value (3 weeks) - Number: Addition & Subtraction (3 weeks) - Geometry: Shape (1 week) - Number Place Value (2 weeks) - Number: Addition & Subtraction (3 weeks) <p>Spring:</p> <ul style="list-style-type: none"> - Time (2 weeks) - Place Value (2 weeks) - Number: Addition & Subtraction (1 week) - Measures: Length & Height (1 week) - Number: Multiplication & Division (2 weeks) - Number: Fractions (2 weeks) <p>Summer:</p> <ul style="list-style-type: none"> - Number: Place Value (3 weeks) - Number: Four Operations (3 weeks) - Measurement: Money (2 weeks) - Measurement: Weight and Volume (2 weeks) | <p>Autumn:</p> <p>Florence Nightingale</p> <ul style="list-style-type: none"> - Place value - Addition and subtraction <p>Continents</p> <ul style="list-style-type: none"> - Length and mass - Graphs - Multiplication and division <p>Spring:</p> <p>Africa</p> <ul style="list-style-type: none"> - Money - Properties of shape <p>The Environment</p> <ul style="list-style-type: none"> - Fractions - SATS practise <p>Summer:</p> <p>Quests</p> <ul style="list-style-type: none"> - Time - Capacity, volume and temperature <p>Healthy Living</p> <ul style="list-style-type: none"> - Post SATs Project work | <p>Britain from the Stone Age to Iron Age:</p> <ul style="list-style-type: none"> - Number: Place value – 2 weeks - Number: Addition & Subtraction – 4 weeks - Number: Multiplication & Division – 4 weeks - Measurement – 2 weeks <p>Roman Empire:</p> <ul style="list-style-type: none"> - Number: Multiplication and Division – 3 weeks - Measurement – 3 weeks - Number: Fractions – 4 weeks - Consolidation – 2 weeks <p>Home & Away:</p> <ul style="list-style-type: none"> - Number: Fractions – 4 weeks - Geometry: Property of Shapes – 3 weeks - Measurement – 3 weeks - Statistics – 1 week - Consolidation – 1 week | <p>Africa:</p> <ul style="list-style-type: none"> - Number: Place value – 3 weeks - Number: Addition & Subtraction – 3 weeks - Number: Multiplication & Division – 4 weeks - Measurement Area – 2 weeks <p>Kings & Queens:</p> <ul style="list-style-type: none"> - Number: Fractions – 4 weeks - Time – 1 week - Number: Decimals – 4 weeks - Measurement: Money – 2 weeks - Consolidation – 1 week <p>Anglo Saxons & Scots:</p> <ul style="list-style-type: none"> - Measurement: Perimeter and Length – 1 week - Geometry: Angles – 1 week - Geometry: Shape & Symmetry – 2 weeks - Geometry: Position and directions – 2 weeks - Statistics – 2 weeks - Measurement: Perimeter and Length – 2 weeks - Consolidation – 2 weeks | <p>Space Quest:</p> <ul style="list-style-type: none"> - Number: Place value – 3 weeks - Number: Addition & Subtraction – 3 weeks - Number: Multiplication & Division – 4 weeks - Statistics – 2 weeks <p>Active Planet:</p> <ul style="list-style-type: none"> - Number: Fractions – 5 weeks - Number: Decimals – 3 weeks - Number: Percentages – 3 weeks - Consolidation – 1 week <p>Ancient Greece:</p> <ul style="list-style-type: none"> - Geometry: Angles – 2 weeks - Geometry: Shapes – 2 weeks - Geometry: Position & direction – 1 week - Measurement: converting units – 2 weeks - Number: prime numbers – 1 week - Measures: perimeter and area – 1 week - Measures: Volume – 1 week - Consolidation – 1 week | <p>The UK (London):</p> <ul style="list-style-type: none"> - Number: Place value – 2 weeks - Number: Addition, Subtraction, Multiplication & Division – 4 weeks - Number: fractions – 6 weeks <p>Britain since 1066:</p> <ul style="list-style-type: none"> - Number: Decimals – 2 weeks - Number: Percentages – 1 week - Measurement – 3 weeks - Number: Algebra – 2 weeks - Number: Ratio – 2 weeks - Geometry and Statistics – 1 week - Consolidation – 1 week <p>Ancient Egypt:</p> <ul style="list-style-type: none"> - Geometry: Property of Shapes – 2 weeks - Geometry: Position and direction – 1 week - POST SATS projects (budgeting and creating an Ancient Egyptian theme park and 'The Apprentice: |
| Enrichment | | World Maths Day Maths through story | Gifted and talented Maths workshops World Maths Day activities | | | Apprentice Project |

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| Science | <p>Humans To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with what.</p> <p>To know the 5 senses</p> <p>Animals To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Seasons To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>Materials To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> | <p>Autumn:</p> <p>Animals including humans Understands that animals, including human, have offspring which grow into adults</p> <p>Can describe the basic needs of animals, including humans, for survival</p> <p>Can explain the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Uses of everyday materials Can compare the suitability of everyday materials for particular uses</p> <p>Spring:</p> <p>Living things and their habitats Can contrast things that are living, dead and never been alive</p> <p>Can explain how habitats provide for the basic needs of different animals, and how they depend on each other</p> <p>Can identify a variety of plants and animals in their habitats, including microhabitats</p> <p>Can describe how animals obtain food, using a simple food chain, and identify different sources of food.</p> | <p>Rocks SMSC Link: Protecting our coastline and looking after the environment</p> <p>Animals inc Humans (healthy eating, skeletons/muscles)</p> <p>SMSC Links: healthy eating, looking after our bodies.</p> <p>Plants SMSC Links: Comparing how plants grow in different countries.</p> <p>Light SMSC Link: Dangers of the sun, road safety.</p> | <p>Animals (Digestive system, teeth, food chains) SMSC Links: Healthy eating, looking after our bodies.</p> <p>Electricity</p> <p>States of Matter</p> <p>Living things and their habitat SMSC Links: Looking after the local environment</p> <p>Sound.</p> | <p>Earth & Space</p> <p>Properties and Changes of Materials</p> <p>Forces</p> <p>Living things and their habitats</p> <p>Animals inc Humans (Changes) SMSC Link: How the body changes during puberty/old age.</p> | <p>Electricity</p> <p>Living Things and Their Habitat SMSC Links: Looking after the local environment</p> <p>Light</p> <p>Evolution and Inheritance SMSC Link: How plants have adapted to different conditions around the world.</p> <p>Animals inc Humans (circulation, healthy lifestyle, food chains) SMSC Link: The effect of exercise, diet and drugs on the body.</p> |

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| | <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Plants To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To observe the growth of plants.</p> <p>Over all terms – scientific enquiry and experimentation.</p> | <p>The Environment Recognises that questions may have several valid answers</p> <p>Describes accurately what has been observed</p> <p>Can explain how a simple test works</p> <p>Can classify items in different groupings</p> <p>Can suggest alternative but plausible explanations</p> <p>Uses data to help answer questions</p> <p>Summer:</p> <p>Materials Understands that the shapes of solid objects can be changed e.g. by squashing, stretching, etc</p> <p>Plants Can describe how seeds and bulbs grow into mature plants</p> <p>Can describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | | | | |
| Enrichment | | <p>Nature walks National science week</p> | National science week | National science week | National science week Planetarium | Stone Farm with a trip to the Eden Project and the Aquarium National science week |

| Humanities | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Geography/History | <p>Local Area To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human physical features of its surrounding environment.</p> <p>United Kingdom To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To use the world maps, atlases and globes to identify the United Kingdom.</p> <p>To use simple compass directions (North, South, East and West).</p> <p>Seasons Weather To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To use geographical vocabulary to describe seasons and weather.</p> <p>Seaside To understand geographical similarities and difference 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.</p> <p>To use geographical vocab to describe key physical features, including: beach,</p> | <p>What a Wonderful World Can name & locate the world's 7 continents and 5 oceans on a map</p> <p>Can locate the hot and cold areas of the world on a map</p> <p>Sensational safari (Africa) Can describe the characteristics of a non-European area and contrast it with the UK</p> <p>Magical Mapping Knows the correct terms for common features of human geography</p> <p>Can make sense of features in an aerial photograph Can draw a simple map with key</p> <p>Can observe and describe the geography of the school area</p> | <p>Britain from the Stone Age to Iron Age: Name and locate countries, using maps to focus on Europe (including the location of Russia) and North and South America. Look at the human and physical features of locations and how they have changes since ancient times. Use artefacts sourced from local museums to look at how early civilisations developed the use of tools to enable them to hunt and later build homes.</p> <p>Roman Empire: Locate areas which were occupied during the Roman invasion and will focus on the parts of Britain that became Roman settlements. Locate Rome and identify the geographical features of this location both during the Roman times and today. Research life in Roman times and compare this to life in modern day England. Use different research techniques to find information, from a range of sources. Focus on the historical figure Bouddica and explore how she became such a revered figure. Create a timeline of their key life events.</p> | <p>Africa (Study of Benin): Compare rural and urban communities in a range of countries. Global enquiries will focus on fair trade and the impact of tourism and learning more about the country of Benin. Learn about some of the early explorers and settlers in Africa. Studies will include research about slavery, equality, William Wilberforce and Nelson Mandela.</p> <p>Kings & Queens (the changing power of monarchs): Investigate whether the physical geography of a place is important in deciding where to build a castle. Use co-ordinates to find positions on a map of a battlefield and develop knowledge of Tudor exploration. Begin by exploring the events of the Norman conquest, the purpose of the Magna Carta, the events which led up to the War of the Roses and the infamous marriages of Henry VIII. Look at the change in monarchy from 1066 to the present day.</p> <p>Anglo Saxons, Vikings & Scots: Investigate what resources the Anglo-Saxons would have been looking for in the lands which they invaded. Learn where the main Anglo-</p> | <p>Space Quest: Research the different countries that are involved in space exploration and their achievements in the field. Look at the different weather conditions on each planet and causes for this. Research the history of space travel in different countries and how technology has advanced to support this. Learn about different opinions on Space and the understanding of the universe, linking to different Scientific discoveries. Look at how it has changed over the years.</p> <p>Active Planet: Use atlases to locate where different land forms, such as oceans, volcanoes and mountain ranges are formed. Explore what the environment is surrounding these land forms and how they affect the people living in these areas. Look at various natural disasters and linking this through our dance. Explore environmental issues that the children are passionate about, to create campaigns of how to improve the environment. Look at how land has changed over time due to pollution and global warming.</p> <p>Ancient Greece (Europe): Study the land and climate</p> | <p>The UK (London): Hold a debate for and against building a new sports stadium, investigate land use and compare with Knaphill, investigate how London has changed, design a future London and study the geographical features of the Thames. Create a map of London, compare past and present London objects, write a newspaper report on the Fire of London, hold debates about the suffragettes, compare Olympic park land use to present day, sequence historical events in chronological order and create a brochure about the history of the River Thames.</p> <p>Britain since 1066 Research what Knaphill was like in Victorian times; look at maps of the local area in 1891 and 1923 and identify changes and find out which countries were part of the British Empire in the Victorian era. Identify transport routes on an old map of Woking; write a letter describing our views on the introduction of railways and look at the impact of the Industrial Revolution on the environment. Create a timeline of the Victorian period; create a fact file of Queen Victoria; perform a 'This is your life' sketch about Queen Victoria;</p> |

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| <p>cliff, coast, sea and key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Family Timeline / changes To know about changes within living memory</p> <p>Changes within the UK To know about changes within living memory</p> <p>To ask questions to find out about how life has changed</p> <p>Beethoven To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Brunel Bridges To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>What were seaside holidays like in the past? To compare aspects of life in different periods Elizabeth I and Queen Victoria.</p> | <p>Nurturing Nurses Has constructed an historical timeline and knows what life was like in one or two different periods</p> <p>Pirates Can describe a linked group of significant people and what they contributed to their field e.g. monarchs, explorers, inventors</p> <p>Travel and transport Can describe a significant local place (person or event) and why it/he/she is considered important</p> <p>Can pinpoint significant personal, social or national events that have happened within one's own memory (such as Olympic Games, elections) and why they have been important</p> | <p>Home & Away (Comparison of local area with a region/area in North/South America – Taxco, Mexico): Look into the history of the school. Research famous people and events that happened in Woking, looking in detail at how Knaphill and the surrounding area has changed over time. Look at different aspects of our local area including looking at places of interest during a village walk. Compare their village with the village of Taxco in Mexico.</p> | <p>Saxon and Viking kingdoms developed. Look at how the Anglo-Saxons and Vikings have shaped Britain by explaining some of the place names they have established and their meanings. Explore Anglo-Saxon settlements and village life before going on to looking at Saxon building tools and techniques. Explore the famous Sutton Hoo burial ground. Place key events in Anglo-Saxon and Viking history into a chronological timeline.</p> | <p>features of Greece. Whilst focusing on tourism, investigate the famous historical landmarks and how these have influenced the economy of the country. Have an opportunity to develop their map reading skills and where famous landmarks are located within Greece. Learn about a range of historical figures from Ancient Greece, as well as comparing Ancient and Modern Olympic games. Look at the lives of the Ancient Greeks and how their civilisation has influenced the modern world. Explore the different battles, particularly the rivalry between the Spartans and the Athenians.</p> | <p>write an advert for a Victorian child's job in the style of Horrible Histories; research Lord Shaftesbury and Dr Barnardo; investigate life of rich and poor children; use a Census to research a family from 1851 and write an OFSTED- style report about a Victorian school.</p> <p>Ancient Egypt: Research Ancient Egypt and look at the importance and uses of the River Nile; investigate the flooding of the River Nile and the effect on locals, environment and agriculture and create a farming board game. Research Ancient Egypt and look at Ancient Egyptian lifestyles, society and the importance of the pharaoh; research beliefs and rituals including: the Gods, mummification and the afterlife.</p> <p>Art The children will investigate Egyptian art used in tombs and on a sarcophagus. They will also have the opportunity to design and make Egyptian Sarcophagus, using card.</p> |
| <p>Enrichment</p> | <p>Visitor (FN) Visitor (JC) Author/illustrator visit Trip to Legoland Local walk Theme days International week</p> | <ul style="list-style-type: none"> - Stone Age dress up day - Visit from Chertsey Museum - Butser Farm - Roman Dress up Day with food tasting - Fishbourne Roman Palace trip - Knaphill walk - Visit from a member of the local community | <ul style="list-style-type: none"> - Africa dress up day with food tasting - Water Aid charity event - RGS Tudor experience Day - Tudor dress up day and banquet - Anglo Saxons & Vikings dress up day - Intra house quiz | <ul style="list-style-type: none"> - Planetarium - Space dress up day - Environmental Campaign - Ancient Greece dress up day - Intra house quiz | <ul style="list-style-type: none"> - Political parties afternoon - Victorian Dress up day - Haslemere Museum - Ancient Egyptian dress up day - Intra house quiz |

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Computing | <p>Safe Computing To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Create, organise, store, manipulate and retrieve digital content To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>Predicting programs To use logical reasoning to predict the behaviour of simple programs.</p> <p>Create programmes – algorithms To understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>To create and debug simple programs.</p> | <p>Internet safety Can organise their data store</p> <p>Knows why IT is important for society more generally Knows how to keep their own information private and what to do if they are concerned about content or behaviour</p> <p>Computer Art Can organise their data store</p> <p>Knows why IT is important for society more generally</p> <p>Preparing for Turtle Logo Understands what an algorithm is and how devices use them</p> <p>Can debug a simple programme</p> <p>Presentation Skills Can organise their data store</p> <p>Knows why IT is important for society more generally</p> <p>Programming Turtle Logo and Scratch Understands what an algorithm is and how devices use them</p> <p>Can debug a simple programme</p> | <p>Britain from the Stone Age to Iron Age:</p> <p>iProgram</p> <p>Games & Animation Development (6 weeks)</p> <p>Developing Touch Typing Skills</p> <p>Timelines and the Internet</p> <p>Roman Empire:</p> <p>iAlgorithm LKS2</p> <p>Sorting & Splitting, how problems can be solved easily (3 weeks)</p> <p>Microsoft Word Combining text and graphics</p> <p>Photo Story Escape to Pompeii</p> <p>Home & Away:</p> <p>iSafe LKS2 Staying safe online (5 weeks)</p> | <p>Africa (Study of Benin):</p> <p>iProgram Making Shapes & Navigating Mazes (6 weeks)</p> <p>Internet Search, retrieve and store text, images and clips</p> <p>Microsoft Publisher Africa Tourist Leaflets</p> <p>Kings and Queens:</p> <p>iConnect LKS2 Computer Networking. Using web browsers and search engines safely (7weeks)</p> <p>Data Handling Branching Database and Flexi Tree</p> | <p>Space Quest:</p> <p>iProgram Unit 1 Designing and developing computer games (8 weeks)</p> <p>iWeb Remixing and Creating Web Content using HTML (6 weeks)</p> <p>Spread Sheets Excel NASA Space Program</p> <p>Active Planet:</p> <p>iProgram Unit 2 Designing and Developing Multi-level X Box games (8 weeks)</p> <p>Controlling Devices Using Flowol to control traffic lights</p> <p>Ancient Greece (Europe):</p> <p>iAlgorithm UKS2 Searching, sorting and networks (sessions 1-2)</p> <p>iSafe UKS2 Staying safe in a digital world (sessions 1-4)</p> | <p>The UK (London):</p> <p>iProgram Designing and Developing Computer Programs (6 weeks)</p> <p>Microsoft Publisher London Brochures</p> <p>Britain since 1066:</p> <p>iAlgorithm UKS2 Searching, Sorting and Networks (sessions 3-4)</p> <p>iNetwork Networks, Data and Creating Web Content (6 weeks)</p> <p>Windows Movie Maker Victorian Videos</p> <p>Ancient Egypt:</p> <p>iApp Designing & Developing Mobile apps (6 weeks)</p> <p>iSafe UKS2 Staying safe in a digital world (sessions 5-9)</p> <p>Year Book Spread sheet modelling Egyptian Holiday Budget</p> |
| Enrichment | | E-Safety week | E-safety workshops for parents and children in Autumn 'In the Net' E-safety workshop for Year 4 Digital leaders (one per class) create blogs for school website | | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| RE | <p>Harvest Harvest I: Why is Harvest important? (2-3 hours)</p> <p>Christmas Christmas I; Why is Christmas important to Christians? (2-3 hours)</p> <p>Christians Why is the Bible a special book for Christians? (4-6 hours)</p> <p>Why did Jesus tell stories? (3-4 hours)</p> <p>Bible Easter I: What do eggs have to do with Easter? (2-3 hours)</p> <p>What happens in a church? (4-6 hours)</p> <p>Islam Why is the Qur'an special to Muslims?</p> <p>Who is Muhammad (pbuh)? (4-6 hours)</p> <p>Christians? What is God like? (4hrs)</p> | <p>Why do Jewish families celebrate Shabbat?</p> <p>Christmas II: What signs are there in the Christmas story?</p> <p>What is the Torah and why is it important to Jews?</p> <p>Easter II: Why is Easter important to Christians?</p> <p>Church II: What happens in a church? (in year 2)</p> | <p>Who is Jesus? (6-8 hours)</p> <p>How did Jesus change lives? (6-8 hours)</p> <p>How do Christians celebrate milestones in life? (6-8 hours)</p> <p>What can we learn from the Hindu use of images? (6-8 hours)</p> <p>What does it mean to be a Hindu? (6-8 hours)</p> <p>What happened during Jesus' last week on Earth? (2-3 hours)</p> <p>Why did Jesus die? (2-3 hours)</p> <p>What is the Buddhist way of life? (6-8 hours)</p> <p>What is faith and what difference does it make in our local communities? (6-8 hours)</p> | <p>What do Muslims believe? (6-8hours)</p> <p>What are the pillars of Islam? (6-8 hours)</p> <p>How can artists help us understand Christmas? (2-3 hours)</p> <p>Who brought Christianity to Britain? (6-8 hours)</p> <p>Why is Prayer important for Christians? (6-8 hours)</p> <p>How do Christians prepare for Easter? (2-3 hours)</p> <p>Why do Christians make promises in marriage (6-8 hours)</p> <p>How do religions celebrate milestones in life? (6-8 hours)</p> | <p>Why are presents given at Christmas? (6-8 hours)</p> <p>How did it all begin? (6-8 hours)</p> <p>Who is the Holy Spirit? (6-8 hours)</p> <p>Why is light an important sign at Christmas? (2-3 hours)</p> <p>Who are Jews? (6-8 hours)</p> <p>What does it mean to be a Jew? (6-8 hours)</p> <p>What is Maundy Thursday about? (3-4 hours)</p> <p>How do we know what happened at Easter? (2-3 hours)</p> <p>What does it mean to be a Sikh? (6-8 hours)</p> <p>How is the Christian faith expressed through worship? (6-8 hours)</p> | <p>What do Christians believe God is like? (6-8 hours)</p> <p>What can we find out about the birth of Jesus? (2-3 hours)</p> <p>How do people express their faith through the Arts? (4-6 hours)</p> <p>Why did Jesus die? (2-3 hours)</p> <p>What do we do when someone dies? (as needed)</p> <p>The Bible. What's it all about? (6-8 hours)</p> |
| Enrichment | | <p>Visits to the church Harvest festival Christmas production Open the Book</p> | <p>Trip to the Buddhist Temple</p> | <p>Visit from Holy Trinity Church</p> | <p>Easter experience workshop from Spinnaker at the Holy Trinity Church. Carol Concert at the Trinity Church</p> | <p>Carol Concert at the Trinity Church Year 6 trip to the Vyne for Harvest performance</p> |
| | | | <p>RE festival afternoons-Autumn term: Diwali with a lantern parade in Woking Town Centre, Spring Term: Easter, Summer Term: Eid Harvest assembly Multi-cultural week-Earth Workshop in the Spring Term</p> | | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| PE | <p>Games To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Gymnastics To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Dance To perform dances using simple movement patterns.</p> <p>Games To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Athletics To participate in team games, developing simple tactics for attacking and defending.</p> <p>Athletics To participate in team games, developing simple tactics for attacking and defending.</p> | <p>Gymnastics Can balance, co-ordinate and exhibit agility well enough to participate in exercises and sports that use them</p> <p>A.B.C (agility, balance, coordination) Can balance, co-ordinate and exhibit agility well enough to participate in exercises and sports that use them</p> <p>Dance Can create and perform a dance, joining together movements into a pattern</p> <p>Games Can participate team games and understand their particular role in defence or attack</p> <p>Orienteering Can participate team games</p> <p>Athletics Can balance, co-ordinate and exhibit agility well enough to participate in exercises and sports that use them</p> | <p>Britain from the Stone Age to Iron Age: OAA Basketball</p> <p>Indoor: Gymnastics- Stretching and curling</p> <p>Dance: Stone Age Dance</p> <p>Roman Empire: Hockey Qwik Cricket</p> <p>Indoor: Gymnastics- symmetry and Asymmetry</p> <p>Dance: Roman march</p> <p>Home & Away: Tennis Athletics</p> <p>Indoor: Dance- Rainforest Dance</p> | <p>Africa (Study of Benin): OAA Football Indoor: Gymnastics- Balancing leading into change of front and direction.</p> <p>Dance: African tribal dance</p> <p>Kings and Queens: Netball Tag Rugby</p> <p>Indoor: Gymnastics-Rolling</p> <p>Dance: Tudor dance</p> <p>Anglo Saxons, Vikings and Scots: Rounders Athletics</p> <p>Indoor: Dance- Viking dance</p> | <p>Space Quest: OAA Basketball</p> <p>Indoor: Gymnastics-Flight</p> <p>Dance: Unison dances for Big Bang</p> <p>Active Planet: Hockey Qwik Cricket</p> <p>Indoor: Gymnastics-Spinning and turning</p> <p>Dance: Canon dances for natural disasters</p> <p>Ancient Greece (Europe): Swimming Tennis Athletics</p> | <p>The UK (London): OAA Football</p> <p>Indoor: Gymnastics- Matching and Mirroring</p> <p>Dance: City Life</p> <p>Britain since 1066: Netball Tag Rugby</p> <p>Indoor: Gymnastics-Partner work, synchronisation and canon</p> <p>Dance: The Waltz</p> <p>Ancient Egypt: Swimming (non 25m swimmers) Rounders Athletics</p> <p>Dance: Egyptian dancing</p> |

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| Enrichment | Sports Day, Multi-skills festivals, Healthy week | Sports Day, Swimming Gala in Year 5, Multi-skills festival, District Sports, intra house competitions every half term and cluster competitions between schools. Sports and keeping healthy week in the Summer Term, Skip2bfit workshop in the Autumn Term High Ashurst day in Year 3, PGL residential trip in Year 4 and Hindleap Warren residential trip in Year 5 |
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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Art & DT | <p>DT: Mechanisms Bridges Fruit Salad</p> <p>Design – design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.</p> <p>Make – select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate – explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Technical knowledge – build structures, exploring how they can be made stronger, stiffer and more stable.</p> | <p>DT: Moving Pictures Traditional Tales</p> <p>Can use a range of methods to help plan a product e.g. sketches, research, oral feedback</p> <p>Can employ mechanisms such as pulleys and wheels in making a product</p> <p>Can evaluate their own plans and products against criteria</p> <p>Fabric bunting Can use a range of methods to help plan a product e.g. sketches, research, oral feedback</p> <p>Can consider the benefits of alternative materials and approaches to making a product</p> <p>Can evaluate their own plans and products against criteria</p> <p>Dips and Dippers Can prepare a meal that is compatible with a healthy balanced diet</p> <p>Art: Landscapes and City Scapes Has taken account of aesthetic factors in designing a product e.g. appearance, shape, ease of use, colour</p> <p>Can compare and contrast different types of art and artists, using examples to</p> | <p>Britain from the Stone Age to Iron Age :</p> <p>Cave paintings (painting & drawing)</p> <p>Collage of Stone Age Dwelling</p> <p>Stonehenge (architecture)</p> <p>Sewing a fringe bag (textile) (DT)</p> <p>Roman Empire:</p> <p>Painting & Drawing Roman Gods</p> <p>Chocolate room design</p> <p>Roman Shields (DT)</p> <p>Mosaics (DT)</p> <p>Creating alien structures</p> <p>Home & Away:</p> <p>Creating alien structures (DT)</p> <p>Landscape scenes and college scenes from ‘The Window’</p> <p>Food tasting and evaluate Mexican dips. (DT)</p> | <p>Africa:</p> <p>African food tasting – make a dish. (DT)</p> <p>Electricity (DT)</p> <p>Tribal masks and savannah scenes</p> <p>Artist focus: David Shepherd</p> <p>Kings & Queens:</p> <p>Artist focus: Holbein (painting & drawing)</p> <p>Design & sew a Tudor Rose (DT)</p> <p>Bayeux tapestry</p> <p>Anglo Saxons, Vikings & Scots:</p> <p>Architecture. (DT)</p> <p>Design, make and paint brooches/necklaces (Art & DT)</p> | <p>Space Quest:</p> <p>Artist Focus: Peter Thorpe</p> <p>Design, create & evaluate a cams toy (DT)</p> <p>Artist focus: Chesley Bonestall, drawing and painting</p> <p>Active Planet:</p> <p>Andy Goldsworth Artist Focus</p> <p>Design & sew a logo (DT)</p> <p>Ancient Greece:</p> <p>Greek theatrical masks</p> <p>Architecture focus: Parthenon (DT)</p> <p>Greek food tasting (DT)</p> <p>Greek pots (Art & DT)</p> | <p>The UK (London):</p> <p>London Landmarks (painting & drawing)</p> <p>British Food (DT)</p> <p>Action figures and movement</p> <p>Britain since 1066:</p> <p>Artist Focus: William Morris</p> <p>Design, make & evaluate Punch & Judy puppets (DT)</p> <p>Artist focus: William Frith</p> <p>Ancient Egypt:</p> <p>Making jewellery and designing and making a sarcophagus (painting & drawing) (Art & DT)</p> <p>Using computing to program, monitor & control their products (DT)</p> <p>Apprentice project, Making packaging (DT)</p> <p>Props for the summer production</p> |

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| | <p>Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</p> <p>Art: Self Portrait Sculptures Water Colours Investigating Materials Collage Study an Artist – Van Gogh Weaving</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work. | <p>show what is distinctive about them</p> <p>David Shepherd Has taken account of aesthetic factors in designing a product e.g. appearance, shape, ease of use, colour</p> <p>Can compare and contrast different types of art and artists, using examples to show what is distinctive about them</p> <p>Joan Miro Can plan and make products using different materials and appreciate what different materials are good for</p> <p>Has experienced sculpture and shown some early skill in planning the work and managing the medium</p> | | | | |
| Enrichment | | <p>Visitor (FN) Author/illustrator visit Trip to Legoland Theme days Creative fortnight</p> | <p>Lantern making for the Diwali parade Whole school competitions e.g. Doodle day, logo design Summer term art project where parents can buy a framed copy</p> | | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Music | <p>Voice</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Un-tuned</p> <p>To play untuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Tuned</p> <p>To play tuned instruments musically.</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Harvest Production</p> <p>Sings and chants expressively to reflect meaning</p> <p>Christmas Production</p> <p>Sings and chants expressively to reflect meaning</p> <p>Instruments and Composing</p> <p>Can demonstrate the way that different kind of instruments make their sounds</p> <p>Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit</p> <p>Music Appreciation</p> <p>Can listen to pieces of music and describe the kind of instruments and sounds they include</p> | <p>Britain from the Stone Age to Iron Age:</p> <p>Vocal Percussion (developing an understanding of the history of music)</p> <p>Percussion Instruments (play and perform)</p> <p>Roman Empire:</p> <p>Rhythm and Notation (Improvise and compose music)</p> <p>Composer Focus: Hans Zimmer (listen with attention to detail and recall sounds)</p> <p>Home and Away:</p> <p>Music of South America (appreciate a range of live and recorded music)</p> <p>Music Artist Focus: Paul Weller, Spice Girls (appreciate a range of live and recorded music).</p> | <p>Africa:</p> <p>Music Artist Focus: Ladysmith Black Mambazo (listen with attention to detail and recall sounds)</p> <p>Music of Africa Vocal Skills (appreciate a range of live and recorded music)</p> <p>Kings & Queens:</p> <p>Notation (To understand staff and other musical notation)</p> <p>Listening to Tudor Music (Improvise and compose music)</p> <p>Anglo Saxons, Vikings and Scots:</p> <p>History & Culture of Music</p> <p>Musical Instrument Focus: Lyre (develop an understanding of the history of music)</p> <p>Recorder (play and perform)</p> | <p>Space Quest:</p> <p>Composer Focus: Holst (appreciate a range of live and recorded music)</p> <p>Create own planet soundtrack (improvise and compose music)</p> <p>Active Planet:</p> <p>Listening and vocal skills: sounds from the environment (sound collector poem) (listen with attention to detail and recall sounds)</p> <p>Instrumental Skills Recorder (play and perform)</p> <p>Ancient Greece:</p> <p>Musical Notation (to understand staff and other musical notation)</p> <p>Composition of Greek chants (develop an understanding of the history of music)</p> <p>Recorder (play and perform)</p> | <p>The UK (London):</p> <p>Vocal Skills</p> <p>Listening</p> <p>Composing vocal rounds</p> <p>Creating Rhythmic accompaniments (listen with attention to detail and recall sounds)</p> <p>Recorder (play and perform)</p> <p>Britain since 1066::</p> <p>Listening: Listening to the work of Victorian composers and Victorian parlour songs (Appreciate a range of live and recorded music)</p> <p>Composing: Mendelssohn: Children create their own composition (Improvise and compose music / to understand staff and other musical notation)</p> <p>Ancient Egypt:</p> <p>Vocal Skills – Amazing Egyptians</p> <p>Egyptian Music (develop an understanding of the history of music)</p> <p>Summer Production Songs (play and perform)</p> |
| Enrichment | | Harvest festival Christmas production Drumming workshop Music workshop | Harvest assembly , Year 6 trip to the Vyne for Harvest performance Christmas production and Carol Concert in Autumn Surrey Music festival in Spring Multi-cultural week-Earth Workshop in Spring Year 6 Summer Production | | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| French <u>La</u> <u>Jolie</u> <u>Ronde</u> <u>scheme</u> | N/A | N/A | Numbers 1-10 Greetings, asking and saying how you are. Classroom instructions Asking for and giving names. *Christmas activities Label a diagram of landscape using key vocabulary Revision of numbers 1-10 Ask for and state age Colours Names of fruit and food items *Easter activities Describe what a Roman soldier looks like linking to the Rigolo unit on the body. Days of the week Months of the year | Revision of colours from Year 3 Parts of the body Zoo animals Verb- être (to be) *Christmas activities Write a postcard as if they have been away. Describe the different animals using images. Members of the family Le radis géant (French story) Pets vocabulary *Easter theme (Easter traditions) Create a family tree and describe the different people in the families. Learn a French song about a French King. Hobbies Tu aimes.....? | Buildings on the High Street Directions Days of the week *Christmas activities Describe the different planets and compare what they look like and where they are located. Hobbies Months of the year Numbers 1-50 Learn about the different types of weather and be able to read and write simple phrases to show this. Food items Breakfast Ingredients for a French dessert | Classroom routines Clothes vocabulary Family members Occupations Houses, homes and rooms in a house Compare British and French schools and their different cultures. Look at famous French landmarks and describe them in French. Members of the family Le radis géant (French story) Pets vocabulary *Easter theme (Easter traditions) Create a family tree and describe the different people in the families. Learn a French song about a French King. |

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| | | | | Number 12-31 Leisure activities and opinions Weather expressions | | Hobbies Tu aimes.....? Number 12-31 Leisure activities and opinions Weather expressions |
| Enrichment | | | French Café and French poetry and singing workshop in the Summer Term | | | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| PSHE | <p>Making Friends & Relationships</p> <p>Class charter and rights</p> <p>Safety – internet safety, road safety, fireworks safety</p> <p>What is bullying?</p> <p>Being a good friend.</p> <p>Health & hygiene – hand washing and teeth cleaning</p> <p>School values – trust, respect etc.</p> | <p>New Beginnings</p> <p>Getting On and Falling Out</p> <p>ANTI-BULLYING WEEK</p> <p>Choices</p> <p>Good To Be Me</p> <p>Rights and responsibilities</p> <p>Changes</p> <p>Feelings and Relationships</p> | <p>(We're All Stars!)</p> <p>SEAL: Good to be me</p> <p>SEAL: New Beginnings</p> <ul style="list-style-type: none"> - Pupil Parliament Elections - Class Charter – Rules and Responsibilities - To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - To recognise their worth as individuals by identifying positive things about themselves and their achievements, and beginning to identify an area that needs to be strengthened. <p>SEAL: Say no to bullying</p> <p>SEAL: Getting on and falling out</p> <ul style="list-style-type: none"> - To identify what bullying is. - That their actions affect themselves and others. - To judge what kind of physical contact is acceptable or unacceptable and how to respond. - To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and | <p>SEAL: Good to be me</p> <ul style="list-style-type: none"> - Pupil Parliament Elections - Class Charter - Rules and Responsibilities. - To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals <p>SEAL: Say no to bullying</p> <p>SEAL: Getting on and falling out</p> <ul style="list-style-type: none"> - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. - To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. - To be aware of different types of relationships, including those between acquaintances, friends, relatives and families. - School rules about health and safety, where and how to get help. - Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to | <p>SEAL: Going for Goals</p> <p>SEAL: Good to be me</p> <ul style="list-style-type: none"> - Pupil Parliament Elections - Class Charter - Rules and Responsibilities. - To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - To work collaboratively towards shared goals. <p>SEAL: Say no to bullying</p> <p>SEAL: Getting on and falling out</p> <ul style="list-style-type: none"> - To realise the nature and sequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). - The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - To be aware that there are different types of relationships, including marriage and those between family and friends. | <p>SEAL: Going for Goals</p> <p>SEAL: Good to be me</p> <ul style="list-style-type: none"> - Pupil Parliament Elections - Class Charter - Rules and Responsibilities. - To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - To work collaboratively towards shared goals. <p>SEAL: Say no to bullying</p> <p>SEAL: Getting on and falling out</p> <ul style="list-style-type: none"> - To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. - To develop strategies to resolve disputes and conflict through negotiations and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. - To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about |

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| | | | <p>disability.</p> <ul style="list-style-type: none"> - To be able to demonstrate simple decision making strategies. - To be able to use basic techniques to resist pressure - School rules about health and safety. - To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. - To differentiate between the terms, 'risk', 'danger' and 'hazard'. - That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. - What being part of a community means, and about the varied institutions that support communities locally and nationally. <p>SEAL: Relationships</p> <ul style="list-style-type: none"> - To deepen their understanding of good and not so good feelings <p>SEAL: Changes</p> <p>Feel Good Week</p> | <p>take part in making and changing rules.</p> <ul style="list-style-type: none"> - To recognise their increasing independence brings increased responsibility to keep themselves and others safe. - To understand that everyone has human rights, all peoples and all societies and that children their own special rights set out in the United Nations Declaration of the Rights of the Child. - To understand and be able to use assertiveness skills. <p>SEAL: Relationships</p> <ul style="list-style-type: none"> - To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. - To be able to communicate both positive and negative emotions in different situations. <p>SEAL: Changes</p> <p>Feel Good Week</p> <ul style="list-style-type: none"> - To appreciate that over time we change physically and emotionally. | <ul style="list-style-type: none"> - To identify behaviour and attitudes which contribute to maintaining friendships and relationships. - To discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. - To identify their support network and how, when and where to find support when the people in their network cannot help. - That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. - About people who are responsible for helping them stay healthy and safe and ways that they can help these people. - To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. - That these universal rights are there to protect everyone and how primacy both over national law and family and community practices. <p>SEAL: Relationships</p> | <p>each other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p> <ul style="list-style-type: none"> - To resolve difference through negotiation skills by looking at alternatives, making decisions and explaining choices. - To be able to explain their choices and stand by their choices in the face of pressure. - To recognise and challenge stereotypes. <p>First Aid Course for Year 6 Bikeability</p> <ul style="list-style-type: none"> - School rules about health and safety, basic emergency aid procedures, where and how to get help. - To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. - To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. - To explore and critique how the media present information. |
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| | | | | | <ul style="list-style-type: none"> - To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them <p>SEAL: Changes</p> <ul style="list-style-type: none"> - Feel Good Week - How their body will, and emotions may, change as they approach and move through puberty (See Science MTP). - To identify the physical and emotional changes that take place at puberty. | <p>SEAL: Relationships SEAL: Changes</p> <ul style="list-style-type: none"> - To recognise and respond appropriately to a wider range of feelings in others. - About change, including transitions, loss, separation divorce and bereavement. <p>SEAL: New Beginnings Feel Good Week</p> <ul style="list-style-type: none"> - About human reproduction. - About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. - To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (link to apprentice). - To be aware of the facts of the human life cycle, including sexual intercourse (Year 5 Objective). |
| <p>Enrichment</p> | <p>We're All Stars! You've Got a Friend in Me! Anti-bullying week. Fireworks Bonfire Safety (all years). Living Long, Living Strong. Road Safety Week. Living in a Safe World. Safer Internet Day – E Safety. Police Visit About Safety. NSPCC Visit. Dear Diary. Growing Up. Real Food Week. RSE (some objectives covered throughout the year. Some link to Science Objectives in Summer Term).</p> | | | | | |
| | | <p>Anti bullying week Class collective worship Pupil Parliament</p> | <p>Lifebus in Autumn Pupil Parliament (4 members per class) Whole School Feel Good Week in the Summer Term</p> | | | |

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| | | Creating class charter | House Prefect trip to the Vyne to talk about Knaphill Water Aid Charity event in Year 4 Bikeabilty in Year 6 Junior Citizenship Day for Year 6 | | | |
| Reading Texts that link to topics | | Dear Teacher by Amy Husband The Jolly Postman by Janet and Allan Ahlberg Baba Yaga by Tony Bradman Hansel and Gretel by Anthony Browne A lion in the meadow by Margaret Mahy Instructions by Charles Vess They works chosen by Paul Cookson You Choose by Nick Sharratt The way back home and Lost and found by Oliver Jeffers | The Pebble in My Pocket by Meredith Hooper Stone Age Boy, by Satoshi Kitamura Escape from Pompeii by Christina Balit The Tin Forest by Helen Ward and Wayne Anderson The Window by Janine Baker | Meerkat Mail by Emily Gravett Butterfly Lion by Michael Morpurgo Raven Boy by Pippa Goodhart Raven Boy by Pippa Goodhart Beowulf – Kevin Crossley Holland How to Train Your Dragon by Cressida Cowell | The Jupiter Chronicles – The Secret of the Great Red Spot by Leonardo Ramirez The Iron Man by Ted Hughes Percy Jackson and the Lightning Thief by Rick Riordan | Boy by Roald Dahl The London Eye Mystery by Siobhan Dowd Street Child by Berlie Doherty The Egypt Game by Zilpha Keatley Snyder |
| | | | Every term, there is an enrichment afternoon where teachers plan and teach their curriculum subject in a fun and engaging way. Children are mixed across the school for these afternoons. | | | |