

Stone Age and Iron Age	Term 1 Q – How did life in Britain change between the Stone Age and the Iron Age?
	Develop knowledge of chronology and the placing of events in British, local and world history.
	Understand the changes in Britain from the Stone Age to the Iron Age.
	Know about the late Neolithic hunter-gatherers and early farmers such as Skara Brae.
	Recognise early forms of Bronze age religion, technology and travel eg Stonehenge and its importance / links to life today.
	Plot on a map the location of Iron Age hill forts.
	Develop an appropriate use of historical vocabulary.
	Devise and ask relevant historical questions about change, cause, similarity, difference and significance.
	Construct informed responses to questions which involve thoughtful selection and organisation of relevant historical information.
	Understand how our knowledge of the past is constructed from a range of sources and that sometimes these can be called into question.
Visit Rising Sun centre to bake on an open fire and complete Iron Age hut/activities	
Roman Empire	Term 2 Q – How did the Romans change Britain forever?
	Recognise that the Roman period was a long time ago – about 2000 years.
	Identify some of the ways that the Romans changed Britain and recognise those which are still important today.
	Know that the Celts opposed the invasion and the Romans built Hadrian's wall to keep out the Celts they could not conquer.
	Be able to sequence the main events of the invasion and describe what happened
	Recognise how the Romans lived; Latin, gods, empire, towns, army etc and derive comparisons between the Romans and the Celts.
	Know about Julius Caesar's attempted invasion in 55-54BC.
	Identify what made the Roman Empire powerful in AD 42 and the power of its army at that time.
	Understand that the British resisted invasion and the part played by figures such as Boudica.
	Understand that the Romans left Britain and why
Use the time conventions BC and AD to locate the dates of the Roman Invasions and occupation.	
In-depth study, through fieldwork, of an historical site such as Hadrian's Wall that is significant in the locality.	
Anglo Saxons	Term 3 Q – What influence did the Anglo Saxons have in British culture?
	Understand that the Roman's withdrew from Britain in c.AD410 and that this instigated the fall of the western Roman Empire.
	Plot on a map where the Scots invaded from Ireland to north Britain (now Scotland)
	Know about Anglo-Saxon invasions, settlements and Kingdoms (including place names and village life)
	Understand the significance of Anglo-Saxon art and culture.
Recognise that this time was significant for Christian conversion – Canterbury, Iona and our local links through Lindisfarne.	

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2 Paint	Term 1
	Select specific areas of an image, copy and paste to make repeating patterns.
	Be able to resize various elements in a graphics or paint package.
	Use various tools in paint packages or photo-manipulation software to edit / change an image eg by applying different special effects.
Kodu – Racing Games	Term 1
	Design and write a simple program for an on-screen sprite to create simple movements.
	Use logical reasoning to explain how a simple algorithms works.
	Detect and correct errors in algorithms and programs.
	Create an enjoyable but challenging game.
Sketch-up (Roman Fort)	Term 2
	Explore the use of graphics and paint packages to design and plan an idea.
	Experiment with a 3D graphics program.
	Use tools to create simple 3D shapes and objects, including being able to orbit and zoom around a 3D graphical object.
	Use historical knowledge when planning and designing a 3D design.
Purple Mash – Email	Term 2
	Log onto an email account, open emails, create and send appropriate replies.
	Attach different files to emails eg text document, sound file or image.
	Work effectively with another person on a collaborative document or application inc a piece of homework.
	Use all communication and collaboration tools safely and appropriately and to know what to do if they have a problem.
2 Classify	Term 3
	Begin to identify what data should be collected to answer a specific question.
	Understand that there are different types of data eg numeric, alphabetic, date, alphanumeric and currency.
	Collect data and enter it into a database under appropriate field headings.
	Use a database to answer straight forward questions by searching, matching and ordering the contents of a single field.
Online Safety	Term 3
	Understand that the main purpose of product sites is to encourage viewers to buy the product.
	Recognise how a site's fun and interesting features help sell the product.
	Begin to identify the key features that make a site interesting to different audiences.
	Understand the dangers, to both themselves and the hardware used, of following websites and links that appear to be interesting if the website is unknown.
	Create their own product site home pages with features designed to sell a product for a child.

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Charanga Units Term 1 – Three Little Birds Term 2 – Benjamin Britten – There Was A Monkey Term 3 – Let Your Spirit Fly / Reflect, Rewind, Replay

Listen and Appraise	Children will
	Listen to direction to a wide range of high-quality music.
	Find the pulse whilst listening using movement – internalise the pulse.
	Understand the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse.
	Build on using correct musical language to suit the style of music they are learning about.

Games	Children will:
	Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition.
	Find the pulse within a context of different songs / pieces of music with ease.
	Understand that the pulse is the foundation upon which all of the other dimensions of music are built. (the heartbeat that never stops)
	Internalise the pulse.
	Understand that rhythm is long and short sounds that happen over a pulse and that the pulse does not change within the context of the song or music but the rhythm does.

Singing	Children will:
	Have an understanding of working together in an ensemble or as a group singing.
	Understand the importance of warming up their voices, good posture and projecting their voices.
	Begin to sing songs and melodies musically.
	Begin to have an understanding of melody and words and their importance.
	Sing together with confidence, melody and words with increasing difficulty.
	Sing in two parts.

Playing instruments	Children will:
	Use classroom percussion to play accompaniments and tunes to improvise and compose ie explore and create musical sounds.
	Play in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Play differentiated parts with a sound-before-symbol approach or using the notated scores.
	Continue to learn to play together in a band or ensemble.
	Continue to treat each instrument with respect and using the correct techniques to play them.
	Build on understanding of the basics and foundations of formal notation and play easy and medium parts by ear and begin to play by reading simple notation.

Improvisation	Children will:
	Explore and create musical sound with their voices and instruments.
	Understand that when you improvise, you make up your own tunes within boundaries.
	Improvise within a group until they build the confidence and knowledge to improvise on their own within the context of the song being learnt, reproducing sounds from an increasing aural memory.

C o n	Children will:
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	Create their own tunes and melodies within the context of the songs they are learning.
	Choose, combine and organise patterns and musical ideas within musical structures with understanding.
	Start composing using 3 notes.
	Record their compositions in any way appropriate eg on an ipad.
	Notate music in different ways using graphic / pictorial notation, ICT or with formal notation if appropriate.

Perform	Children will:
	Work together in an ensemble / band.
	Appreciate the importance of starting and ending together.
	Sing and rap – in one or two parts – to each other and to an audience.
	Sing / play simple rhythms with the beginnings of control and accuracy.
	Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process.
	Improvise as part of a performance, as part of a small group.
Practise, rehearse and present performances with awareness of an audience.	

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Gymnastics	Children will:
	Perform a range of actions and agility's with consistency, fluency and clarity of movement.
	Combine actions to make sequences with changes of speed, level, direction, and clarity of shape.
	Make similar or contrasting shapes on the floor and apparatus working with a partner.
	Gradually increase the length of sequence.
	Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
	Understand that strength and suppleness are key features of gymnastic performance.
	Make simple assessments of performance based on a criteria given by the teacher.
	Offer constructive ideas when working with partner, including ideas on balance, inversion & transference of weight.
Use assessments to modify and reform their sequence on others work.	

Games	Children will:
	Follow a simple warm-up and cool-down routine.
	Develop sending & receiving skills using a large ball. Throw & catch with basic control & accuracy.
	Improve spatial awareness and the ability to initiate and modify movement in a limited space to the advantage of themselves and their team.
	Develop basic striking, fielding and throwing skills.
	Develop hand/eye co-ordination and balance to enhance their games skills.
	Develop basic techniques associated with striking a ball over a barrier (the 'net').
	Understand need to get your body into a good position in order to strike the ball/object effectively.
	Work with others to organise and keep the games going.
Play games and demonstrate skills effectively with speed and precision.	
Vary tactics & skills in response to individual situations & evaluate effectiveness of range of tactics.	

Skipping festival to be arranged

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SEAL – NEW BEGINNINGS Autumn 1

I know something about everyone in my class.

I can tell you one special thing about me.

I can give and accept a compliment.

I know that I am valued at school.

I can contribute towards making a class charter.

I understand my rights and responsibilities in the school.

I understand why we need to have different rules in different places and know what the rules are in school.

I know how it feels to do or start something new, and some ways to cope with these feelings.

I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions.

I can manage my feelings and can usually find a way to calm myself down when necessary.

I know some ways to solve a problem.

I know how to make someone feel welcome and valued at school.

I know that I belong to a community.

I know what I have to do myself to make the classroom and school a safe and fair place for everyone and that it is not ok for other people to make it unsafe or unfair.

SEAL – GETTING ON AND FALLING OUT Autumn term 2

I know how to look and sound friendly / be a good listener / give and receive compliments / see things from a different point of view.

I know what my triggers for anger are.

I know how our bodies change when we start to get angry.

I know some ways to calm down when we start to feel angry.

I can use peaceful problem solving to sort out difficulties.

I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.

SRE Autumn Term Lesson 1

To identify that people are unique and to respect these differences.

Name male and female body parts using agreed words.

SEAL – GOING FOR GOALS Spring 1

I can tell you about myself as a learner.

I can set success criteria so that I will know whether I have reached my goal.

I can break down my goal into a number of steps and wait for the result.

I can identify advantages and disadvantages of the solutions or goals I set myself.

I can foresee obstacles and plan to overcome them when I am setting goals.

I can predict the consequences of my actions / solutions or goals for myself, other individuals or groups.
I can manage frustration by using a number of strategies.
I know how others can help me to achieve my goals and how I can help others.
I can tell you what has gone wrong with a plan and why.
I can talk about the bits that went well and the bits that I need to change if I used my plan again.
I can recognise when I have reached my goal or been successful with my learning.
I know that I am responsible for my own learning and behaviour.
I can predict the consequences of my actions / solutions or goals for myself, other individuals of groups.
I can make a choice about what to do based upon my predictions of the likely consequences.

SEAL – GOOD TO BE ME Spring 1
I know about myself and how I learn.
I can extend my learning.
I can tell you what feeling surprised is like.
I can tell you whether I like surprises or I like things to stay the same.
I can choose to act assertively.
I know how to be assertive.
I can think about my worries and decide what I might do about them.
I can tell when I should share a worry.
I know that most people have worries.
I can relax when I want to.
I can tell when it is good to relax.

SRE Spring Term Lesson 2
Understand that each person's body belongs to them.
Understand personal space and unwanted touch.

SEAL – RELATIONSHIPS Summer 1
I can tell you how I can make someone important to me happy.
I can express feelings of guilt.
I can tell you some ways to make amends if I have done something cruel or unkind.
I can tell you when I feel ashamed about something.
I know when to tell someone about it.
I can say when I might feel guilty.
I can tell you some ways to make amends.
I know some things to do when I feel guilty.
I can tell when something is my fault and when something is not my fault.

I can take responsibility for what I choose to do.
I know how to make a good choice.
I know when I will feel guilty and use this when I make a choice.
I can tell you the things that hurt my feelings.
I can understand how I might hurt others.

SEAL – CHANGES Summer 1
I know that change can be really good and can tell you about some changes that have made our lives much better.
I know that everybody goes through many different sorts of change all of the time.
I can tell you about some of the things that have changed in my life and how I feel about them.
I know that even changes that we want to happen can sometimes feel uncomfortable.
I know some ways of dealing with the feelings that sometime arise from changes.
I can tell you about a plan I have made to change something about my behaviour.
I can think about and plan to overcome obstacles.

SRE Summer Term Lesson 3
Understand that all families are different and have different family members.
Identify who to go to for help and support.

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Buddhism	Learning Outcome Q – What is special about Buddhism and what is special to Buddhist people?
	Know about Buddha and the importance of his contribution.
	Reflect on their own feelings and experiences in relation to aspects of the Buddha's story.
	Identify the key features of Buddhism.
	Recognise key features of Buddhism and their places / acts of worship.
	Recognise what is special to the Buddhist people.
	Know about Buddhism and what it teaches Buddhist people about how they should live.
	Explore what is of value in their own lives, what they believe in and consider how they know how to behave.
	Know Buddhism and their beliefs are reflected in people's lifestyles.
Evaluate what they know about Buddhist beliefs and practices.	

Meanings Within Easter	Learning Outcome Q – Why was Jesus crucified and how did different people react?
	Know about the events of Palm Sunday including the atmosphere and feelings of the crowd at that time.
	Recognise that emotions and feelings are involved with decisions and faith.
	Recognise the significance of the Last Supper.
	Understand that Jesus came as a servant, not as a ruler.
	Sequence the events that led to Jesus being arrested.
	Understand the events of the Crucifixion and recognise the different feelings of disciples, friends and family of Jesus.
	Understand why Jesus was crucified.
	Identify the reasons why Christians believe in life after death and resurrection.
	Understand why the cross and crucifix are symbolic for Christians.
Know about the different ways in which people respond to the resurrection.	
Know how Easter is celebrated in the Orthodox and Catholic traditions and the meaning of Messiah for Jesus.	

Expressions of Identity	Learning Outcome Q – What does it mean to be a member of a community?
	Reflect on their own membership of communities and what this means to them.
	Recognise that religious people feel that they belong to a faith community.
	Identify some of the ways religious people have of identifying and showing that they belong to their faith.
	Understand how faith communities celebrate and live out their beliefs through actions and words.
	Know what is special about belonging to a faith group or other community and how that makes them feel.
Understand how and why religious people show that they belong to a religion.	

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