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Vikings and the Anglo Saxons	Term 2 Q – How did the Anglo-Saxons laws change Britain?
	Understand the reasons behind the Vikings raids and invasions.
	Explain the resistance by Alfred the Great and Athelstan, first of England.
	Learn about further Viking invasions and Danegeld.
	Develop understanding of Anglo-Saxon laws and justice.
	Learn about significant people in history – Edward the Confessor and his death in 1066.

Ancient Greeks	Term 2 and 3 Q – Explain how the Ancient Greeks have influenced the Western World?
	Know that the Ancient Greek civilisation was a long time ago. Name and locate Europe as a continent and Greece as a country in that contain name capital city and seas around it.
	Know and be able to name some of the Ancient Greek gods and what they represented. Zeus – ruler of Gods, Hera – sister and wife of Zeus, Pseidon – ruler of the oceans, Demeter – Goddess of all plants, Hermes – messenger to the Gods, Athene – Goddess of wisdom and war, Apollo – sun God, Artemis – moon God.
	Know about the way of life of the Ancient Greeks and its influence on the Western World – schooling, sport and Olympics, food, craftsmen, farming and the importance of pottery.
	Select information from one or two sources and write in their own words about the Greek way of life.
	Place the Ancient Greek civilisation accurately on a time line and demonstrate their understanding of B.C and A.D.
	Know the ways the Ancient Greeks influenced their own and others lives today, mathematics, language, modern Olympic games, drama etc.
	Give 3 reasons why the way of life in Ancient Greece and life today are different in some ways.
	Explain some of the beliefs of the Ancient Greeks and why they held them, Gods etc.
	Select and combine information from written and archaeological sources using their own words and observational drawings for artefacts.
	Produce a summary of what they have found out, as a structured, extended piece of writing for assessment by the teacher
	Give 3 reasons why we use ideas from Ancient Greece today
Select and combine information to produce extended descriptions of life in Ancient Greece.	

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Sketch- up	Term 1
	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.

Scratch	Term 2
	Design and write a simple program for an on-screen sprite to create simple movements.
	Use logical reasoning to explain how a simple algorithm works.
	Detect and correct errors in algorithms and programs.
	Use more advanced programming, including repeat and 'if' commands to create, test, modify and refine sequences eg more complex repeating or conditional movements.

2 Animate Animation Greece Stop Frame Project	Term 3
	To understand that animation is a collection of still images to make moving images.
	Move animated figures with precision and care.
	Storyboard then use captured images to create a short animated sequence which communicates a specific idea.
	Import music, stills or video into video editing software for a specific project.
	Arrange, trim and cut clips to create a short film that conveys meaning.
	Add simple titles, credits and special effects eg transitions.

Online Safety	Term 3
	Begin to understand what online identity theft is the effects of this.
	Understand the information that should and should not be shared online.
	Design two t-shirts, one showing personal and private information (such as name and address) and the other showing a safer way to use the internet (nicknames and avatars) and explain which of these t-shirts would be worn in specific locations - at home, at school, in town or at the park.
	Explain why it is important to keep your information private.

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Term1 Mamma Mia Term2 Lean on Me/Benjamin Britten-Cuckoo!

Listen and appraise	Children will
	Listen with 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.
	Confidently recognise different instruments.
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 the context of different songs/pieces of music.
	Internalise the pulse.
	Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.
	Reproduce sounds from an increasing aural memory.
	Understand that pitch is high and low sounds and can move in jumps or by step.
Begin to understand how pulse, rhythm and pitch work together.	
Singing	Children will
	Understand the importance of warming up their voices, good posture and projecting their voices.
	Sing songs and melodies musically.
	Have a greater understanding of melody and words and their importance.
	Sing together with confidence, melody and words increasing in difficulty.
	Sing in two parts.
Sing in an ensemble with the aim of producing a round sound, clear diction control of pitch.	
Improvising	Children will
	Explore and create musical sound with their voices and instruments.
	Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.
	Improvise within a group, reproducing sounds from an increasing aural memory.
	Begin to make up-own rhythms and melodies and create their own rhythmic patterns.
	Confidently perform their own rhythms and melodies using an instrument.
Improvise and perform in groups.	

Composing	Children will
	Choose, combine and organise patterns and musical ideas within musical structures.
	Start composing using three, increasing to three notes then five notes, a differentiated approach.
	Record their composition in any way appropriate.
	Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.

Performing	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; to sing/play simple rhythms with the beginnings of control and accuracy.
	Play tuned and/or un-tuned instruments with more control and rhythmic accuracy
	Improvise confidently as part of a performance, playing as part of a small group.
	Practise, rehearse and present performances with awareness of an audience.
	Begin to read or understand music that is notated in different ways, using graphic/pictorial notation, ICT or formal notation.

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YEAR 4

Athletics	Term 1
	Understand and demonstrate the difference between sprinting and running for sustained periods.
	Play different rolls in small groups.
	Demonstrate different combinations of jumps showing control, co-ordination and consistency.
	Throw a range of implements into a target area with consistency and accuracy.
	Pace effort in different types of events so they can keep going steadily & maintain quality of action.
	Identify and record when their body is cool, warm and hot.
	Carry out stretching and warm up activities safely.
	Watch and describe specific aspects of running, jumping and throwing styles.
	Suggest with guidance, a target for improving distance or height.
	Recognise different styles of running, jumping and throwing & need to choose best for a particular challenge and type of equipment.
Demonstrate good technique, fluency of movement, accuracy & consistency in wide range of running, jumping & throwing actions	
Work in small groups safely; making sure that all members have roles to play.	

Swimming	On-Going
	Be able to stay afloat in the water for 10 seconds.
	Be able to stay afloat on their front or back unaided.
	Be able to swim 5 metres unaided.
	Co-ordinate hands and feet to create a basic swimming style.
	Swim confidently on the surface of the water.
	Develop a recognised swimming stroke.
Be able to control breathing while swimming across the surface of the water.	

Skipping Festival to be arranged

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SEAL – NEW BEGINNINGS Autumn 1

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

I know what it feels like to be unwelcome.

I can use the problem solving process to solve a problem.

I can contribute towards making a class charter.

I understand my rights and responsibilities in school.

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

I know how to join a group.

I can predict how I am going to feel in a new situation or meeting new people.

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

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 1

I can tell you lots of ways to give 'friendship tokens' to other people.

I understand why it is important to calm down before I am overwhelmed by feelings of anger.

I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger.

I know how it feels to be overwhelmed by feelings of anger.

I can take on a role in a group and contribute to the overall outcome.

I can discuss in a group how well we are working together.

I can use peaceful problem solving to sort out difficulties.

SRE Autumn Term Lesson 1

Understand that puberty is an important stage in the human lifecycle.

Know some changes that happen during puberty.

SEAL – GOING FOR GOALS Spring 1

I can identify some barriers to my learning.

I know how my feelings can influence my learning.

I can tell you how I am going to apply what I have learned.

I can think of ways to overcome barriers to my learning.

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

I can recognise why I have reached my goal or been successful.

I can tell you how I keep going even when the task is difficult or boring.

I know when to keep trying and when to try something else.
I can understand that some thoughts help me reach my goal and some are a barrier.
I can recognise when I find learning difficult and persevere when I need to.
I can break down a goal into a number of steps and wait for the result.
I know how others can help me to achieve my goals and how I can help others.

SEAL – GOOD TO BE ME Spring 1
I can tell you the things I am good at.
I can recognise when I find something difficult and do something about it or cope with how that makes me feel.
I can explain what hopeful or disappointed mean.
I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness.
I can choose when to show my feelings and when to hide them.
I can tell if I have hidden my feelings.
I can express myself assertively in a variety of ways.
I can recognise when I am beginning to get upset or angry and have some ways to calm down.
I understand why we sometimes fight or run away when we feel threatened.
I know why it is sometimes important to stop and think when we feel angry or stressed.
I can stop and think before I act.

SRE Spring Term Lesson 2
Know the physical and emotional changes that happen in puberty.
Understand that children change into adults to be able to reproduce if they choose to.

SEAL – RELATIONSHIPS Summer 1
I can tell you how I feel about the important people or animals in my life.
I know how most people feel when they lose something or someone they love.
I know some ways to celebrate the life of someone I care about.
I can tell you about someone that I no longer see.
I understand that we can remember people even if we no longer see them.

SEAL – CHANGES Summer 1
I can tell you how I would feel if a change that I didn't want to happen was imposed on me.
I know some of the reasons that change can feel uncomfortable and scary.
I can tell you how it feels to belong to a group and know that it is important for everyone.
I know that what we feel and think affects what we do and how we behave.
I can tell you why I behave as I do when I am finding change difficult.
I can sometimes understand why other people are behaving as they are when they find change difficult.

I know some ways of dealing with the feelings that sometimes arise from changes.



SRE Summer Term Lesson 3

Know that respect is important in all relationships including online relationships.

Explain how friendships can make people feel unhappy or uncomfortable.

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Hinduism	Children will: Q – What is the importance of Divali and what do Indian people do at this time?
	Know about worship through the elements, rituals and artefacts that are involved in Hindu worship.
	Identify some of the customs and practices related to celebrating Divali.
	Know what Divali is the start of the new year for Hindus.
	Sequence the events of the story of Rama and Sita and understand the meaning of it.
	Consider the motivation and feelings of the characters in the Rama and Sita story.
	Identify some of the practices associated with Divali.
	Recognise the symbolic significance of a Diva and how it relates to the Divali story.
	Understand the purpose of sending Divali cards and the importance of preparing for Divali.
	Recognise the purpose of creating Rangoli patterns.
Know that religious beliefs, ideas and feelings can be expressed in a variety of forms.	

Contents and Significance of the Bible	Children will: Q – How does the Bible help Christians to live their lives?
	Know that the Bible is the Christian holy book which contains the foundation of teaching, guidance and worship.
	Understand that certain Bible passages have special significance for Christians.
	Recognise how religious beliefs, ideas and feelings are expressed in the Bible.
	Understand the composition and variety in the Bible.
Identify how different genres convey different aspects of God.	

Religions in the local community	Children will: Q – How does Sunderland celebrate the different religious traditions of people in the community?
	Use a range of resources to discover which religious traditions are represented in the local community.
	Know about the main beliefs, practices, buildings and people of the religious traditions in the neighbourhood of the school.
	Work co-operatively with others.
	Select and sequence information.
	Use ICT to help to make a presentation.
	Recognise the ways in which religious communities express their identities and beliefs.
Know that there is diversity within and between religions and some of the reasons why this is the case.	

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