

WWII	Children will: Q – Why was evacuation and rationing important during the war and why were these issues still a problem following the end of the war?
	Understand the effects of WWII on everyday life in the United Kingdom.
	Describe the process of evacuation and the people involved (billeting officer etc) and describe the feelings and experiences of an evacuee.
	Be able to infer the causes of rationing (focus on food) and when rationing began and came to an end.
	Be able to name some of the countries involved in WWII.
	Know the significant dates of WWII, i.e. 1939 – 1945. and the names of significant war leaders & key events / battles
	Understand of how the war affected people living in our locality, i.e North-East
	Understand how the rise of Hitler and the Nazi party led to religious and racial persecution including the Holocaust (story of Anne Frank)
Identify the events leading up to World War II (following the end of WWI)	
Identify and understand how the war is remembered and what we do to remember those who died (Remembrance day etc)	

Egypt Ancient	Children will: Q – Why was the Nile important to both ancient and modern Egyptians?
	With regard to Egypt, be able to distinguish between Ancient & Modern Civilisations.
	Recognise the achievements of the earliest Egyptian civilisation.
	Identify the characteristics of the period and locate information from a variety of resources, incl. building of pyramids, mummification, burial ceremonies, pharaohs, hieroglyphics, Gods etc
	Locate Ancient Egypt on a time line and use appropriate vocabulary, i.e. B.C., dynasty
	Describe, by detailed drawing and text, a chosen artefact/picture of Ancient Egypt, e.g. hieroglyphic artwork, ritual masks of gods
	Understand how much the Ancient life of Egypt & Egyptians depended upon the Nile from studying maps of the River Nile and pictures of the environment.
Recognise that Ancient Egyptians made a distinctive contribution to History, i.e. science & maths	

Mayans	Children will: Q – Explain why tourists may want to visit Chichen Itza?
	Discover facts about the Maya civilisation.
	Consider similarities and differences between ancient religions and different religions today.
	Look at the characteristics of Maya gods and design their own.
	Investigate and compare the Maya number system.
	Find out what the Maya people grew and ate.
	Locate the ancient Maya cities.
Find out what we know about the Maya from the drawings of Frederick Catherwood.	

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Powerpoint	Term 1
	Develop consistency across a document, using the same styles of font, colour, size for headings, body of text etc.
	Independently select, process and import images, video and sounds from a variety of sources to enhance projects.
	Collaborate effectively on planning and creating a multimedia project.
2 Go	Extend online publishing to a more global audience eg creating and publishing web pages, Google docs and podcasting.
	Term 1
	Plan, create, test, modify and refine control sequences which use inputs and outputs eg using if... then commands to control events
	Devise, test and refine more effective control sequences incorporating conditional statements.
Scratch Animation	Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
	Term 2
	Plan, create, test, modify and refine control sequences which use inputs and outputs eg using if... then commands to control events (real and on screen simulations (taking into account of purpose and needs)
	Devise, test and refine more effective control sequences incorporating conditional statements, broadcasting and sensing, taking account of purpose and need.
iMovie	Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
	Talk about how they made their program and justify the choice they made for both function and design.
	Term 2
	Independently select, process and import images, video and sounds from a variety of sources to enhance projects.
Pop Art Photo Editing	Cut, trim and order video clips effectively to create a video project.
	Make use of transitions and special effects in video editing software, understanding the effect they have on the audience.
	Export images and movies in formats appropriate for the purpose and use them in multimedia presentations.
	Term 3
Online Safety	Acquire, store and combine images from different sources, then use to enhance a presentation.
	Create images using a range of techniques to develop a particular style.
	Combine a number of images using layering and a variety of editing tools to repurpose them for a particular purpose or audience.
	Refine and make changes to images according to audience.
Online Safety	Term 3
	Explain what cyberbullying is and how this can affect those being bullied.
	Explain how cyberbullying is both similar to and different to in-person bullying, and learn strategies for handling cyberbullying when it arises – including reporting through CEOP.
Online Safety	Create their own problem pages or Big Brother style diary room via green screen, showing an understanding of the effects of cyberbullying – from two points of view (one where it was reported and one where it was not).

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Charanga units –

Term 1 – Livin On A Prayer

Term 2 Fresh Prince of Bel Air

Term 3 – Make You Feel My Love / Reflect, Rewind, Replay

Listen and Appraise	Listen with direction to a wide range of high-quality music.
	Understand the pulse and its role as the foundation of music, every piece of music has a pulse.
	Use correct musical language to suit the style of music they are learning about.
	Confidently recognise different instruments.
	Confidently recognise and explore many varied musical styles and traditions and their basic style indicators.
	Continue to develop an understanding of the history and context of music.
	Use the correct musical language to discuss confidently feelings and emotions / likes and dislikes that are linked to music.
	Appropriately discuss the dimensions of music and how they are linked.

Games	Children will
	Find the pulse within the context of different songs / pieces of music with ease.
	Understand that the pulse is the foundation upon which all the other dimensions of music are built (the heartbeat of the music that never stops)
	Internalise the pulse.
	Understand that rhythm is long and short sounds that happen over the pulse which is the steady beat and that the pulse doesn't change.
	Reproduce sounds from an increasing aural memory.
	Understand that pitch is high and low sounds and that we add high and low sounds when we sing.
	Understand how pulse, rhythm and pitch work together.
	Understand how the other dimensions of music are sprinkled through songs and pieces of music.
Build on progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch ; improvising using the voice.	

Singing	Children will
	Have a good 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.
	Sing songs and melodies musically.
	Have a good understanding of melody and words and their importance.
	Sing together with confidence, melody and words with increasing difficulty.
	Sing in two or three parts.
	Listen to a song and learn it as instructed.
	Sing songs and melodies with greater musical understanding.
Sing in an ensemble producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together.	

Playing Instruments	Children will
	Use classroom percussion, mainly tuned, to play accompaniments and tunes to improvise and compose ie explore and create musical sounds.
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency and increasing control and expression.
	Play differentiated parts using notated scores.
	Choose parts according to ability and play them musically.
	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 the basics and foundations of formal notation. Play easy and medium parts by ear (without reading notation) and play the easy and medium parts with notation as a learning progression when appropriate.

Improvising	Children will
	Explore and create musical sound with their voices and instruments.
	Improvise within a group and on their own, within the context of the song being learned, by reproducing sounds from an increasing aural memory.
	Improvise using 4 or 5 notes and the pentatonic scale.
	Make up own rhythms and melodies and create their own rhythmic patterns that lead to melodies.
	Confidently perform their own rhythms and melodies using voice or an instrument.
	Improvise and perform in solo and ensemble contexts. Understand musical improvisation – a melody or tune that makes sense.

Composing	Children will
	Create own tunes and melodies within the context of the song they are learning.
	Choose, combine and organise patterns and musical ideas within musical structures.
	Compose using three notes, then five notes and pentatonic scale.
	Record composition in any-way appropriate. Notate music in different ways, using graphic / pictorial notation, ICT and with formal notation where appropriate.

Performing	Children will
	Work together in an ensemble or 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 control and accuracy.
	Perform with an understanding of an integrated approach where performance can include everything that has been undertaken so far.
	Play tuned or un-tuned instruments with more control and rhythmic accuracy.
	Improvise confidently as part of a performance, playing a solo or as part of a group.
	Practice, rehearse and present performances with an awareness of the audience. Appreciate that performance can influence how music is presented. Read or understand music that is notated in different way, using graphic / pictorial notation, ICT or formal notation.

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Dance	Children will:
	Work in pairs/group, co-operating with and following others to complete work.
	With support, use specific activities to warm up and cool down for dance.
	Work creatively/imaginatively (individually, in pairs and groups) to compose motifs & structure simple dances.
	Show awareness of musical structure, rhythm, mood and phrasing when performing.
	Perform dances fluently and with control (individual, paired and group)
	Suggest ways of improving their performance and compositions.
	Interpret different stimuli with imagination and flair.
Take the lead when working in a group/help others to refine & structure movements & patterns	
Games	Children will:
	Work with others in small teams to attack and defend.
	Pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure.
	Apply basic principles of team play to keep possession of the ball.
	Choose/use skills, suited to the game they are playing, in a modified/small-sided version.
	Describe what they do best & work on ideas they are given to improve their performance.
	Choose skills & tactics that meet the needs of the situation.
Take a leading role in teams and have significant impact on the games played.	
Athletics	Children will:
	Understand & demonstrate the difference between sprinting & distance running.
	Demonstrate a range of throwing actions with some accuracy and control.
	Choose the best pace for a running event, so that they can sustain their running and improve on a personal target.
	Show control at take-off in jumping activities.
	Show accuracy and good technique when throwing for distance
	Show good control, speed, strength & stamina when running, jumping and throwing.
Identify activities that help develop stamina or power and suggest how some can be used when warming up.	

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CAREERS AND MONEY MANAGEMENT
Talk about a range of jobs, and explain how they will develop skills to work in the future.
Demonstrate how to look after and save money.

SEAL – NEW BEGINNINGS Autumn 1
I understand my rights and responsibilities in the school.
I know some of the things that help us in school and learn and play well together.
I understand the need for rules in society and why we have the rules we do in school.
If I don't agree with something in school I know how to go about trying to change things.
I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.
I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.
I understand how it feels to do or start something new and why.

SEAL – GETTING ON AND FALLING OUT Autumn 1
When I am working in a group I can tell people if I agree or don't agree with them and why.
When I am working in a group, I can listen to people when they don't agree with me and think about what they have said.
I know that sometimes difference can be a barrier to friendship.
I try to recognise when I, or other people, are pre-judging people and I make an effort to overcome my own assumptions.
I know how it might feel to be excluded or treated badly because of being different in some way.
I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.
I can use language that does not make conflict situations worse.
I am able to see a situation from another person's point of view.
I know how my behaviour is linked to my thoughts and feelings.
I can stop and try to get an accurate picture before I act.
I know what my triggers are for anger, what happens when I get angry, what happens when I am overwhelmed by my feelings and some ways to calm down.

SRE Autumn Term Lesson 1
Describe how and why the body changes during puberty in preparation for reproduction.
Talk about puberty and reproduction with confidence.

SEAL – GOING FOR GOALS Spring 1
I can make a long-term plan and break it down into smaller, achievable goals in my personal life or behaviour.

I know that it is up to me to get things done by taking the first step.
I know that if at first I don't succeed it is worth trying again.
I can try again when I have been unsuccessful.
I can recognise when I am using an excuse instead of finding a way around a problem.
I know that it is up to me to get things done by taking the first step.
I can consider the consequences of possible solutions of reaching my goal on myself, others, communities or groups.

SEAL – GOOD TO BE ME Spring 1
I accept myself for who and what I am.
I can recognise when I am feeling worried.
I know how to do something about my worry.
I can stand up for what I think after listening to others and making my own choice.
I understand that the majority view is not always right.
I can behave in an assertive way using appropriate body language and tone of voice.
I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy.
I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time.

SRE Spring Term Lesson 2
Explain the differences between healthy and unhealthy relationships.
Know that communication and permission seeking are important.

SEAL – RELATIONSHIPS Summer 1
I can tell you about the people who are important to me.
I know some of the feelings people have when someone close dies or leaves.
I can use some strategies to manage these feelings.
I understand that different people show their feelings in different ways.
I understand that there is not just one way to grieve.
I can use some strategies to manage feelings associated with loss.
I can help support someone who is unhappy because they have lost someone or something.
I can tell when I am hiding a feeling and then choose to share it with someone.
I can break friends with someone without hurting their feelings.
I understand when breaking friends might be the best thing to do.
I can think about when to forgive someone.
I can forgive someone.

SEAL – CHANGES Summer 1

I know that many children have mixed feelings about going to secondary school.
I know that it is natural to be wary of change and can tell you why.
I know that all feelings, including uncomfortable ones, have a purpose and give us information.
I know that when I move to secondary school many things in my life will stay the same.
I have some strategies for managing the feelings that I might experience when I change schools.
I understand why I behave as I do sometimes when I feel uncomfortable.
I try to understand other people's behaviour by thinking about what they might be feeling or thinking.
I can tell you how people might feel and behave when they go to a new school.
I can tell you some of the good things about me that my classmates like and value.

SRE Spring Term Lesson 3
Describe the decisions that have to be made before having children.
Know some basic facts about conception and pregnancy.

SRE Summer Term Lesson 4
To have considered when it is appropriate to share personal / private information in a relationship.
To know how and where to get support if an online relationship goes wrong.

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The Influence of Faith on Believers	Children will: Q – Where do Christians get their guidance from and how does it influence their lives?
	Understand that we all make decisions about how we will live and that these decisions are based upon our beliefs and values.
	Recognise the two sayings that Jesus gave and that Christians try to follow.
	Understand that Christians believe that all people are neighbours to be loved as they love themselves.
	Know that stories can be used to teach something beyond face value.
	Reflect on the idea that religions could have something to teach them about how they should live.
	Know that the teaching of Jesus can be applied to different life experiences.
	Understand the reasons why Christians believe that they should treat others as they would like to be treated.
	Apply a principle of Christian faith to solve a moral problem.
	Recognise how Jesus taught that people should forgive one another as an example of loving others.
Use the Bible to explore the meanings contained in stories.	

Islam / Early civilisations	Children will: Q – Do the actions of one impact on how Muslims as a whole are viewed?
	Understand why Muslims call Muhammad the messenger of God.
	Identify the religious beliefs about Allah, Muhammad and the Qur'an expressed in the story of the revelations of Muhammad.
	Recognise the impact and influence of the event on Muslims and Muhammad.
	Compare their experience of quietness and reflection with those religious people such as Muhammad.
	Understand that the Qur'an is fundamental to Muslims because it is the 'word of God'.
	Recognise that Muslim beliefs and practices are rooted in the Qur'an.
	Compare their own experiences of role models and influences in their lives to those of Muslims.
	Understand why Muslims have instructions for worship and how they show concern for others.
	Recognise that abstinence from food plays a part in religious observance.
Understand that giving money is a form of worship and that religious beliefs have an impact on how people make choices.	
Identify how religious beliefs, ideas and feelings can be expressed in a variety of forms.	

People's Perceptions and Impressions of Jesus	Children will: Q – Why might characters in the Bible have differing perspectives of Jesus?
	Recall knowledge, information and evidence about Jesus that they have encountered in all other RE lessons.
	Understand the meanings of some of the symbolic language used to describe Jesus and that Jesus used to describe himself.
	Understand the Christian interpretations of some of these descriptions.
	Examine texts and identify the views of Jesus from the perspectives of his enemies.
	Reflect on their own image and understanding of Jesus' character based on the evidence they have studied.
	Identify the reasons why Jesus was crucified.
	Examine texts which set out the roles and motivations of various individuals and groups involved in killing Jesus.
Reflect on their own responses to what they have found out.	

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