

	<b>Cycle A</b>	<b>Cycle B</b>
<b>Science</b>	<p>Light</p> <ul style="list-style-type: none"> <li>• To recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.</li> <li>• To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>• To find patterns in the way that the size of shadows change.</li> </ul>	<p>States of matter</p> <ul style="list-style-type: none"> <li>• To compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
	<p>Electricity</p> <ul style="list-style-type: none"> <li>• To identify common appliances that run on electricity.</li> <li>• To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> </ul>	<p>Rocks</p> <ul style="list-style-type: none"> <li>• To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• To recognise that soils are made from rocks and organic matter.</li> </ul>

	<ul style="list-style-type: none"> <li>• To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• To recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	
	<p>Forces and magnets</p> <ul style="list-style-type: none"> <li>• To compare how things move on different surfaces.</li> <li>• To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>• To observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• To describe magnets as having 2 poles.</li> <li>• To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>• To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>• To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• To describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• To identify the different types of teeth in humans and their simple functions.</li> <li>• To construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>

	<p>Plants</p> <ul style="list-style-type: none"> <li>• To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>• To investigate the way in which water is transported within plants.</li> <li>• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>• To recognise that living things can be grouped in a variety of ways.</li> <li>• To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
<p><b>History</b></p>	<p>The Victorians – A local history study</p> <ul style="list-style-type: none"> <li>• A study of an aspect of history or a site dating back to a period from 1066 that is significant to the locality.</li> </ul>	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC.</li> <li>• The Roman Empire by AD 42 and the power of its army.</li> <li>• Successful invasion by Claudius and conquest, including Hadrian’s Wall.</li> <li>• British resistance, for example, Boudica.</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>

	<p>Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> </ul>	<p>Stone Age, Bronze Age and Iron Age</p> <ul style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge.</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>
<b>Geography</b>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>
	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</li> </ul>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>

<p><b>Art/DT</b></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul> <p>DT - Tie-dyeing.</p> <p>Art – William Morris, sketching, designing, printing blocks and repeating patterns.</p> <p>DT – Explore a healthy, balanced diet and make a savoury dish of fish cakes, create a recipe card for fish cakes recipe card.</p> <p>Art – Celtic knots, designing and drawing.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• About great artists, architects and designers in history.</li> </ul> <p>Art – Prehistoric art.</p> <p>DT – roundhouses.</p> <p>Art – Nature sculptures.</p> <p>DT – Ready for battle, Catapults and chariots.</p>
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<p><b>Computing</b></p>	<p>Keyboard skills, word processing and internet safety</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</li> </ul> <p>When word processing children should:</p> <ul style="list-style-type: none"> <li>• use font sizes and effects appropriately to fit purpose of text</li> <li>• recognise key features of layout and design such as text boxes, columns, borders, WordArt</li> <li>• develop further basic drafting and editing skills</li> <li>• cut, copy and paste between applications</li> <li>• use spell checker</li> <li>• delete, insert and replace text using mouse or arrow keys</li> <li>• begin to use more than two fingers to enter text</li> </ul>	<p>Keyboard skills, word processing and internet safety</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</li> </ul> <p>Programming:</p> <ul style="list-style-type: none"> <li>• Navigate the programming environment.</li> <li>• Create a background and character for animation</li> <li>• Change background after a specific time.</li> <li>• Add inputs to control their character.</li> <li>• Change position of character on screen.</li> </ul> <p>Messaging and emailing:</p> <ul style="list-style-type: none"> <li>• Open, create contacts, subject headings and layout for emailing.</li> <li>• Write, receive and send emails; knowing appropriate contacts.</li> <li>• Know what to do when email addresses and titles are not familiar.</li> <li>• Store and retrieve emails.</li> <li>• Begin to experience forms of online discussion, such as blogs, wikis, quizzes, surveys and video conferencing</li> </ul>
<p><b>RE</b></p>	<p>Believing:</p> <ul style="list-style-type: none"> <li>• What do different people believe about God? (Christians, Hindus and/or Muslims)</li> <li>• Why is the bible so important for Christians today?</li> </ul>	<p>Expressing:</p> <ul style="list-style-type: none"> <li>• Why do some people pray? (Christians, Hindus and/or Muslims)</li> </ul> <p>Living:</p> <ul style="list-style-type: none"> <li>• What does it mean to be a Christian in Britain today?</li> </ul>

## French

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.

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	<p>Introduction into France the country, capital city, culture, famous places in France.</p> <p>Alphabet.</p> <p>Introducing yourself and greetings in French. Numbers and colours. French Christmas, how French people celebrate Christmas, Christmas greetings and phrases, French Christmas cards. Months and numbers. Pets and animals.</p>	<p>Introduction into France the country, capital city, culture, famous places in France.</p> <p>At home, family names, hobbies and vocabulary for the house and garden.</p> <p>Food and drink including French food and special occasions.</p> <p>At school, friends, subjects and fun and games.</p>
<p><b>Music</b></p>	<p>This year children are learning to play the fife. Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with</li> </ul>



	<p>with increasing aural memory.</p> <ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>	<p>increasing aural memory.</p> <ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>
<p><b>PE/Games</b></p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>

	<ul style="list-style-type: none"><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li></ul> <p>Swimming:</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li><li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>• Perform safe self-rescue in different water-based situations.</li></ul>	<ul style="list-style-type: none"><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li></ul> <p>Swimming:</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li><li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>• Perform safe self-rescue in different water-based situations.</li></ul>
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