

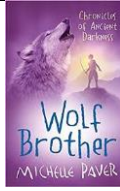



Vision Statement: <i>'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a healthy body and mind for our pupils, parents and staff (School Vision Statement March 2019).</i>	School Motto: <p>“Active Body, Healthy Mind”</p>
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Curriculum Intent: <ol style="list-style-type: none"> 1) INNOVATION 2) CENTRE OF EXCELLENCE IN ALL DISCIPLINES 3) TALENT DISCOVERY 4) RAISING ASPIRATIONS & LIFE CHANCES 5) BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT 6) HEALTH & WELL-BEING 	Core Values: <p>The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Mutual Respect</td></tr> <tr><td>Aspiration</td></tr> <tr><td>Appreciation</td></tr> <tr><td>Positivity</td></tr> <tr><td>Forgiveness</td></tr> </table>	Mutual Respect	Aspiration	Appreciation	Positivity	Forgiveness
Mutual Respect						
Aspiration						
Appreciation						
Positivity						
Forgiveness						

VR/AR Resources	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stunning Start and Fabulous Finish						
Stunning Start	Class welcome with class theme	Coco Film Afternoon.	Stone Age Artefacts and children generate questions.	Teeth Craft.	Florida Games and Quiz Afternoon	Roman Dress up day Hands on History Visit.
Fab Finish	Junk Modelling.	Day of the dead mask making. Skeleton Art.	- Stone age related. Hands on History.	Visit from Dentist.	Junk modelling - Everglades shoe box	Fishbourne-Roman Celebrations - food & art gallery.

Coverage						
Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks
Topic Title	What a Load of Rubbish	The Day Of The Dead	Wolf Brother	Demon Dentist	The Sunshine State	Rotten Romans
Writing Genres	Description setting Character description Formal letter	Narrative coco (fantasy) Police report-missing child(recount) Instructions recipe	Narrative (Historical) Information (history) poem (wind, rain)	Description (Character description) Newspaper report information leaflet about teeth (non-chronological report)	Persuasive/ information: (Brochure/leaflet) Poetry Instructions	Diary entry (recount) Character description of Boudicca Persuasive text to join the Army Informal Letter to new teacher
Reading Genres	RC through a range of fiction and nonfiction	RC through a range of fiction and non-fiction	RC through a range of fiction and non-fiction	RC through a range of fiction and non-fiction	RC through a range of fiction and non-fiction	RC through a range of fiction and non-fiction

Core Text		 			 Children's Book About Florida: A Kids Picture Book About Florida With Photos and Fun Facts Kindle Edition	
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					by <u>Emily Taylor</u> (Author)	
Science	Scientific Enquiry <ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new 	Chemistry: States of matter <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases. I can 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). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	Physics: Electricity <ul style="list-style-type: none"> I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can 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. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors. 	Biology: Animals including Humans <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey 	Biology: Living things and Habitats <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things. 	Physics: Sound <ul style="list-style-type: none"> I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.
Science Key Scientists		Alfred Barnhard Nobel	Benjamin Franklin, Coulomb, Volta Ampere	Al-Jahiz Charles Elton	Carl Linnaeus	Robert Boyle Ernst Mach. Heinrich Hertz
Computing	Computing (The world wide web and the internet) <ul style="list-style-type: none"> I can identify how the internet has evolved I can illustrate how a LAN works I can identify the strengths and weaknesses of wireless connections I can explain the importance of bandwidth I can explain how we power the internet 	Computer Science 1 (Robotics with Sphero) <ul style="list-style-type: none"> I can program a robot to complete a simple task I can program a robot to complete more complex tasks I can make a program for a robot more efficient I can plan a program for a robot, using an algorithm I can build a program, based on an algorithm 	Electronic Safety (Online Consequence) <ul style="list-style-type: none"> I can explain how to report online safety worries I can explain how digital games are rated I can manage a positive digital footprint I can be mindful of what I give away online I can be mindful of copyright rules 	Handling Data (Conditional Formatting & Filters) <ul style="list-style-type: none"> I can format cells on a spreadsheet I can gather and sort data to create an inventory I can use conditional formatting I can apply a filter 	Computer Science 2 (Problem Solving) <ul style="list-style-type: none"> I can use a flowchart to solve a problem I can use fault finding skills to solve a flowchart problem I can convert a list of written instructions into a flowchart I can create a multi-tasking program I can use a decision box in a flowchart 	Digital Creator (Photography) <ul style="list-style-type: none"> I can frame a photo I can apply filtering effects to an image I can explore the effect orientation has on an image I can capture emotion in a photograph I can photograph the same subject in different ways
History	Black History Month Links to Writing and Art.		Stone Age Introduce Stone age, ask and create questions and discover the Paleolithic period. <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). 	Bronze Age & Iron Age Introduce Bronze age, ask and create questions <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). Introduce Iron age, ask and create		Roman Empire Introduce Romans and their empire <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums).

			<p>historic buildings, museums).</p> <p>Introduce and discover the Mesolithic and Neolithic period</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>Place key events from Paleolithic, Mesolithic and Neolithic in order and describe the changes</p> <ul style="list-style-type: none"> I can use a timeline to place historical events in chronological order. I can describe events from the past using dates when things happened. I can use a timeline to describe the changes in a period of history. I can explain the changes in Britain from the Stone Age to the Iron Age. <p>Explore a case study of skara brae</p> <ul style="list-style-type: none"> I can explain the changes in Britain from the Stone Age to the Iron Age. Skara Brae - Late Neolithic hunter-gatherers and early farmers 	<p>questions.</p> <ul style="list-style-type: none"> I can ask questions and find answers about the past. I can look at a range of sources to find out about the past (e.g. documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, museums). <p>Look at Iron age fort hills</p> <ul style="list-style-type: none"> I can explain the changes in Britain from the Stone Age to the Iron Age. Hill Forts – tribal kingdoms, farming, art and culture. <p>Order events from stone age to bronze age to iron age and write changes over time</p> <ul style="list-style-type: none"> I can explain the changes in Britain from the Stone Age to the Iron Age. I can describe events from the past using dates when things happened. I can use a timeline to place historical events in chronological order. I can use a timeline to describe the changes in a period of history. 		<p>Roman's invasion attempts of Britain</p> <ul style="list-style-type: none"> I can use evidence to explain about the Roman Empire and its impact on Britain. <p><i>Julius Caesar's attempted invasion in 55-54BC</i> <i>The Roman Empire by AD42 and the power of its army.</i></p> <ul style="list-style-type: none"> I can describe events from the past using dates when things happened. <p>Boudicca's resistance</p> <ul style="list-style-type: none"> I can use evidence to explain about the Roman Empire and its impact on Britain. <p><i>British resistance, e.g. Boudica</i></p> <ul style="list-style-type: none"> I can recognise that there are different accounts Of history. <p>Roman's Legacy to Britain</p> <ul style="list-style-type: none"> I can use evidence to explain about the Roman Empire and its impact on Britain <p><i>Romanisation of Britain – sites such as Caerwent and the impact on technology, culture and beliefs, including early Christianity.</i></p>
<p>Geography</p>	<p><u>Geographical Skills and Fieldwork of Local Area</u></p> <p>Compass points</p> <ul style="list-style-type: none"> I can use the eight points of the compass to help build my knowledge of places. <p>Grid reference of local area</p> <ul style="list-style-type: none"> I can use symbols and key and four & six figure grid references to build my knowledge of U.K. and the wider world. <p>Field work record and sketch</p> <ul style="list-style-type: none"> I can do 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 <p>Field work presenting</p> <ul style="list-style-type: none"> I can do fieldwork to observe, measure, 	<p><u>Locational Knowledge The World's Oceans and Continents. North America</u></p> <p>Revision; name the continents, oceans</p> <ul style="list-style-type: none"> KS1 Review – I can name and locate the seven continents of the world (North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica). KS1 Review - I can name the world's seven continents and five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean). <p>Locate North America countries and capital cities (europe starter)</p> <ul style="list-style-type: none"> Year 3 Review – I can name and locate European countries and cities. I can name and locate the countries of North America and major cities. <p>Identify human features of North</p>			<p><u>Place Knowledge & Human and Physical Geography North America</u></p> <p>Compare the Florida Everglades to the U.K. Broadlands</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences, through the study of human and physical geography, between a region of the U.K. and a region of North America. I can describe and understand key aspects of physical geography in North America: <p>Compare human features between Florida and Eastbourne</p> <ul style="list-style-type: none"> I can describe and understand key aspects of human geography in North America. I can understand geographical similarities and differences, through the study of human and physical geography, between a region of the U.K. and a region of North America. 	

	<p>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</p>	<p>America</p> <ul style="list-style-type: none"> I can identify the main languages spoken in North America. I can identify flags of North American countries. <p>Locating environmental regions of North America and there features</p> <ul style="list-style-type: none"> I can use maps, atlases globes and digital mapping to locate countries and describe features studied. I can identify North America's environmental regions. 			<p>Explore Extreme weather in North America</p> <ul style="list-style-type: none"> I can describe and understand key aspects of physical geography in North America: Climate zones weather extremes (tornadoes, hurricanes) 	
<p>Art & Design</p>	<p>Drawing</p> <ul style="list-style-type: none"> I can identify and draw the effect of light on something. I can draw from life with scale, placement and proportion. I can blend using blending stumps to create 3D shapes. I can draw simple objects and use marks and lines to produce the impression of texture. <p><i>Still life drawings and self-portraits.</i></p>	<p>Painting</p> <ul style="list-style-type: none"> I can accurately use tint, tone and shade. I use colour to reflect mood, feeling and movement. I can use a range of brushes to paint. I can create my own relief prints adding at least 4 colours. I can experiment with different styles which artists and designers have used. I can improve on my original ideas and keep notes about the purpose of my work. I can record my observations and use them to review and revisit ideas. I can talk about the impact of artists and designers and say what I think the artist is trying to express in their art. <p><i>Frida Kahlo portraits and Skull relief prints.</i></p>				<p>Sculptures</p> <ul style="list-style-type: none"> I can experiment and combine materials and processes to design and make a 3D form. <p><i>Making Roman Pots</i></p> <ul style="list-style-type: none"> I can talk about art from other periods of history. <p>Photography</p> <ul style="list-style-type: none"> I can edit my photography using computer software in the style of Darren Rowse (Computing T6)
<p>Art & Design</p> <p>Knowledge and Appreciation of Artists and Designers</p>	<p>Leonardo Da Vinci</p> <p>J.M.W. Turner</p>	<p>George Seurat</p>				<p>(Roman art)</p>
<p>Design Technology</p>			<p>Food</p> <p>FOOD: HEALTHY AND VARIED DIET</p> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> I can carry out sensory evaluations of a variety of ingredients and products; and record the evaluations using e.g. tables and simple graphs. I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. <p>Design</p>	<p>Electrical Systems</p> <p>ELECTRICAL SYSTEMS: SIMPLE CIRCUIT AND SWITCHES</p> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> I can investigate and analyse a range of existing battery-powered products. <p>Design</p> <ul style="list-style-type: none"> I can gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed a particular individuals 	<p>Mechanical Systems</p> <p>MECHANICAL SYSTEMS: LEVERS AND LINKAGES</p> <p>Evaluating Existing Products</p> <ul style="list-style-type: none"> I can investigate and analyse books and, where available, other products with lever and linkage mechanisms. <p>Design</p> <ul style="list-style-type: none"> I can generate realistic ideas and my own design criteria through discussion, focussing on the 	

			<ul style="list-style-type: none"> I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, texture and aroma for an appealing product for a particular user and purpose. I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas <p style="text-align: center;"><u>Make</u></p> <ul style="list-style-type: none"> I can plan the main stages of a recipe, listing ingredients, utensils and equipment. I can select and use appropriate utensils and equipment to prepare and combine ingredients. I can select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. <p style="text-align: center;"><u>Evaluate</u></p> <ul style="list-style-type: none"> I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others <p style="text-align: center;"><u>Technical Knowledge and Understanding</u></p> <ul style="list-style-type: none"> I know how to use appropriate equipment and utensils to prepare and combine food. I know and use relevant technical and sensory vocabulary appropriately. <p><i>Children design and make fruit smoothies.</i></p>	<p>or groups</p> <ul style="list-style-type: none"> I can generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p style="text-align: center;"><u>Make</u></p> <ul style="list-style-type: none"> I can order the main stages of making. I can select from and use tools and equipment to cut, shape, join and finish with some accuracy. I can select from and use materials and components including construction materials and electrical components according to their functional properties and aesthetic qualities. <p style="text-align: center;"><u>Evaluate</u></p> <ul style="list-style-type: none"> I can evaluate my own ideas and products against my own design criteria and identify the strengths and areas for improvement in my work. <p style="text-align: center;"><u>Technical Knowledge and Understanding</u></p> <ul style="list-style-type: none"> I understand and use electrical systems in my products, such as series circuits or incorporating switches, bulbs and buzzers. I can apply my understanding of computing to program and control my products. I know and use technical vocabulary relevant to the project. <p><i>Children are to make a quiz board about how to look after teeth or about the digestive system and have to match the answers to the questions.</i></p>	<p>needs of the user.</p> <ul style="list-style-type: none"> I can use annotated sketches and prototypes to develop, model and communicate ideas. <p style="text-align: center;"><u>Make</u></p> <ul style="list-style-type: none"> I can order the main stages of making. I can select from and use appropriate tools with some accuracy to cut, shape and join paper and card. I can select from and use finishing techniques suitable for the product I am creating. <p style="text-align: center;"><u>Evaluate</u></p> <ul style="list-style-type: none"> I can evaluate my own products and ideas against criteria and user needs, as I design and make. <p style="text-align: center;"><u>Technical Knowledge and Understanding</u></p> <ul style="list-style-type: none"> I understand and use lever and linkage mechanisms. I can distinguish between fixed and loose pivots. I know and use technical vocabulary relevant to the project. <p><i>Children to make Animals from the Everglades using levers and linkages</i></p>	
Spanish	<p>Happy Birthday!</p> <p>Numbers to 31, months, dates and comparing birthday celebrations in Spain and England</p>	<p>What's the weather like?</p> <p>Weather phrases and descriptions of seasons</p>	<p>A Healthy Life</p> <p>Sports (verbs to play/to do) Healthy eating and drinking (verbs to eat and drink) Sentences with conjunctions.</p>	<p>Carnival of Animals</p> <p>Saying which pets we have, their names, what we would like. 3rd pers sg and conditional</p>	<p>All aboard</p> <p>Types of transport, likes and dislikes, the verb to go conjugation in different forms.</p>	<p>Tell me a Story Dear Zoo</p> <p>Animals, gender adjectival agreement.</p>
Music	<p>String</p> <p>Ukulele</p> <p>Performing a chord.</p> <ul style="list-style-type: none"> I can identify and tune my ukulele to the notes G, C, E and A. 	<p>String</p> <p>Ukulele</p> <p>Composing a song with two chords.</p> <ul style="list-style-type: none"> I can practise a minor chord on a string instrument. 	<p>Singing</p> <p>Composing lyrics for a chorus and verse line of a song.</p> <ul style="list-style-type: none"> I can identify the pulse of the song using my voice. 	<p>Keyboards</p> <p>Piano</p> <p>Identifying the notes C, D, E, F, G and A on the treble clef.</p> <ul style="list-style-type: none"> I can identify the notes C, D, E, F, G, B and A on Treble 	<p>Keyboards</p> <p>Piano</p> <p>Creating a composition on the keyboard beginning to show accuracy and fluency on the Treble Clef.</p>	<p>Percussion</p> <p>Samba</p> <p>Performing different rhythms together in a group confidently identifying the different drums</p>

	<ul style="list-style-type: none"> I can identify a major chord on the ukulele. I can identify a minor chord on the ukulele. 	<ul style="list-style-type: none"> I can perform a major chord and minor chord on a string instrument. I can improvise using a major chord and minor chord on a string instrument. I can produce a composition using a major chord and minor chord on a string instrument. 	<ul style="list-style-type: none"> I can practise the pulse in a song using my voice I can perform a range of different songs identifying the pulse within a group. I can produce lyrics for a chorus and verse line in a song identifying the pulse of the track. 	<p>Clef.</p> <ul style="list-style-type: none"> I can identify the sharp notes on the Treble Clef. I can practise the notes on the staff. 	<ul style="list-style-type: none"> I can practise the notes I have learnt starting to show fluency, control and accuracy in reading sheet music I can perform the notes I have learnt starting to show fluency, control and accuracy in reading sheet music. I can confidently improvise using all the notes on the keyboard. I can produce a composition on the keyboard beginning to show accuracy and fluency on the Treble Clef. 	<p>on the neutral clef.</p> <ul style="list-style-type: none"> I can identify different drums on the neutral clef. I can begin to practice a rhythm using crochets, quavers and semiquavers notes I can implement a rhythm using different drums within a group on the neutral clef, showing fluency and accuracy on an untuned instrument. I can begin to produce a composition using different untuned percussion on the neutral clef.
<p>Physical Education</p>	<p>Football – fundamental movements & ball skills</p> <p>OAA team building, problem solving map reading, independent orienteering</p>	<p>Rugby - movement & handling skills</p> <p>Hockey – movement & handling skills</p> <p>Gymnastics – travel, balance, rolls</p>	<p>Basketball – team skills, ball handling</p> <p>Netball – team skills, ball handling</p> <p>Dance – Movement, following and creating choreography, performance</p>	<p>Handball – team skills, ball handling</p> <p>Gymnastics – rolling, flight, performance</p>	<p>Tennis - Striking a ball, racket grip, ball control</p> <p>Quick cricket – Striking a ball, throwing and catching, bowling a ball</p> <p>Dance – Movement, following and creating choreography, performance</p>	<p>Athletics – Running, jumping, throwing *Sports Day Practice</p> <p>Mindful Movement (Yoga type activities)</p>
<p>PSHE (Jigsaw)</p>	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> I know my attitudes and actions make a difference to the class team. I understand who is in my school community, the roles they play and how I fit. I understand how democracy works through the school council. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. I understand how groups come together to make decisions. I understand how democracy and having a voice benefits the school community. 	<p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> I understand that, sometimes, we make assumptions based on what people look like. I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can identify what is special about me and value the ways in which I am unique. I can tell you a time when my first impression of someone changed when I got to know them 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> I can tell you about some of my hopes and dreams. I understand that sometimes hopes and dreams do not come true and that this can hurt. I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to make a new plan and set new goals even if I have been disappointed. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can identify the contributions made by myself and others to the group's achievement. 	<p><u>Healthy Me</u></p> <ul style="list-style-type: none"> I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I know myself well enough to have a clear picture of what I believe is right and wrong. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. I can identify someone I love and can express why they are special to me. I can tell you about someone I know that I no longer see. I can explain different points of view on an animal rights issue. I understand how people feel when they love a special pet. I know how to show love and appreciation to the people and animals who are special to me. 	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can identify what I am looking forward to when I am in Year 5.

Religious Education	Buddhism	Christianity Incarnation	Judaism	Christianity Salvation	Hinduism	Thematic
	<p>Is it possible for everyone to be happy all the time?</p> <ul style="list-style-type: none"> I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists. 	<p>What is the most significant part of the Nativity story for Christians today?</p> <ul style="list-style-type: none"> I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can ask questions about what Christmas means to Christians and compare this with what it means to me 	<p>How important is it for Jews to do what God asks them to do?</p> <ul style="list-style-type: none"> I can describe some of the things Jewish people do to show respect to God and have some understanding why they feel it is important to do so. I can start to identify how it would feel Kashrut. 	<p>Is forgiveness always possible for Christians?</p> <ul style="list-style-type: none"> I can explain how Christians might try to put into practise Jesus' teachings about forgiveness. I can give my opinion about forgiveness and suggest what people might say. 	<p>How and why do people mark the significant events of life? (Hindu & non-religious)</p> <ul style="list-style-type: none"> I can identify what a pilgrimage to the Ganges and one other celebration shows about beliefs of love and commitment and the importance of these traditions. I can explain what happens during the pilgrimage to the Ganges and its meaning. I can identify how the pilgrimage celebrates love and commitment and compare this with another commitment celebration. I can talk about whether it is good for everyone to see life as a journey and mark the milestones. I can make links between ideas of love and commitment in religious and non-religious ceremonies and say whether these ceremonies are valuable. 	<p>How and why do people try to make the world a better place?</p> <ul style="list-style-type: none"> I can identify some beliefs about why the world is not always a good place and why Christians try to make it better. I can identify teaching on how to live and some different ways that people try to make the world a better place. I can give my own ideas about the best ways of making the world a better place, giving good reason for my answers. I can make links between ideas of good living in religion and non-religion.

Outdoor Learning Opportunities:

Place	Location	Activity
School	Outside Playground	Local fieldwork
The Priory	Just outside of School Grounds	Children to engage in a forest school session with links made to our Stone Age topic.

Visitors:

Visitor	Activity
Dentist/Dental nurse	To introduce and develop pupils understanding of teeth before starting our new topic. Links to science and our core text 'Demon Dentist'. Links to PSHE and focus on 'healthy me'.
Travel Agent	Discuss travel industry and introduce new topic. To talk about America and tourism, what brings people to Florida.
Hands On History	Links to Roman topic, children to dress up and engage in workshops looking at artefacts and learning about the Romans.

Cross-Curricular Texts:

Subject	Text	Title, Author and Synopsis
History term 3	The History Detective investigates: Stone age to Iron age	<p><u>Clare Hibbert</u> An accessible information text designed especially for the 2014 National Curriculum, this is a text pitched for teachers and pupils of lower KS2. Taking an investigative approach to history, <u>The History Detective Investigates Stone Age to Iron Age</u> examines key questions and pieces of evidence from the Stone, Bronze and Iron Ages in order to build a picture of life in prehistoric times.</p>

English term 3	Wolf brother x 45	<u>Michelle Paver</u> This gripping children's novel takes us back in time 6000 years as twelve year old Torak and his wolf cub journey through the prehistoric landscape. Wolf Brother is a real page-turner that uses the structure of an adventure story and majors on the theme of good versus evil in a prehistoric setting. Highly recommended for more confident readers, this also works well as a gripping class novel to link to your Stone Age topic.
English term 1	Paper bag Prince x4	<u>Colin Thompson</u> An old man's kingdom is the town dump; his palace, an abandoned railroad carriage at the edge of it. But the Paper Bag Prince (he earned his title by foraging in the litter for bags and other useful objects) is content with his lot, and with his subjects--the stray animals who also call the dump hom
English term 2	Coco: A Story about Music, Shoes, and Family x48	<u>Novel by Diana Lopez</u> Coco, this middle grade novel retells the story of Miguel's daring adventure, and features exciting new scenes about his family. Disney*Pixar's Coco is
English term 4	Demon Dentist x46	<u>David Walliams</u> This story is very creepy but also hilarious! The Demon Dentist is the latest book by David Walliams and one of my favourites so far. It tells the story of 12 year-old Alfie whose teeth are totally rotten. When a strange new dentist comes to town Alfie is suspicious and thinks something might be wrong
English term 6	Diary of a young Roman Soldier x48	<u>Moirra Butterfield</u> A fictional diary of a young Roman soldier, stationed in Britain between AD 59-61. Marcus Gallo travels to Britain with his legion to help pacify the wild Celtic tribes
English term 5 Geography	Children's Book About Florida Kindle	<u>Emily Taylor</u> Children's Book About Florida: A Kids Picture Book About Florida With Photos and Fun Facts Kindle Edition.