

Warren Wood Primary Academy Cedar Class curriculum overview

Years 3 and 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Mountains, Rivers, and Coasts		Ancient Egypt		Our bodies	
Key Question (Intent)	<i>What are the features of my local river?</i>		<i>What is unique about Ancient Egypt?</i>		<i>What can I do to live a healthy lifestyle?</i>	
English (core texts)	<i>Wind in the Willows (adapted version)</i> <i>Song of the River</i> <i>The Black rock in the storm</i>		<i>The Egyptian Cinderella (adapted version)</i> <i>So You Think You've Got It Bad: A Kid's Life in Ancient Egypt</i>		<i>Demon Dentist</i> <i>Alice Dent and the Incredible Germs</i>	
Writing genres	<i>Diary entry</i> <i>Poetry</i> <i>Narratives (extra chapter)</i>		<i>Narratives – traditional tales</i> <i>Playscripts</i> <i>Non-chronological reports</i>		<i>Formal letter</i> <i>Explanation</i> <i>Instructions</i>	
Curriculum writing opportunities	<i>Non-chronological reports</i> <i>Persuasive writing (leaflets)</i>		<i>Instructions (e.g. how to mummify a body)</i> <i>Letters</i>		<i>Persuasive writing (adverts)</i>	
Maths (WhiteRose)	<i>Recap Year 3 skills</i> <i>Place Value</i> <i>Addition and Subtraction</i> <i>Multiplication and Division A</i>		<i>Multiplication and Division B</i> <i>Length and perimeter</i> <i>Fractions</i> <i>Decimals A</i>		<i>Decimals A</i> <i>Money</i> <i>Time</i> <i>Shape</i> <i>Position and direction</i>	
Science	<p>States of matter & Living things and their habitats</p> <p>I can group materials together, according to whether they are solids, liquids or gases including tricky ones like gels, foams, mists and pastes.</p> <p>I can demonstrate and explain 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)</p> <p>I can correctly talk about the part played by evaporation and condensation in the water cycle and can show a link between the rate of evaporation and temperature</p> <p>I can show that living things can be grouped together in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things.</p> <p>I can explain that environments can change and that this sometimes means that living things are put in danger.</p> <p>I can identify differences, similarities or changes related to scientific ideas and processes.</p> <p>I can use scientific evidence to answer questions or to support my findings.</p>		<p>Electricity & Scientists and inventors</p> <p>I can talk about common appliances that run on electricity.</p> <p>I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs switches and buzzers.</p> <p>I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>I can show that some materials are conductors, and some are insulators, and can explain that metals are good conductors</p> <p>I can ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>I can set up practical enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>I can gather, record classify and present data in a variety of ways to help in answering questions.</p>		<p>Animals inc humans & sound</p> <p>I can explain some parts of the digestive system in humans.</p> <p>I can explain the different types of teeth in humans and what they do.</p> <p>I can describe and explain a variety of food chains, naming producers, predators and prey.</p> <p>I can show that living things can be grouped together in a variety of ways.</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things.</p> <p>I can explain that environments can change and that this sometimes means that living things are put in danger.</p> <p>I can explain how sounds are made and show that some of them are linked to vibrations.</p> <p>I can explain that vibrations from sounds travel through a medium to the ear. (air)</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can show that sounds get fainter as the distance from the sound source increases.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	
History			<p>Earliest ancient civilizations</p> <p>I can place events from the period studied on a timeline.</p> <p>I can use terms related to the period and begin to date events – eg, New Kingdom, Middle Kingdom.</p> <p>I can understand more complex terms e.g. BC/AD</p> <p>I can use evidence to reconstruct aspects of life in the period studied.</p> <p>I know some key features and events of the period studied.</p> <p>I can look for links and effects in the period studied.</p> <p>I can offer a reasonable explanation for some events in the period studied.</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can use sources of evidence to build up a picture of a past event.</p> <p>I can ask a variety of questions about the time period studied.</p> <p>I can choose relevant material to present a picture of one aspect of life in the past.</p> <p>I can use text books and or e-learning for research</p> <p>I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> • discussions • pictures • writing (reports, recounts, newspaper article, poster) <ul style="list-style-type: none"> • annotations • drama • selecting data and organising it into a data file to answer historical questions <ul style="list-style-type: none"> • displaying findings in a variety of ways • working independently and in groups 			
Geography						

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	Geographical Knowledge & Fieldwork Unit I can, on a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions. I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Introduce Prime/Greenwich Meridian and time zones. I can describe and understand key aspects of: Physical geography, including: climate zones, rivers and the water cycle. I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied				Recap LKS2 skills I can locate and name the main counties and cities in the South East of England. I can 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 of the wider world. I can discuss types of settlements in modern Britain: villages, towns, cities. I can use the eight points of a compass and four-figure grid references.	
Art Inc. Artist	Artist: Georgia O'Keeffe/ Diane Wright <i>I can develop my skill a range of drawing mediums creating texture and form.</i> <i>I can apply lines and shapes to achieve varied tone.</i> <i>I can draw for sustained periods of time.</i> <i>I can compare and evaluate the choice of techniques in different artworks.</i>		Artist: Alaa Awad <i>I can plan and make models from observation.</i> <i>I can create patterns and textures in malleable materials.</i> <i>I can create a range of 3D shapes with recycled, manmade and natural materials</i> <i>I can discuss art movements, and understand historical and cultural developments in art, craft and design.</i> <i>I can use artworks to generate ideas.</i>		Artist: Pablo Picasso <i>I can mix and apply a range of shades and tints in paint.</i> <i>I can use different techniques in paint to create depth, distance and texture.</i> <i>I can develop print techniques in block, monoprinting, relief and impressed.</i> <i>I can evaluate my own work and the work of others in relation to techniques used and artworks studied.</i> <i>I can discuss which techniques I will use to share my ideas, thoughts and feelings in my artwork.</i>	
DT	Engineer: Gustave Eiffel Structures I can identify a purpose and establish criteria for a successful product. I can identify how well products have been designed, made, what materials have been used and the construction techniques. I can select a wider range of tools and techniques for making my product safely. I know how to measure, mark out, cut and shape a range of materials using appropriate tools, equipment and techniques. I can start join and combine components accurately in temporary and permanent ways.		Chief: Mostafa Seif Food <i>Healthy and varied Diet</i> <i>I understand that all food has to be grown, reared and caught in the UK, Europe and the Wider World.</i> <i>I know how to prepare and cook a variety of dishes safely and hygienically, sometimes using a heat source.</i> <i>I am learning to use to a range of techniques such as peeling, chopping, slicing cutting, and grating, mixing, spreading, kneading and baking.</i> <i>I know that a healthy diet is made up from a variety and balance of different foods as on 'The Eat Well Plate'.</i> <i>I know that to be healthy, food and drink are needed to provide energy.</i>		Designer: Mechanical Levers and linkages I can generate realistic ideas and my own design criteria through discussion, focusing on the needs of the user. I can use annotated sketches and prototypes to develop, model and communicate ideas. 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. I can investigate and analyse books and, where available, other products with lever and linkage mechanisms. I can evaluate my own product and ideas against criteria and user needs, as I design and make. I can understand and use lever and linkage mechanisms. I can distinguish between fixed and loose pivots. I know and can use technical vocabulary relevant to the project.	
Computing	Computing systems and networks – The Internet To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content	Creating Media – audio editing To identify that sound can be digitally recorded To use a digital device to record sound To explain that a digital recording is stored as a file To explain that audio can be changed through editing To show that different types of audio can be combined and played together To evaluate editing choices made	Creating Media – photo editing To explain that digital images can be changed To change the composition of an image To describe how images can be changed for different uses To make good choices when selecting different tools To recognise that not all images are real To evaluate how changes can improve an image	Data and Information – data logging To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a data logger collects 'data points' from sensors over time To use data collected over a long duration to find information To identify the data needed to answer questions To use collected data to answer questions	Programming A – repetition in shapes To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome	Programming B – repetition in games To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome
PSHE / RSE	VIPS relationships. <i>I can explain the importance of having healthy positive friendships.</i> <i>I can explain how to make and keep fabulous friends</i>	Be yourself. <i>I can say what I am proud of about myself.</i> <i>I can identify the feelings that I have and the</i>	Money matters <i>I can make decisions about money</i> <i>I know how to use money</i> <i>I know how to keep money safe.</i> <i>I can recognise the risks of being online.</i> <i>I understand how adverts try to influence our spending.</i>	One world <i>I can discuss the differences and similarities of people's lives.</i> <i>I can explore differences of opinion and identify if I feel these are fair.</i>	It's my body. <i>I know how to maintain a balanced lifestyle.</i> <i>I know about hygiene and how to keep my teeth clean.</i> <i>I know how to take medicine safely and keep safe around drugs.</i>	Growing up. <i>I understand the physical and emotional changes that take place during puberty.</i> <i>I know the external genitalia.</i>

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	<p><i>I know how to express myself in a positive way. I can demonstrate strategies for resolving conflicts, I can identify what bullying is and stay safe online. I understand what makes a community.</i></p> <p>Black History Month I can show respect for other people's differences and understand how people's lives may be different</p>	<p><i>emotions that I feel. I understand how to express myself and describe different ways to cope with uncomfortable feelings I may have and understand why this is important. I know the best ways to respond to hurtful behaviour. I know how data is shared online and how to stay safe online.</i></p> <p>Road Safety Week I can think thoughtfully about why rules are needed, explaining this to someone else</p>	<p>Random acts of kindness and friendship week. I can use encouragement when respecting everyone's differences</p>	<p><i>I can recognise that human rights are there for everybody. I understand climate change and its effects. I understand about the relationship between rights and responsibilities.</i></p>	<p>Mental health awareness week</p> <p><i>I understand how to express myself and describe different ways to cope with uncomfortable feelings I may have and understand why this is important.</i></p>	<p><i>I can complete personal hygiene routines.</i></p>
Physical Education <i>Subject to change depending on local sports events.</i>	Tri-Golf Hockey Bush-craft sessions	Swimming Basketball Bush-craft sessions	Dance Tag Rugby Netball Bush-craft sessions	Gymnastics Kwuk Cricket Bush-craft sessions	Handball Sports Day prep Athletics Bush-craft sessions	
Music	Body and tuned percussion Ukulele	Rock and Roll Ukulele	Changes in pitch, dynamics and tempo Ukulele Performance at Ukulele Festival – Central Theatre	Maiku, music and performance Ukulele	Samba and carnival sounds and instruments Ukulele	Adapting and transposing motifs Ukulele
Religious Education	Judaism Beliefs and Practices <i>How special is the relationship Jews have with God?</i> _____	Christianity Christmas <i>What is the most significant part of the nativity story for Christians today?</i> _____	Judaism Passover <i>How important is it for Jewish people to do what God asks them to do?</i> _____	Christianity Easter <i>Is forgiveness always possible for Christians?</i> _____	Judaism Rites of passage and good works <i>What is the best way for a Jew to show commitment to God?</i> _____	Christianity Prayer and Worship <i>Do people need to go to church to show they are Christians?</i> _____
Modern Foreign Languages	On y va! (All aboard!)	L'argent de poche (Pocket money)	Raconte-moi une histoire! (Tell me a story)	Vive le sport! (Our sporting lives)	Le carnaval des animaux (The carnival of the animals)	Quel temps fait-il? (What's the weather like?)

**Warren Wood Primary Academy
Holly Class Curriculum Overview**

FS and KS1 skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	<i>My local area and me</i>	<i>Hospitals and Healthcare</i>	<i>Explorers – Transport, Space, and Pirates</i>		<i>Growing</i>	<i>Kings, Queens, and Castles</i>
Key Question (Intent)	<i>What is special about me?</i>	<i>How has the NHS changed over the past 100 years?</i>	<i>How have legends inspired the stories we share today?</i>		<i>What do living things need in order to grow?</i>	<i>Where did Kings and Queens live throughout time?</i>
English (core texts)	<i>Funny Bones What Makes Me a Me? Only One You Professor Astrocat's Human Body Odyssey</i>	<i>Zog and the Flying Doctors We Love the NHS Florence Nightingale (Usborne) Hooray for Mary Seacole</i>	<i>Space Bob: Man on the Moon Toys in Space Professor Astrocat's Solar System The Pirates Next Door The Night Pirates Pirates Love Underpants The Journey The Hundred Decker Bus</i>		<i>Titch The Growing Story The Tiny seed</i>	<i>Look out! It's a dragon The Princess and the white bear king See inside castles - Flap book (Non-Fiction)</i>
Writing genres	<i>Autobiography</i>	<i>Non-chronological reports Newspaper entry (Florence Nightingale)</i>	<i>Narratives (adventure) Dairy entry Description writing</i>		<i>Instructions Recount</i>	<i>Non-chronological report Narrative (Fairy Tales)</i>
Curriculum writing opportunities	<i>Explanation (body parts)</i>	<i>Instructions</i>	<i>Informal Letter</i>		<i>Narrative (Fairy Tales – Jack and the Beanstalk)</i>	<i>Diary entry</i>
Maths (WhiteRose)	<i>Place value</i>	<i>Addition and subtraction Shape</i>	<i>Place value (within 20) Addition and subtraction Place value (within 50) Length and height Mass and volume</i>		<i>Multiplication and division Fractions Position and direction</i>	<i>Place value (within 100) Money Time</i>
Science	Scientists and inventors <i>- I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense. I can ask questions and know they can be answered in different ways. I can look closely, using equipment.</i>	Animals Inc. humans part 1 <i>- I can name and group, including identifying and classifying. - I can spot and name a variety of common animals (including fish, amphibians, reptiles, birds and mammals) - I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) - -</i>	Everyday Materials <i>- I can tell the difference between an object and the material from which it is made. - I can name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - I can describe some everyday materials (including simple physical properties) - I can make groups of materials based on what they are like. I can do tests.</i>	Animals Inc. humans part 2 <i>- I can spot and name a variety of common animals that are carnivores, herbivores and omnivores. I can name and group.</i>	Plants <i>- I can name some common wild and garden plants, including deciduous and evergreen trees. - I can name and describe the basic structure of a variety of common flowering plants including trees. I can use my observations and ideas to suggest answers to questions. I can collect and record data to help answer questions.</i>	Seasonal Changes <i>I can explain changes through autumn, winter, spring and summer. I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.</i>
History	Significant individuals & local study <i>I can sequence events from my own life. I can identify different ways to represent the past (photos, stories, adults talking, websites)</i>	Significant individuals <i>I know some reasons why people did things differently in the past. I can sort artefacts into "then" and "now". I can say how I know that an object is 'old' I can communicate my knowledge and understanding through time lines, drama and role play.</i>	Significant individuals & Events beyond living memory <i>I can begin to describe similarities and differences in artefacts. I can match objects to people of different ages I can use a range of sources to ask and answer questions about the past. I can communicate my knowledge and understanding through: writing (reports and recounts), drama and role play, timelines.</i>			Significant individuals and local study <i>I can sequence 3 or 4 artefacts from distinctly different periods of time. I know some reasons why people did things differently in the past. I can use a range of sources to ask and answer questions about the past. I can communicate my knowledge and understanding through: drawing, writing, class display/museum, annotated photographs</i>
Geography	Human and Physical Geography & Locational Knowledge <i>I can use world maps, atlases and globes to identify the United</i>		Geographical Skills & Map work <i>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area) and of a small area in a contrasting within the UK. (rural/urban)</i>		Human and Physical Geography <i>I can use simple fieldwork and observational skills to study the geography of their</i>	Locational Knowledge <i>I can name, locate and identify characteristics of the four countries of the United Kingdom. I can follow directions (up, down, left, right, forwards and backwards)</i>

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	<p>Kingdom and its countries I can identify seasonal and daily weather patterns in the United Kingdom. I can use world maps, atlases and globes to identify the United Kingdom and its countries</p>		<p>I can begin to discuss and name the seven continents.</p>	<p>school and its grounds and the key human and physical features. I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		
Art Inc. Artist	<p>Artists: Frida Kahlo (me) & Paul Sandby (Rochester, Kent)</p> <p><i>I can experiment with a range of mediums to create a variety of marks: pencils, rubbers, crayons, pens, pastels, chalk, and ink.</i></p> <p><i>I can draw a range of lines and shapes.</i></p> <p><i>I can use a range of tools to paint including a variety of brush sizes.</i></p> <p><i>I can name and mix primary colours to create secondary colours.</i></p> <p><i>I can take simple prints of objects. (background could be printed)</i></p>		<p>Artist: Vincent Van Gogh – Starry Night</p> <p><i>I can explore pattern and texture by describing, rubbing and copying</i></p> <p><i>I can use a range of tools to paint including a variety of brush sizes.</i></p> <p><i>I can name and mix primary colours to create secondary colours.</i></p> <p><i>I can experiment with textural techniques.</i></p> <p><i>I can explore constructing by joining recycled, manmade and natural materials. (cross-curricular with DT)</i></p>		<p>Artist: Willard Wigan (micro-sculptor)</p> <p><i>I can manipulate modelling materials in a variety of ways: rolling, joining and kneading.</i></p> <p><i>I can create sculptures of different sizes and shapes.</i></p>	
DT		<p>Designer: Robert Sabuda Mechanisms Sliders and Levers</p> <p><i>I can explore objects and designs to identify likes and dislikes.</i></p> <p><i>I can design products that have a clear purpose and have an intended user.</i></p> <p><i>I can create products using levers.</i></p> <p><i>I can demonstrate a range of techniques, such as gluing, hinges, or combining materials to strengthen.</i></p> <p><i>I can evaluate my product, identifying its strength and changes I might make.</i></p>	<p>Designer: Sir Alec Issigonis Mechanisms Wheels and axels</p> <p><i>I can explore and record how wheels and axels are used in everyday life.</i></p> <p><i>I can label the main components: body, chassis, wheels, axels, axel holder</i></p> <p><i>I can cut materials safely using tools provided including scissors and a junior hacksaw.</i></p> <p><i>I can design a product with a given design criteria.</i></p> <p><i>I can evaluate my product against the criteria given.</i></p>	<p>Designer: Adam Henshaw/or Local Farmer</p> <p>Food Preparing fruit and vegetable</p> <p>I understand where food comes from. I can use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>I can design purposeful, functional, appealing products based on design criteria.</p> <p>I can cut, peel or grate ingredients safely and hygienically. I can assemble or cook ingredients.</p>		
Computing	<p>Computing systems and networks – Technology Around Us</p> <p>To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly</p>	<p>Programming A – moving a robot</p> <p>To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program</p>	<p>Creating Media – Digital Painting</p> <p>To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture</p>	<p>Data and Information – Grouping data</p> <p>To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects</p>	<p>Creating Media – Digital Writing</p> <p>To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose</p>	<p>Programming B – programming animations</p> <p>To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program</p>

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		To find more than one solution to a problem	To compare painting a picture on a computer and on paper	To answer questions about groups of objects	To compare typing on a computer to writing on paper	
PSHE / RSE	<p>Aiming high</p> <p><i>I can recognise what makes me special. How to manage when things are difficult. I know the similarities and differences between families, communities and traditions. I can be confident when trying new activities. I can show care and concern for living things. I can talk about how to keep safe inside and outside of school.</i></p> <p>Black History Month I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds,</p>	<p>Safety First</p> <p><i>I can recognise the roles of different people. I can identify different roles within the family. I know the importance of family. I can talk about ways to feel safe inside and out of school I know about different jobs in the community</i></p> <p>Road Safety Week</p> <p>I can follow rules and begin to explain why we have rules</p>	<p>Relationships/ Digital well being</p> <p><i>I know how to keep myself safe. I know what it means to ask for permission. I understand how behaviour affects others. I understand age restrictions. I know how to stay safe online.</i></p> <p>Random Acts of kindness and friendship week I am beginning to be sensitive to and respect the feelings of others</p>	<p>Relationships/Teams</p> <p><i>I know the roles that different people play in my life. I understand the different groups I belong to. I know how to treat myself and others with respect I can talk about unkind behaviour like teasing and bullying.</i></p>	<p>Think positive</p> <p><i>I can be confident when trying new activities. I know what it means to be healthy. I can make good choices and consider the impact of my decisions. I understand ways to deal with big feelings</i></p> <p>Mental awareness week</p> <p>I am developing an awareness of my own needs, views and feelings</p>	<p>Diverse Britain.</p> <p><i>I can be safe in the sun. I can be confident when trying new activities. I know how to be polite and respectful. I can describe what it is like to live in the British Isles. I can describe ways that I can help my school and home community</i></p>
Physical Education	Tri-Golf (Indoors)	Football Gymnastics (Indoors)	Tag Ruby Rounders Tennis (Indoors)		Multi-Skills (Indoors) Kwik Cricket	Sports Day prep Athletics
<i>Subject to change depending on local sports events.</i>						
Music	Ballads	Creating compositions in response to animation	Rounders	Pitch and Tempo	Vocal and body sounds	Musical vocabulary
	Amanda Lane		Amanda Lane		Amanda Lane	
Religious Education	Christianity The Creation Story <i>Does God want Christians to look after the world?</i>	Christianity The Christmas Story <i>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</i>	Christianity Jesus as a friend <i>Was it always easy for Jesus to show friendship?</i>		Judaism Shabbat <i>Is Shabbat important to Jewish children?</i>	Judaism Chanukah <i>Does celebrating Chanukah make Jewish children feel closer to God?</i>

Warren Wood Primary Academy
Laurel Class curriculum overview

KS1 skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	The Great Fire of London		Healthy Superheroes and vile villains (Toys)	Secret Garden	Africa	
Key Question (Intent)	How has our past formed the world we see today?		What is unique about me?	Is a plant man-made or natural?	How does the UK compare to other (non-European) countries?	
English (core texts)	The Great Fire of London: Anniversary Edition Toby and the Great Fire of London		Inside the Villains Eliot, the Midnight Superhero Traction Man series	Katie and the Sunflowers Plants and me	Anna Hibiscus Lila and the secret of the rain African Animals	
Writing genres	Newspaper entry Non-chronological report Diary entry		Narrative (adventure) Informal letter	Instructions Poetry	Non-chronological reports Persuasive writing (adverts)	
Curriculum writing opportunities	Explanation Adverts		Autobiography/biography Comic strip stories	Biography – famous artist (Van Gogh) Narrative – fairy tale (link to Jack and the Beanstalk)	Letters/postcards Narratives – fables/folklore/Tinga tales	
Maths (WhiteRose)	Recap Year 1 skills Place Value Addition and subtraction Shape		Money Multiplication and division	Length and height Mass, capacity and temperature	Fractions Time Statistics Position and direction	
Science	<p style="text-align: center;">Everyday Materials & Scientists and inventors</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. I can describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can perform simple comparative tests. I can use my observations and ideas to suggest answers to questions noticing similarities, differences and patterns.</p>		<p style="text-align: center;">Animals inc humans</p> <p>I can understand that animals, including humans, have offspring which grow into adults. I can describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. I can identify, group and classify.</p>	<p style="text-align: center;">Plants</p> <p>I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I can use simple equipment to observe closely including changes over time. I can gather and record data to help in answering questions including from secondary sources of information. I can ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.</p>	<p style="text-align: center;">Living things and their habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	
History	<p style="text-align: center;">Events beyond living memory</p> <p>I know some reasons why people did things, why events happened and what happened as a result. I can describe similarities and differences between life in the past and now. I can compare two versions of a past event and say how they are similar and different. I can use a source –to ask questions (why, what, who, how, where) and find answers. I can communicate my knowledge and understanding through: writing</p>		<p style="text-align: center;">Changes within living memory</p> <p>I can sequence photographs etc from different periods of my life. I can describe memories of key events in my life.</p>			

**Warren Wood Primary Academy
Laurel Class curriculum overview**

	(recounts and reports), drama and role play, drawing, class display		
Geography	<p>Geographical Knowledge & Fieldwork Unit</p> <p>I can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop I can use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p>Geographical Knowledge & Fieldwork Unit</p> <p>I can name and locate the world's seven continents and five oceans I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>
Art Inc. Artist	<p>Artist: David Best</p> <p>I can investigate tone by drawing light/dark lines, patterns and shapes. I can join recycled, manmade and natural materials using techniques I know. I can select tools and give a reason for my choice. I can name and mix secondary colours and a range of tones. I can create texture with paint through tool techniques and adding materials to paint. I can recognise and name the techniques in artworks. I can describe an art work.</p>	<p>Artist: Roy Lichenstein</p> <p>I can control a range of mediums to create a range of marks: pencils, rubbers, crayons, pens, pastels, chalk, and ink. I can describe different patterns and textures and apply them to my drawing. I can create repeated pattern with print and recognise pattern in the environment. I can create texture with paint through tool techniques and adding materials to paint. I can name an artist, craft maker or designer and describe their work.</p>	<p>Artist: Abdoulaye Konate</p> <p>I can create texture with paint through tool techniques and adding materials to paint. I can create repeated pattern with print and recognise pattern in the environment. I can explore sculpture with a range of malleable materials. I can discuss form and shape in my sculptures. I can say what I like and do not like about an artwork. I can share my ideas, thoughts and feelings through my artwork.</p>
DT	<p>Design: Burj Khalifa Structures</p> <p>Free Standing I can draw on my own and other people's experiences to help generate ideas. I can identify a purpose for what I intend to design. I can identify simple design criteria. I know how to make simple drawings and label parts. I can make templates and mock ups of their ideas in card and paper or using ICT. I can begin to assemble, join and combine materials and components together using a variety methods.</p>	<p>Designer: Jamie Oliver Food</p> <p>Preparing fruit and vegetables I know that all food comes from plants or animals. I know that food has to be farmed, grown elsewhere or caught. I know how to name and sort foods into the five groups in 'The Eat Well Plate'. I know how to prepare simply dishes safely and hygienically, sometimes using a heat source. I know how to use to a range of techniques such as peeling, cutting, and grating,</p>	<p>Designer: Bonolo Moloji Textiles</p> <p>Templates and Joining techniques I can identify a target group for what I intend to design and make. I can develop my design ideas applying findings from my earlier research. I can model my ideas in card and paper. I can make my design using appropriate techniques. I can use tools e.g., scissors, needles I can begin to assemble, join and combine materials and components together using a variety method. I can begin to use simple finishing touches to improve the appearance of my product. I can evaluate my product as it is developed, identifying strengths and possible changes I might make.</p>

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	<p>I can make my design using appropriate techniques. I can begin to build structures, exploring how they can begin to be made stronger, stiffer and more stable.</p>					
Computing	<p>Computing systems – IT around us</p> <p>To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information technology beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology</p>	<p>Programming A – Robot Algorithms</p> <p>To describe a series of instructions as a sequence To explain what happens when we change the order of instructions To use logical reasoning to predict the outcome of a program (series of commands) To explain that programming projects can have code and artwork To design an algorithm To create and debug a program that I have written</p>	<p>Creating Media – Digital Music</p> <p>To say how music can make us feel To identify that there are patterns in music To show how music is made from a series of notes To show how music is made from a series of notes To create music for a purpose To review and refine our computer work</p>	<p>Data and Information – Pictograms</p> <p>To recognise that we can count and compare objects using tally charts To recognise that objects can be represented as pictures To create a pictogram To select objects by attribute and make comparisons To recognise that people can be described by attributes To explain that we can present information using a computer</p>	<p>Programming B – quizzes</p> <p>To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved</p>	<p>Creating Media – Digital Photography</p> <p>To use a digital device to take a photograph To make choices when taking a photograph To describe what makes a good photograph To decide how photographs can be improved To use tools to change an image To recognise that photos can be changed</p>
PSHE / RSE	<p>VIPS Relationships.</p> <p>I know what it means to be in a group. I understand different roles and responsibilities. I know how to make friends and what it means to be lonely. I know when to tell a secret and who too. I know harmless and not harmless secrets. I can identify my personal goals.</p> <p>Black History Month I know that there are similarities and differences between people: likes, gender, appearance, abilities, families,</p>	<p>Relationships/Be yourself</p> <p>I can recognise why people did things, why events happened and what happened as a result. I can identify differences between ways of life at different times. I know how to be kind and play with my friends. I can manage feelings and know when to ask for help. I know how the internet is used every day. I know what money is. I know how to play safe online. I know about different jobs in the community.</p> <p>Road safety week</p>	<p>Money Matters</p> <p>I know different sources that money comes from. Important to keep our money and belongings safe. I know how to keep track of what we spend. I can express an opinion.</p> <p>Random acts of kindness and friendship week. I can make decisions and begin to understand the repercussions of my choices</p>	<p>One world.</p> <p>I can be confident when trying new activities. I understand the difference between need and want. I can resist pressure from adults and peers. I can share my opinions.</p>	<p>It's my body.</p> <p>I know how to keep myself safe. I know what it means to seek permission. I understand what behaviour can be harmful. I know how to keep my teeth clean. I know the importance of medicines to keep myself healthy. I know how to stay safe online. I understand how to keep safe in the sun.</p> <p>Mental awareness week</p> <p>I am developing an awareness of my own needs, views and feelings</p>	<p>Growing up</p> <p>I can be confident when trying new activities. I know what it means to grow older. I can name body parts. I know how to play and work co-operatively. I can share my opinions. I can talk about moving class or Year groups.</p>

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	cultural backgrounds, etc.	I can follow rules I understand the need for rules				
Physical Education <i>Subject to change depending on local sports events.</i>	Tri-Golf (indoors) Infant Agility	Football Gymnastics (indoors)	Tag Rugby Rounders Tennis (Indoors) Dance (Indoors)		Kwik Cricket	Sports day prep Athletics (Indoors)
Music	Ballads	Creating compositions in response to animation	Developing singing technique and keeping in time	Pentatonic melodies and composition	Jazz	Traditional instruments and improvisation
		Amanda Lane – Teach songs for Choral Festival		Amanda Lane		Amanda Lane
Religious Education	Christianity Gospel Is it possible to be kind to everyone all of the time?	Christianity Incarnation Why do Christians believe God gave Jesus to the world?	Judaism Passover How important is it for Jewish people to do what God asks them to do? <hr/> Islam Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life?	Christianity Easter – Resurrection How important is it to Christians that Jesus came back to life after His crucifixion?	Judaism The Covenant How special is the relationship Jews have with God? <hr/> __Islam Community and Belonging Does going to a mosque give Muslims a sense of belonging.	Judaism Rites of Passage and good works What is the best way for a Jew to show commitment to God? <hr/> __Islam Hajj Does completing Hajj make a person a better Muslim?

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Pine Class curriculum overview

Year 5 and 6 Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	Vikings		Sustainability		Ancient Greece	
Key Question (Intent)	Why were myths and legends so important to the Viking people?		What is the impact of human activity on planet Earth?		What were the greatest achievements of the Ancient Greeks?	
English (core texts)	Viking Boy There's a Viking in my Bed		Floodland Under the weather Ducks Overboard		So You Think You've Got It Bad; A Kid's Life in Ancient Greece Odysseus Beasts of Olympus	
Writing genres	Advert Non-chronological report Narrative/Myths and Legends Formal letters		Diary entry Instructions Persuasive letter Balanced arguments		Newspaper report Recount Narrative Non-chronological report/Fact file	
Curriculum writing opportunities	Explanation text – Vikings		Formal Letter		Diary Entry	
Maths (WhiteRose)	Recap LKS2 skills Place value Addition and Subtraction Multiplication and Division A		Multiplication and Division B Length and perimeter Fractions Decimals		Decimals B Money Time Shape Position and direction	
Science	<p>Properties and changes of materials & Forces</p> <p>I can compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>I can recognise that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastic.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>I can plan different types of scientific enquiries to answer questions, including</p>		<p>Animals including humans & Living things and habitats</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>I can describe the life process of reproduction in some plants and animals.</p> <p>I can describe the changes as humans develop to old age.</p>		<p>Earth and Space</p> <p>I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>	

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	<p>recognising and controlling variables where necessary.</p> <p>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>I can use test results to make predictions to set up further comparative and fair tests.</p>		
History	<p>British History – impact and Settlement</p> <p>I know and can sequence key events from the period studied.</p> <p>I can use relevant terms and period labels.</p> <p>I can place the current study on a time line in relation to other studies.</p> <p>I can make comparisons between different times in the past.</p> <p>I know the causes and results of significant events and the impact on people.</p> <p>I know some similarities and differences of life in early and late 'times' of the periods studied.</p> <p>I can compare accounts of the same event from different sources – fact or fiction.</p> <p>I can give some reasons why versions of the same events can vary.</p> <p>I can identify primary and secondary sources.</p> <p>I can use a range of evidence to build up a picture of a past event</p> <p>I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> • working independently and in groups showing initiative • selecting an aspect of study to make a display <ul style="list-style-type: none"> • extended writing 		<p>A study of Greek life and achievements and their influence on the Western world</p> <p>I know and can sequence key events from the period studied.</p> <p>I can place the current study on a time line in relation to other studies.</p> <p>I can make comparisons between different times in the past.</p> <p>I know some different aspects of life for different people – eg men and women, rich and poor.</p> <p>I know the causes and results of significant events and the impact on people.</p> <p>I know some different aspects of life for different people – eg men and women, rich and poor.</p> <p>I can select relevant sections of information from a written source.</p> <p>I can use the library and internet for research with increasing confidence.</p> <p>I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> • fitting events into a display sorted by theme/ time <ul style="list-style-type: none"> • using appropriate terms • matching dates to people and events <ul style="list-style-type: none"> • extended writing • gathering information from several sources together in a fluent account
Geography	<p>Geographical Knowledge Unit</p> <p>I can compare 2 different regions in the UK (rural/urban)</p> <p>I can locate and name the main counties and cities in the United Kingdom.</p> <p>I can compare land use maps of UK from past with the present, focusing on land use. (Linking with History)</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>Geographical Knowledge & Fieldwork</p> <p>I can locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>I can identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>I can compare a region in UK with a region in N. or S. America with significant differences and similarities. <i>E.g. Link to Fairtrade</i></p> <p>I can discuss human geography including trade between UK and Europe and ROW including Fair/unfair distribution of resources.</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Art Inc. Artist	<p>Artist: Jack Kirby (comic book artist)</p> <p><i>I can plan a sculpture using observation studies and drawn plans.</i></p>	<p>Artist: Stephen Wiltshire</p> <p><i>I can use materials and techniques to show direction of light, tone, shadow in order to enhance artworks.</i></p>	<p>Artist: Victoria Topping</p> <p><i>I can experiment with different medium and materials for painting.</i></p>

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	<p><i>I can develop skills in clay using slabs, coils and slips.</i></p> <p><i>I can shape, form and construct using a variety of recycled, manmade and natural materials.</i></p> <p><i>I can evaluate and make improvements in my work in relation to techniques used and artworks studied.</i></p> <p><i>I can discuss my reasons for choosing techniques in my artwork.</i></p>		<p><i>I can work on sustained, detailed drawings.</i></p> <p><i>I can explore perspective, scale and proportion.</i></p> <p><i>I can compare and evaluate the choice of techniques in different artworks and their effectiveness.</i></p> <p><i>I can explore ideas from first hand observation, experience and imagination to develop ideas.</i></p>		<p><i>I can identify and mix complimentary and contrasting colours.</i></p> <p><i>I can experiment overprinting with motifs and colour.</i></p> <p><i>I can discuss art movements, and explain how historical and cultural developments in art, craft and design have affected artworks.</i></p>	
DT	<p style="text-align: center;">Designer: Vikings Structures and materials</p> <p>I can use research to identify and understand user needs.</p> <p>I can begin to reformulate my ideas when problems arise during the design/making process.</p> <p>I can develop and communicate my design ideas using annotated sketches, detailed plans, 3D modelling, oral and digital presentations.</p> <p>I can draw up a specification for my design-link with Science and Mathematics.</p> <p>I can select from a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing.</p> <p>I can select from a wider range of materials and components, including construction materials according to the functional and aesthetic qualities and properties.</p> <p>I can evaluate my product against the design criteria and consider the views of others to improve my work.</p> <p>I understand how key events and individuals in design technology have helped shaped the world.</p> <p>I can strengthen, stiffen and reinforce my product particularly more complex structures.</p>		<p style="text-align: center;">Designer: Namoi Ranouf Textiles Sustainability</p> <p>I can generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</p> <p>I can produce annotated sketches, prototypes, final product sketches and pattern pieces.</p> <p>I can plan the main stages of making.</p> <p>I can select and use a range of appropriate tools with some accuracy e.g., cutting, joining and finishing.</p> <p>I can select fabrics and fastenings according to their functional characteristics e.g., strength, and aesthetic qualities e.g., pattern.</p> <p>I can investigate a range of 3-D textile products relevant to the project.</p> <p>I can test my product against the original design criteria and with the intended user.</p> <p>I can take into account others' views.</p> <p>I can understand how a key event/individual has influenced the development of the chosen product and/or fabric.</p> <p>I know how to strengthen, stiffen and reinforce existing fabrics.</p> <p>I understand how to securely join two pieces of fabric together using sewing stitches e.g., running stitch, blanket stitch, back stitch, overstitch</p> <p>I know and use technical vocabulary relevant to the project</p> <p>I can evaluate how my textile looks and suggest ways that my product could be improved.</p>		<p style="text-align: center;">Designer: Argiro Barbarigou Food Health and varied diet.</p> <p>I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</p> <p>I can use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>I can plan the main stages of a recipe, listing ingredients, utensils and equipment.</p> <p>I can elect and use appropriate utensils and equipment to prepare and combine ingredients.</p> <p>I can select from a range of ingredients to make appropriate food products, thinking about sensory Characteristics.</p> <p>I can carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g., tables and simple graphs.</p> <p>I can evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>I know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>I know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p> <p>I know and use relevant technical and sensory vocabulary appropriately.</p>	
Computing	<p style="text-align: center;">Computing Systems and Networks</p> <p>To explain that computers can be connected together to form systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in</p>	<p style="text-align: center;">Creating Media - Vector drawing</p> <p>To identify that drawing tools can be used to produce different outcomes</p> <p>To create a vector drawing by combining shapes</p> <p>To use tools to achieve a desired effect</p> <p>To recognise that vector drawings consist of layers</p> <p>To group objects to make them easier to work with</p> <p>To evaluate my vector drawing</p>	<p style="text-align: center;">Creating Media - Video editing</p> <p>To explain what makes a video effective</p> <p>To identify digital devices that can record video</p> <p>To capture video using a range of techniques</p> <p>To create a storyboard</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p>	<p style="text-align: center;">Data and Information -Flat-file databases</p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how grouping and then sorting data allows us to answer questions</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be</p>	<p style="text-align: center;">Programming A - Selection in physical computing</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a program that controls a physical computing project</p>	<p style="text-align: center;">Programming B - Selection in quizzes</p> <p>To explain how selection is used in computer programs</p> <p>To relate that a conditional statement connects a condition to an outcome</p> <p>To explain how selection directs the flow of a program</p> <p>To design a program which uses selection</p> <p>To create a program which uses selection</p> <p>To evaluate my program</p>

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	different places work together To contribute to a shared project online To evaluate different ways of working together online			used to compare data visually To apply my knowledge of a database to ask and answer real-world questions		
PSHE / RSE	<p>Aiming High</p> <p>I understand what is meant by personal identity I can recognise individual qualities. I understand how people learn things and set achievable goals. I can recognise opportunities and how to make the most of them. I recognise different routes into work. I can identify personal strengths.</p> <p>Black History Month</p> <p>I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations,</p>	<p>Team.</p> <p>I understand what physical contact is. I recognise prejudice I can compromise and collaborate to ensure a task is completed and discrimination. I know how to show compassion. I know how to care for individuals on a team.</p> <p>Road Safety Week</p> <p>I can explore different rules, learning their value and purpose</p>	<p>Digital wellbeing.</p> <p>I know how to look after my digital wellbeing. I know how to stay safe and happy online. I know how to manage peer pressure. I understand that not all information online is true.</p> <p>Random acts of kindness and friendship week</p> <p>I can explore the right to live in freedom and individual liberty</p>	<p>Think Positive.</p> <p>I understand that mental health is as important as physical health. I know how to look after my body. I understand the concept and impact of positive thinking. I can manage my own feelings. I understand the importance of sleep. I understand what FGM is and who to speak to and keep safe. I understand what is meant by personal identity.</p>	<p>Safety first.</p> <p>I know how to keep safe and know what to do when I'm not feeling safe. I can assess and manage risks in different situations. I can act safely in an emergency. I know how to stay safe in the sun.</p> <p>Mental health awareness week</p> <p>I understand that mental health is as important as physical health</p>	<p>Diverse Britain.</p> <p>I can understand and discuss workplace stereotypes. I understand democracy. I can identify job interests and my aspirations understand the importance of caring for living things and people.</p>
Physical Education <i>Subject to change depending on local sports events.</i>	Hockey Tri-Golf Bush-craft session	Basketball Swimming (T2) Bush-craft session	Tag Rugby Netball Handball Bush-craft session		Kwik Cricket Gymnastics Bush-craft session	Sports day prep Athletics Dance Bush-craft session
Music	Composition notation Young Voices rehearsals	Blues Young Voices rehearsals	South and West Africa Young Voices Performance	Composition	Looping and remixing	Musical Theatre
Religious Education	<p>Sikhism Belief into action <i>How far would a Sikh go for his/her religion?</i></p> <hr/> <p>Hinduism Prayer and Worship <i>What is the best way for a Hindu to show commitment to God?</i></p>	<p>Christianity Christmas <i>Is the Christmas story true?</i></p>	<p>Sikhism Beliefs and moral values <i>Are Sikh stories important today?</i></p> <hr/> <p>Hinduism Hindu Beliefs <i>How can Brahman be everywhere and in everything?</i></p>	<p>Christianity Easter <i>How significant is it for Christians to believe God intended Jesus to die?</i></p>	<p>Sikhism Prayer and Worship <i>What is the best way for a Sikh to show commitment to God?</i></p> <hr/> <p>Hinduism Beliefs and moral values <i>Do beliefs in Karma, Samsara and moksha help Hindus lead good lives?</i></p>	<p>Christianity Beliefs and Practices <i>What is the best way for a Christian to show commitment to God?</i></p>

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Modern Foreign Languages	Bon appétit et bonne santé (Healthy eating)	Je suis le musicien (I am the music man)	En route pour l'école (On the way to school)	Scène de la plage (Beach scene)	Le retour du printemps (The return of Spring)	Les planetes (The Planets)
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