Note – the 2021-22 year does include more NC content than usual to ensure no loss in learning as we switched to a new class structure.
For example, in science, LKS2 objectives and UKS2 objectives are shown – year 4 are taught LKS2 objectives and year 5 are taught UKS2 objectives.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	FORCES & MAGNETS LKS2 compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing UKS2 describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	ELECTRICITY LKS2 identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors UKS2 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram	LIGHT LKS2 recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change UKS2 recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	ANIMALS INCLUDING HUMANS LKS2 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement UKS2 describe the changes as humans develop to old age	LIVING THINGS & THEIR HABITATS LKS2 recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things UKS2 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals	
	WORKING SCIENTIFICALLY LKS2 • asking relevant questions and using different types of scientific enquiries to answer them					

	• setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings UKS2 • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments		
History	ROYALTY A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies John, Henry VIII, Anne, Victoria, Elizabeth II note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information	INDUS VALLEY The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Indus Valley note connections, contrasts and trends over time and develop the appropriate use of historical terms construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources	CRIME & PUNISHMENT A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: changes in an aspect of social history of crime and punishment from the Anglo-Saxons note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance understand how our knowledge of the past is constructed from a range of sources
	develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied		
Geography	MAPPING IN OUR LOCAL AREA Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	ALL AROUND THE WORLD Locational knowledge - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	SOMEWHERE TO SETTLE Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight

	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies.				points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world	
RE	BUDDHISM Is it possible for everyone to be happy? (DRE)	CHRISTIANITY **Incarnation:** What is the most significant part of the Christmas story for Christians today? (DRE)	JUDAISM How important is it for Jewish people to do what God asks them to do? (DRE)	CHRISTIANITY **Salvation/ Gospel**: What kind of world did (does) Jesus want? (UC 2a.4)	BUDDHISM What is the best way for a Buddhist to lead a better life? (DRE)	CHRISTIANITY **Kingdom of God:** What was the impact of Pentecost? (UC 2a.6)
PSHE	VIPS discuss how our attitudes impact new friendships being made; create a plan for being an anonymous friend over the course of a week; reflect on the different characters in the dares story and discuss the different outcomes for each character; create a role play about positive resolution techniques; create a poster with ideas to help someone who is being bullied	SAFETY FIRST appreciate what being responsible means and name some of their responsibilities. give examples of a range of risky or dangerous situations. appreciate that doing something risky may lead to danger. describe where pressure to do things can come from identify people who can help us in an emergency. identify safety precautions that can be taken when using roads, water or railways. explain some of the ways in which drugs, cigarettes and alcohol affect the human body. explain some of the ways to treat common injuries. explain how to keep themselves and others safe in an emergency situation. identify what information will need to be shared with an emergency services operator	DIGITAL WELLBEING recognise why it is important to balance time online and offline for wellbeing; empathise with a cyberbullying victim; respond appropriately to different online scenarios; recognise the role they play in sharing information responsibly online; understand the consequences of sharing certain information, images and videos online; explain the potential negative impact from sharing things online	THINK POSITIVE understand that having a positive attitude is good for our mental health. understand the causes of negative thoughts. identify ways to cope with negative thoughts. understand the impact certain changes can have on people and how it can affect them emotionally. identify some mindfulness techniques and discuss which they like to use. identify strategies to cope with uncomfortable emotions	ONE WORLD give reasons for similarities and differences between people's lives. detail if they feel something is fair or not. give reasons for their own opinions. recognise how their actions impact on people in different countries. discuss climate change in terms of what it is and its effects. explain how organisations help people in need	GROWING UP explain what the male and female reproductive body parts are for; discuss ways in which people can deal with or overcome emotions experienced during puberty; show respect for the differences between different families; describe the different types of relationship that exist, without prejudice; show an awareness of myths surrounding pregnancy and birth; describe the conception and birth of a baby, using some scientific vocabulary
Computing	WORD PROCESSING use Word/Pages on digital devices to design and create content, presenting data and information		ANIMATION use software on tablets to design and create content	SCRATCH PROGRAMMING design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	USING AND APPLYING SKILLS select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	

			problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
	ONLINE SAFETY use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			
Art	BODIES develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint & clay	EUROPEAN ART AND ARTISTS develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and paper craft.	ARTIST STUDY: ANDY WARHOL about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing and painting
Design & Technology	BATTERY OPERATED LIGHTS Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional prototypes Make: select from and use a wider range of tools and equipment to perform practical tasks; accurately select from and use a wider range of materials and components according to their functional properties and aesthetic qualities Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against own design criteria and consider the views of others to improve work; understand how key events and individuals in design and technology have helped shape the world Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use electrical systems in their products: series circuits incorporating switches & bulbs		SUPER SEASONAL COOKING Cooking and nutrition: how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking. understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Music	GETTING ON WITH MUSIC TECH		EMOTIONS AND MUSICAL STYLES	EXPLORING KEY AND TIME SIGNATURES	INTRODUCING CHORDS	
PE * In some cases we may take advantage of sport specialists/ coaches which may replace our second (bottom) unit	CRICKET I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.	FOOTBALL I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this.	DANCE I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.	GYMNASTICS I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.	TAG RUGBY I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.	ATHLETICS I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.
	DODGEBALL I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when	BASKETBALL I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when	YOGA I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner. I can identify how different activities can benefit my physical health. I can move with control from one pose to another demonstrating good balance. I can provide feedback to others using key terminology. I can use feedback provided to improve my work.	HOCKEY I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to	ORIENTEERING I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task. I can work effectively with a partner and a small group,	TENNIS I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game.

	to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.	to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	I can use my breath to move from pose to pose. I show strength and flexibility whilst holding yoga poses.	contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.	sharing ideas and agreeing on a team strategy.	I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.
MFL - French	FOOD GLORIOUS FOOD engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		FAMILY AND FRIENDS explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English		ALL AROUND TOWN listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing	