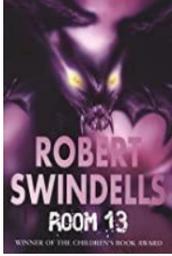
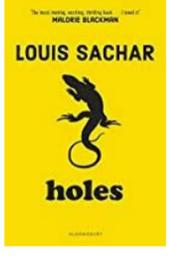
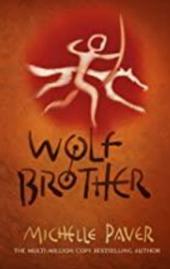
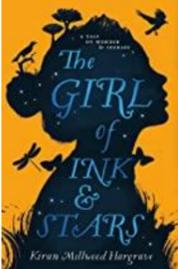
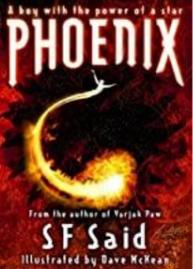
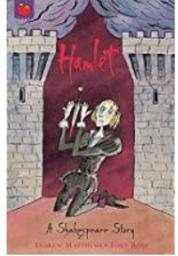
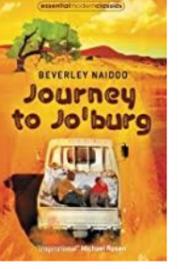


Orchid	Year 1 (2020-2021) NC objectives						Year 2 (2021-2022) NC objectives					
Term	1	2	3	4	5	6	1	2	3	4	5	6
Topic	UK	Crime and punishment	Mountains	Vikings	Out of Africa		Ancient Greeks	Space Explorers	Extreme environments	Brunel	Being Human	
English main text links Fiction Non fiction <i>Poetry</i>	The boy, the mole, the fox and the horse Room 13 <i>The lost words</i> Newspaper articles/books	Holes <i>The Highwayman</i> Newspaper articles/books Holes,	The Brockenspectre When the mountains roared Newspaper articles/books	Beowulf (M. Morpurgo) Newspaper articles/books	Wolf Brother (Michelle Paver) What Darwin Saw The Mollie Bird Darwin's rival: Alfred Russel Wallace Newspaper articles/books KS2 play		The girl of ink and stars Newspaper articles/books	Phoenix (SF Said) Newspaper articles/books	Shackleton's Journey Trapped! Newspaper articles/books	Street Child Newspaper articles/books	Hamlet Newspaper articles/books KS2 Play	Journey to Jo'burg Newspaper articles/books
Books			 		 							
Science	Lifecycles Yr5 Lifecycles of plants and animals	Changes in humans Yr 5 Changes as humans grow old	Forces Yr 5 Forces	Classifying Yr6 Classifying	Evolution Yr6 Evolution and inheritance	Investigations and topic catchup	Electricity Yr6 Electricity	Space Yr 5 Space	Light Yr6 Light	Changing materials Yr 5 Properties and changes of materials	Animals incl. humans Yr6 Animals including humans: diet, exercise drugs	Investigations and catchup topics
Geography	UK Geography		Mountains		Mapping skills			EU	Volcanoes		Local area and region	
History		Crime and punishment Extended chronological study: Changes in an aspect of social history, crime and punishment from the Anglo-Saxons to the present		Vikings and Anglo Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			Ancient Greeks a study of Greek life and achievements and their influence on the western world			Brunel and Industrial revolution a local history study		
French Mr. French SOW PPA cover	Review yr3/4 Numbers 1-100 Colours, birthdays, greetings, family, pets	Time Daily routine	Physical description In the city and directions	Clothes and colour Shopping for clothes	NONE	Snacks and drinks Write a letter to a friend	Review yr3/4 Numbers 1-100 Colours, birthdays, greetings, family, pets	Emotions Body parts	Doctors Countries and cities	Travel round the world Nationality	NONE	Euros At the supermarket
Art & Design	<u>Artist study:</u> Banksy – Graffiti art	DT: Sew a fabric item. DT: Design and make exploding boxes	DT (Cams): make a toy with oscillating, rotating or reciprocating movement.	Art: Collage and charcoal Beowulf mood picture. Clay dragon eyes Anglo Saxon art	DT: Cooking: Celebrating culture and seasonality (e.g. savoury scones and biscuits, soup.)	DT: Make a Neolithic meal Art: Anthotype art <u>Artist Study:</u>	DT: Make an electrical system using more complex switches and circuits. (alarm, automatic nightlight...)	<u>Artist Study: Dali</u> – the Space Elephant – mixed media Design and make Axa eyeballs (food)	DT: Make a moving shadow puppet. Art (ice landscapes) in the style of illustrator William Grill	DT: Make a framed structure Artist Study: Brandon Jamison (sugar cube sculpture)	<u>Artist study:</u> Monet Drawing outside scenes/ watercolours	DT: Sew textile item designed using CAD Art: design and make African patterns on fabric (use in DT)

		Artist study: Frank Bowling (tipping art)			Art: Shading. Sketching fossils Art: using natural veg dyes	Kandinsky (circles and trees)	Greek buildings Art: Lino printing.	Pencil moon pictures	Sculpture: Mod Roc crew member	William Morris		
PSHE	Coram Scarf Yr6 Me and my relationships	Coram Scarf Yr5 Staying safe	Coram Scarf Yr6 Valuing difference	Coram Scarf Yr6 Rights and responsibilities	Coram Scarf Yr6 Being my best	Coram Scarf Yr6 Growing and changing	Coram Scarf Me and my relationships	Coram Scarf Valuing differences	Coram Scarf Staying safe	Coram Scarf Rights and responsibilities	Coram Scarf Being my best	Coram Scarf Growing and changing
PE Sport Coach Yr1 Set Yr2 Assumed	Chance to Shine Cricket Hockey	Tag Rugby Gym	Hockey Dance (Bhangra)	Football Basketball	Gym Rounders	Athletics Tennis	Tag rugby Dance (Thriller)	Football Gym	Hockey Gym	Hockey Basketball	Cricket Rounders	Athletics Tennis
Music PPA cover IR												
Computing PPA cover IR												

National Curriculum Guidelines KS2

(Only objectives covered by UKS2). English, maths and science not included below.

Art and design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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 a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 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
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and technology

When designing and making, pupils should be taught to:

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 their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their 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 mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

Pupils should be taught to:

- 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.

Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

Place knowledge

- 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 within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 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 points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- Viking raids and invasion □ resistance by Alfred the Great and Athelstan, first king of England □ further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer;

The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen c. AD 900; Mayan civilization

French

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Music

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations □ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

PSHE TBC

PE

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending □ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team □ compare their performances with previous ones and demonstrate improvement to achieve their personal best.