



## **Curriculum - Rolling Programme (KS1 and KS2)**

The two year rolling programme that Stapleford Primary School follows has been created to ensure that the content of the National Curriculum is covered without children repeating topics. The programme has a Year A and a Year B. All classes in Key Stages 1 & 2 work within the same Year of the Programme e.g. in the 2016-17 academic year everyone will follow Year A.

English and Maths follow the yearly expectations in the new National Curriculum. Progress is measured termly using the Herts for Learning assessments (the non-levels).

**Mathematics:** There is no set scheme that must be used to deliver the Mathematics here at Stapleford. We encourage teachers to use a variety of resources to deliver the National Curriculum. To support their planning teachers have access to: Hamilton trust planning, Big Maths, Mathletics, Testbase, Target Your Maths, Abacus and Espresso.

**English:** There is no set scheme that must be used to deliver the English here at Stapleford. We encourage teachers to use a variety of resources to deliver the National Curriculum. To support their planning teachers have access to: Hamilton Trust Planning, SPAG.com, Espresso and Testbase.

**Phonics:** Teachers deliver phonics using a variety of resources such as the Letters and Sounds Phonic Programme and Phonics Play. Children choose their daily reading books from the school Book Band reading scheme which introduces phonics gradually.

**Reading Recovery Scheme:** We use a reading recovery scheme (Rapid Readers) to support children below age related expectations in reading.

**Spellings:** Our spelling scheme is in line with the National Curriculum. The children receive a weekly spelling list with activities to reinforce their learning and understanding of the words they are given. These are differentiated throughout the classes. The children have opportunities during lesson time to practise their spellings using different strategies. By providing the children with a range of strategies we equip them with the independence to attempt spellings before asking for adult help. We particularly want the children to develop a love of language and the confidence to spell more challenging and ambitious words. In allowing them opportunities to develop a rich and exciting vocabulary, we are enabling them to become effective communicators. The spellings are handed out weekly and are tested the following week.

**Handwriting:** Nursery children learn pre-cursive letter formation. From their Reception Class year children learn cursive letter formation. As soon as a child is showing accurate cursive letter formation which is consistent in size they should be encouraged to join their handwriting. Joins are modelled in class. All children should be encouraged to join by Year 2.

**History, Geography, Art and Design (milestones) and Design and Technology** are linked in a themed approach – pupils apply English, Maths and Computing skills in these areas wherever possible. Pupils practise their maths skills outside the maths lessons at every opportunity. History and geography are to be taught for one half-term each term unless it is more appropriate to block the topic.

**Computing:** We follow the Herts for Learning Computing Scheme version 3.1.

**RE:** We follow the Hertfordshire Agreed Syllabus of Religious Education 2017-2022.

**Music:** We follow the Music Express scheme of work. In year 4 the children learn to play stringed instruments as part of the Wider Opportunities scheme (WOPS) offered by the Hertfordshire Music Service.

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**PSHE:** The Government's PSHE education review concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The DfE has however stated as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. In the absence of a new programme of study from the DfE, the **PSHE Association**, in consultation with a wide variety of agencies and PSHE practitioners, has produced a programme of study based on the needs of today's pupils and schools. **Stapleford Primary School has adopted this programme of study.** Alongside this we run Philosophy for Children P4C and use the Social and Emotional Aspects of Learning (SEAL) resources.

**PE:** The school has purchased the Skills2Achieve programme created by the Youth Sports Trust to support the teachers in their delivery and assessment of PE. PE coaches are used to enhance the provision of PE.

**Science:** We do not follow a set scheme of work to deliver the science curriculum. Teachers are encouraged to include a practical element in every science lesson. Learning through investigation is promoted and a whole school approach to recording an investigation is in place e.g. 1. What am I trying to find out? 2. What will I need? 3. How will I make it a fair test? 4. What is my prediction? 5. Results – What happened? 6. Conclusion – What have I learnt?

**Modern Foreign Language (MFL) – FRENCH:** The foreign language taught at Stapleford is French. French lessons begin in Key Stage 2 although younger children are able to join French Club. Simple French such as counting to 10 is encouraged lower down the school. The Scheme that is taught is called "La Farandole."

**KS1 (Class 3) Rolling Programme**

Subject	Year A (2016-2017), (2018-2019), (2020-2021) etc.			Year B (2017-2018), (2019-2020), (2021-2022) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Art and Design	<p><b>Artist:</b> Henri Rousseau</p> <p><b>Skill:</b> Drawing and painting</p> <p><b>Technique:</b> Pattern and texture</p>	<p><b>Artist:</b> Andrew Goldsworthy</p> <p><b>Skill:</b> Environmental Sculpture - link to Design and Technology</p> <p><b>Technique:</b> Texture and pattern</p>	<p><b>Artist:</b> Piet Mondrian</p> <p><b>Skill:</b> Printing/Painting – block colours: Link to computing</p> <p><b>Technique:</b> Colour</p> <p>And:</p> <p><b>Artist:</b> Claude Monet</p> <p><b>Skill:</b> Painting nature around us e.g. school pond etc.</p> <p><b>Technique:</b> Light and colour</p>	<p><b>Artist:</b> Joseph Turner e.g. <i>Fire at the Grand Storehouse of the Tower of London 1841</i></p> <p>Link to History topic</p> <p><b>Skill:</b> Painting using chalk pastels</p> <p><b>Technique:</b> Colour</p>	<p><b>Artist:</b> Josiah Wedgwood and Sons</p> <p><b>Skill:</b> Sculpture using Paper Mache</p> <p><b>Technique:</b> Form and space</p> <p>And:</p> <p><b>Artist:</b> Leonardo da Vinci</p> <p><b>Skill:</b> Sketching/drawing to draw Florence Nightingale</p> <p><b>Technique:</b> Line and shading</p>	<p><b>Artist:</b> Vincent van Gogh</p> <p><b>Skill:</b> Painting using watercolours</p> <p><b>Technique:</b> Colour</p> <p>And:</p> <p><b>Artist:</b> L. S. Lowry</p> <p><b>Skill:</b> Sketching using chalk pastels</p> <p><b>Technique:</b> Line and Shading</p>
Computing	<p>Let's Create</p> <p>eSafety</p>	<p>Talking and Sharing</p> <p>eSafety</p>	<p>Starting Research</p> <p>eSafety</p>	<p>Getting Creative</p> <p>eSafety</p>	<p>Discovering Programming</p> <p>eSafety</p>	<p>Visual Information</p> <p>eSafety</p>
Design and Technology	<p><b>Design, Make and Evaluate + Technical Knowledge:</b> Build models of aeroplanes – Link to History topic</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b> Link to science week activities</p> <p><b>Design, Make and Evaluate + Technical Knowledge:</b> Build models of boats – Link to History topic</p>	<p><b>Cooking and Nutrition:</b></p> <p>i) Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>ii) Understand where food comes from.</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b> Build Great Fire of London, Pudding Lane houses – link to History topic</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b> Link to science week activities</p> <p>Cooking and Nutrition:</p> <p>i) Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>ii) Understand where food comes from.</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b> Build bridges and viaducts – Link to History topic</p>
French	KS2 only	KS2 only	KS2 only	KS2 only	KS2 only	KS2 only
Geography	<p><b>Human and Physical:</b></p> <p>i) Identify seasonal and daily weather patterns in the UK.</p>	<p><b>Geographical Skills and Fieldwork:</b></p> <p>i) World map work</p> <p>ii) Work using atlases</p> <p>iii) Work using a globe</p>	<p><b>Locational knowledge:</b></p> <p>i) Name and locate 7 continents and 5 oceans</p> <p>ii) Name, locate and identify characteristics of 4 UK capitals + surrounding areas. Then contrast them.</p>	<p><b>Place Knowledge:</b></p> <p>i) Contrast human and physical geography in a local area with a small non-European country.</p> <p><b>Human and Physical:</b> Look at the surrounding areas around London – make comparisons to the time of the Great Fire of London – link to History topic.</p>	<p><b>Human and Physical:</b></p> <p>i) Identify hot and cold places in the world. Why are they hot/cold? Look at physical geography of each.</p>	<p><b>Geographical Skills and Fieldwork:</b></p> <p>i) Learn how to use a compass</p> <p>ii) Learn how to read and create a map</p> <p>iii) Plan routes and give directions using compasses and maps</p>

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History	<p><b>Event beyond living memory:</b> i) The first aeroplane flight</p> <p><b>Significant lives:</b> i) The Wright Brothers</p>	<p><b>Event beyond living memory:</b> i) The Discovery of the Americas</p> <p><b>Significant lives:</b> i) Christopher Columbus</p>	<p><b>Event in living memory:</b> i) London Olympics 2012 ii) Creation of the internet</p> <p><b>Significant lives:</b> i) Tim Berners Lee (creator of the internet – he was included in the 2012 Olympic opening Ceremony)</p>	<p><b>Event beyond living memory:</b> i) Great Fire of London</p> <p><b>Significant lives:</b> i) Samuel Pepys</p> <p><b>Event beyond living memory:</b> i) The Gunpowder Plot</p> <p><b>Significant lives:</b> i) Guy Fawkes</p>	<p><b>Event beyond living memory:</b> i) The Crimean War</p> <p><b>Significant lives:</b> i) Florence Nightingale</p> <p><b>Event in living memory:</b> i) Moon landings</p> <p><b>Significant lives:</b> ii) Neil Armstrong</p>	<p><b>Significant local event:</b> i) Building Welwyn Viaduct</p> <p><b>Significant lives:</b> i) William Cubbitt (designed Welwyn Viaduct) ii) Queen Victoria (refused to go over viaduct)</p>
Music	Music Express Year 1 Term 1	Music Express Year 1 Term 2	Music Express Year 1 Term 3	Music Express Year 2 Term 1	Music Express Year 2 Term 2	Music Express Year 2 Term 3
PE	Football and Multi-Skills	Hockey, Gym, Tennis and Dance	Athletics , Rounders and Cricket	Football and Multi-Skills	Hockey, Gym, Tennis and Dance	Athletics , Rounders and Cricket
PSHE	<p>Health and Well Being</p> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p> <p>SEAL Resources</p>	<p>Relationships</p> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p> <p>SEAL Resources</p>	<p>Living in the wider world – Economic wellbeing and being a responsible citizen</p> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p> <p>SEAL Resources</p>	<p>Health and Well Being</p> <p>Philosophy for Children P4C: <b>New Beginnings and Getting on and falling out</b></p> <p>SEAL Resources</p>	<p>Relationships</p> <p>Philosophy for Children P4C: <b>Going for goals and Good to be me</b></p> <p>SEAL Resources</p>	<p>Living in the wider world – Economic wellbeing and being a responsible citizen</p> <p>Philosophy for Children P4C: <b>Relationships and Changes</b></p> <p>SEAL Resources</p>
RE	<p>Thanking God for Nature</p> <p>Signs and Symbols</p> <p>Christmas</p>	<p>Belonging</p> <p>Easter</p>	<p>Books and Stories</p> <p>Religious Leaders</p> <p>Easy Questions, Difficult Answers</p>	<p>Light</p> <p>Signs and Symbols</p> <p>Christmas</p>	<p>Special Places, Sacred Spaces</p> <p>Easter</p>	<p>Books and Stories</p> <p>Religious Leaders</p> <p>Easy Questions, Difficult Answers</p>
Science	<p>Animals Including Humans (Yr2)</p> <p>Uses of Everyday Materials (Yr2)</p>	<p>Seasonal Changes (Yr1)</p> <p>Science Week</p>	Plants (Yr1)	<p>Animals Including Humans (Yr1)</p> <p>Everyday Materials (Yr1)</p>	<p>Living Things and Their Habitats (Yr2)</p> <p>Science Week</p>	Plants (Yr2)

**Lower KS2 (Class 2) Rolling Programme**

Subject	Year A (2016-2017), (2018-2019), (2020-2021) etc.			Year B (2017-2018), (2019-2020), (2021-2022) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Art and Design	<p><b>Skill:</b> Drawing – careful observation</p> <p><b>Technique:</b> Charcoals</p> <p><b>Skill:</b> Textiles</p> <p><b>Technique:</b> Knotting , plaiting, fraying, combing, looping</p>	<p><b>Skill:</b> Painting</p> <p><b>Technique:</b> Pointillism</p> <p><b>Skill:</b> Sculpture - Clay</p> <p><b>Technique:</b> Joining and using the coil method</p>	<p><b>Skill:</b> Printing</p> <p><b>Technique:</b> Printing with objects they have made themselves.</p> <p><b>Skill:</b> Sketching/drawing</p> <p><b>Technique:</b> Line and shading</p>	<p><b>Skill:</b> Drawing – shape and proportion</p> <p><b>Technique:</b> Ink</p> <p><b>Skill:</b> Chalk</p> <p><b>Technique:</b> Texture and pattern</p>	<p><b>Skill:</b> Collage</p> <p><b>Technique:</b> Overlaying surfaces</p> <p><b>Skill:</b> Painting</p> <p>Link to computing</p> <p><b>Technique:</b> Colour</p>	<p><b>Skill:</b> Sculpture</p> <p><b>Technique:</b> Papier mache</p> <p><b>Skill:</b> Textiles</p> <p><b>Technique:</b> 3 dimensional pieces</p>
Computing	<p>Accuracy Counts</p> <p>eSafety</p>	<p>Developing Communication</p> <p>eSafety</p>	<p>Authoring</p> <p>eSafety</p>	<p>Keeping Informed</p> <p>eSafety</p>	<p>Bring Images to Life</p> <p>eSafety</p>	<p>Programming and Games</p> <p>eSafety</p>
Design and Technology	<p><b>Design, Make and Evaluate + Technical Knowledge:</b></p> <p>Link to history: Make models of Stone Age and Iron Age villages</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b></p> <p>Link to science week activities</p> <p><b>Cooking and Nutrition:</b></p> <p>i) Understand and apply the principles of a healthy and varied diet</p> <p>ii) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>iii) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b></p> <p>Link to RE: Make models of Sacred places</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b></p> <p>Link with Geography: Make models of volcanoes (link to science and create a lava flow through the model)</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b></p> <p>Link to science week activities</p> <p><b>Cooking and Nutrition:</b></p> <p>i) Understand and apply the principles of a healthy and varied diet</p> <p>ii) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>iii) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><b>Design, Make and Evaluate + Technical Knowledge:</b></p> <p>Link to history: Look into the design of World War I trenches (zig zag why?) make model of trenches and bunkers.</p>
French	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher

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Geography	<p><b>Locational knowledge:</b> locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p><b>Geographical skills and fieldwork:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Physical geography:</b> describe and understand key aspects of: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. <b>Main focus: Earthquakes</b></p>	<p><b>Human And Physical Geography:</b> 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.</p>	<p><b>Geographical skills and fieldwork:</b> 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</p>	<p><b>Place Knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European Country, and a region within North of South America.</p> <p><b>Geographical skills and fieldwork:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Physical geography:</b> describe and understand key aspects of: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. <b>Main focus: Volcanoes</b></p>
History	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	A local history study: The Woodhall Estate and the Abel Smith family	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	World War One - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Music	<p>Music Express Year 3 Term 1</p> <p>Year 4 children attend Wider Opportunities (WOPS) Orchestra</p>	<p>Music Express Year 3 Term 2</p> <p>Year 4 children attend Wider Opportunities (WOPS) Orchestra</p>	<p>Music Express Year 3 Term 3</p> <p>Year 4 children attend Wider Opportunities (WOPS) Orchestra</p>	<p>Music Express Year 4 Term 1</p> <p>Year 4 children attend Wider Opportunities (WOPS) Orchestra</p>	<p>Music Express Year 4 Term 2</p> <p>Year 4 children attend Wider Opportunities (WOPS) Orchestra</p>	<p>Music Express Year 4 Term 3</p> <p>Year 4 children attend Wider Opportunities (WOPS) Orchestra</p>
PE	Basketball, Tag Rugby, Football and Dance	Hockey, Gym and Swimming	Athletics, Rounders and Cricket	Basketball, Tag Rugby, Football and Dance	Hockey, Gym and Swimming	Athletics, Rounders and Cricket
PSHE	<p>Health and Well Being</p> <p>Philosophy for Children P4C</p> <p>SEAL Resources</p>	<p>Relationships</p> <p>Philosophy for Children P4C</p> <p>SEAL Resources</p>	<p>Living in the wider world – Economic wellbeing and being a responsible citizen</p> <p>Philosophy for Children P4C</p> <p>SEAL Resources</p>	<p>Health and Well Being</p> <p>Philosophy for Children P4C</p> <p>SEAL Resources</p>	<p>Relationships</p> <p>Philosophy for Children P4C</p> <p>SEAL Resources</p>	<p>Living in the wider world – Economic wellbeing and being a responsible citizen</p> <p>Philosophy for Children P4C</p> <p>SEAL Resources</p>
RE	<p>Stories of Key Religious Leaders</p> <p>Belonging: Hinduism Teaching about God</p> <p>Christmas</p>	<p>Events in the Life of Jesus</p> <p>Belonging: Sikhism</p> <p>Easter</p>	<p>Rules and How They Influence Actions</p> <p>Special Places, Sacred Spaces</p>	<p>Ways of Describing God</p> <p>Christmas</p>	<p>Events in the Life of Jesus</p> <p>Sharing Food as Part of Religious Worship</p> <p>Easter</p>	<p>Sacred Writings and Stories</p>
Science	<p>Animals Including Humans (Yr4)</p> <p>States of Matter (Yr4)</p>	<p>Light (Yr3)</p> <p>Science Week</p>	<p>Plants (Yr3)</p> <p>Forces and Magnets (Yr 3)</p>	<p>Animals Including Humans (Yr3)</p> <p>Electricity (Yr4)</p>	<p>Living Things and Their Habitats (Yr4)</p> <p>Science Week</p>	<p>Sound (Yr4)</p> <p>Rocks (Yr3)</p>

**NOTE:** Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum.

June 2017



**Upper KS2 (Class 1) Rolling Programme**

Subject	Year A (2016-2017), (2018-2019), (2020-2021) etc.			Year B (2017-2018), (2019-2020), (2021-2022) etc.		
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term
Art and Design	<p><b>Skill:</b> Drawing</p> <p><b>Technique:</b> Oil pastels</p> <p><b>Skill:</b> Sculpture</p> <p><b>Technique:</b> Clay skills</p>	<p><b>Skill:</b> Drawing</p> <p><b>Technique:</b> Sketching with pencil</p> <p><b>Skill:</b> Textiles</p> <p><b>Technique:</b> Applique</p>	<p><b>Skill: Drawing</b></p> <p><b>Technique:</b> Shading + types of drawing e.g. cartoons, diagrams, sketches</p> <p><b>Skill:</b> Painting</p> <p><b>Technique:</b> Painting with implements other than brushes</p>	<p><b>Skill:</b> Printing</p> <p><b>Technique:</b> Lino printing, joining prints</p> <p><b>Skill:</b> Sculpture</p> <p><b>Technique:</b> papier mache and clay – drape-moulding technique (placing slabs over cylinders)</p>	<p><b>Skill:</b> Drawing</p> <p><b>Technique:</b> Sketching with Charcoal</p> <p><b>Skill:</b> Textiles</p> <p><b>Technique:</b> textiles from other cultures, weaving, dyeing</p>	<p><b>Skill:</b> Painting</p> <p><b>Technique:</b> Classical painters, emotion and colour</p> <p><b>Skill: Drawing</b></p> <p><b>Technique:</b> horizons and skyline.</p>
Computing	Data Matters eSafety	Morphing image eSafety	Information models eSafety	Sound works eSafety	Robotics and systems eSafety	Staying connected eSafety
Design and Technology	<p>Link to history: Look at the design of different types of pyramids. Make models of pyramids.</p>	<p>Link to science week activities</p> <p><b>Cooking and Nutrition:</b></p> <p>i) Understand and apply the principles of a healthy and varied diet</p> <p>ii) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>iii) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Link to science: build vehicles and test to see how far they roll. Consider the forces at work.</p>	<p>Link to history: Look at the design of Greek pottery. Make clay pots in the Greek style.</p>	<p>Link to history: As a class make a model of a Mayan city.</p>	<p>Link to science: Make model space stations</p>	<p>Link to science week activities</p> <p><b>Cooking and Nutrition:</b></p> <p>i) Understand and apply the principles of a healthy and varied diet</p> <p>ii) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>iii) Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
French	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher	La Farandole Scheme taught by specialist French teacher

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Geography	<b>Physical geography:</b> describe and understand key aspects of: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes. <b>Main focus: mountains.</b>	<b>Locational Knowledge:</b> name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and use land-use patterns: and understand how some of these aspects have changed over time.	<b>Geographical skills and fieldwork:</b> 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.	<b>Physical geography:</b> describe and understand key aspects of: climate zones, biomes and vegetation belts, rivers and the water cycle. <b>Main focus: rivers and the water cycle.</b>	<b>Locational knowledge:</b> 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)	<b>Geographical skills and fieldwork:</b> 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	Ancient Egypt – In depth study into the achievements of early civilizations.	A local history study –	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Mayan civilization c. AD 900 – a study of a non-European society that provides contrasts with British history	Battle of Britain - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A local history study – The history of Hatfield House
Music	Music Express Year 5 Term 1	Music Express Year 5 Term 2	Music Express Year 5 Term 3	Music Express Year 6 Term 1	Music Express Year 6 Term 2	Music Express Year 6 Term 3
PE	Basketball, Tag Rugby, Football and Dance	Hockey, Gym and Swimming	Athletics , Rounders and Cricket	Basketball, Tag Rugby, Football and Dance	Hockey, Gym and Swimming	Athletics , Rounders and Cricket
PSHE	Health and Well Being Philosophy for Children P4C SEAL Resources	Relationships Philosophy for Children P4C SEAL Resources	Living in the wider world – Economic wellbeing and being a responsible citizen Philosophy for Children P4C SEAL Resources	Health and Well Being Philosophy for Children P4C SEAL Resources	Relationships Philosophy for Children P4C SEAL Resources	Living in the wider world – Economic wellbeing and being a responsible citizen Philosophy for Children P4C SEAL Resources
RE	Rules for living Light as a symbol Christmas	Expressing Faith in Art, Drama and Song Celebrations related to key figures Easter	Leaders in religious communities and the importance of religion today. Ideas about God (One God. Many Gods. No God). Human responsibility for the environment	Christian and Buddhist beliefs and the practices of the Buddha Christmas	The importance of Jesus to Christians Easter	Creation stories and the ultimate questions they raise  Suffering
Science	Properties and changes of materials Yr 5 Animals including humans Yr 6	Evolution and inheritance Yr 6 Forces Yr 5 Science week	Living things and their habitats Yr 5	Animals including humans Yr 5 Light Yr 6	Electricity Yr 6 Earth and Space Yr 5 Science week	Living things and their habitats Yr 6

**NOTE:** Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum.

June 2017