

KEDINGTON PRIMARY ACADMEY – LONG TERM CURRICULUM PLAN

Autumn Term

	Y1	Y2	Y3	Y4	Y5	Y6
<p>History</p> <p>See National Curriculum coverage document for important details about coverage in each unit</p>	<p>Toys <i>Changes in living memory</i> Purpose: Throughout a chronological study of their own toys, children will understand changes within their lifetime, make comparisons and begin to understand chronology. Followed by: <u>A study of toys over time</u>, introducing themes such as changes in materials, rich and poor, impact of technology eg toys relating to TV shows and films, lots of space-related toys in the 1960s, computer games</p>	<p>Great Fire of London <i>Events Beyond Living Memory</i> Purpose: Through a chronological study of the Great Fire of London, pupils develop an awareness of significant historical events that shaped Britain and chronology and how life was different in the past eg structure of buildings, fire service</p>	<p>(3 week geog unit)</p> <p>Stone Age to Iron Age Changes in Britain from Stone Age to Iron Age (see Our Island by Alex Bedford)</p>		<p>(3 week geog unit)</p> <p>Introduction to Early Civilisations 1 lesson on each civilisation: <ul style="list-style-type: none"> • Ancient Sumer • The Indus Valley • The Shang Dynasty Then, Ancient Egypt in more depth (2019/20 only – Shang Dynasty NOT Egypt)</p>	
<p>Geography (see coverage document for important details about coverage in each unit)</p>	<p>(1 week only) The world and me – talking about location of holidays etc</p>	<p>(1 week only) The world and me – talking about location of holidays etc</p>	<p>3 weeks only The World and Me Map work</p>	<p>3 weeks only The World and Me Map work The UK Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>	<p>3 weeks only The World and Me Map work</p>	<p>3 weeks only The World and Me Map work The World - wider Location study of the world's countries with a study of North and South America using maps, concentrating on their environmental regions,</p>

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				<p>characteristics, and understand how some of these aspects have changed over time.</p> <p>A UK Region Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. (Cumbria)</p>		<p>key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. (17 wks) <i>(going into about 3-4 weeks of Spring Term)</i></p>
<p>Science <i>(See Kedington science coverage map for details, including skills to be taught in each unit)</i> TigTag is used to support teaching and learning</p>	<p>Everyday Materials -Identify, describe and compare everyday materials</p> <p>Seasonal Changes -the 4 seasons -changes in the weather and length of day This is taught across the year</p>	<p>Plants - seeds and bulbs -what plants need to grow - things that are living, dead, and things that have never been alive</p>	<p>Animals including Humans - nutrition - skeletons and muscles</p> <p>2nd Half Term Forces and Magnets -how things move on different surfaces - properties of magnets</p>	<p>States of Matter - solids, liquids or gases - changing states when they are heated or cooled - evaporation and condensation 2nd Half Term Sound - how sounds are made, - vibrations to the ear -pitch and volume</p>	<p>Living Things and their Habitats -Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Reproduction in some plants and animals. -Classification</p>	<p>Animals Including Humans -the circulatory system - diet, exercise, drugs and lifestyle -how nutrients and water are transported 2nd Half Term Evolution and Inheritance - Changes to old age. -evolution and fossils -inheritance -how adaptation may lead to evolution.</p>
<p>RE <i>From Emmanuel Project</i></p>	<p>Why is belonging to God and the church important to Christians?</p>	<p>Why was Jesus given the name ‘saviour’?</p>	<p>How do Christians show that reconciliation with God and others is important?</p>	<p>How does believing Jesus is their saviour inspire Christians to save and serve others?</p>	<p>Why is the <i>gospel</i> such good news for Christians?</p>	<p>How do Christians show their belief that Jesus is God incarnate?</p>
	<p>Why is giving <i>tzedakah</i> important to Jewish families?</p>	<p>How do some Muslims show Allah is compassionate and merciful?</p>	<p>How does a Muslim show their submission and obedience to Allah?</p>	<p>Why do Muslims call Muhammad the ‘Seal of the Prophets’?</p>	<p>What does the Qur’an reveal to Muslims about Allah and his guidance?</p>	<p>How does <i>tawhid</i> create a sense of belonging to the Muslim community?</p>

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<p>Art From Kapow Primary TEACH ART OR DT EACH HALF TERM. NB the DT units are shorter than the art ones! Art units may need to 'straddle' across half terms.</p>	<p>Skills Design, drawing, craft, painting and art appreciation</p> <p>Formal Elements Shape, line and colour</p>	<p>Skills Design, drawing, craft, painting and art appreciation</p> <p>Formal Elements Pattern, texture and tone</p>	<p>Skills Design, drawing, craft, painting and art appreciation</p>	<p>Skills Design, drawing, craft, painting and art appreciation</p>	<p>Skills Design, drawing, craft, painting and art appreciation</p>	<p>Skills Design, drawing, craft, painting and art appreciation</p>
<p>DT From Kapow Primary TEACH ART OR DT EACH HALF TERM</p>	<p>Fruit and Vegetable Smoothie <i>Cooking and nutrition</i> Children learn how to identify fruits and vegetables and then design and make a smoothie</p>	<p>Mechanisms: Moving Monsters Pupils analyse existing levers and linkage systems to identify components that they can use to plan, design and develop a mechanical monster</p>	<p>DO BEFORE ART DUE TO SEASONAL FOOD! Food: Eating Seasonally Pupils learn about seasonality and how the climate a food is grown in can alter the way it tastes and make a crumble and tart using seasonal ingredients</p>	<p>Structures: Pavilions In an introduction to pavilion architecture, pupils experiment with frame structures before designing their own landscape and pavilion, using a wider range of materials and construction techniques</p>	<p>Food: What Could Be Healthier? Pupils adapt a bolognese recipe by adding or altering ingredients and learn about the ethical and hygienic issues of food</p>	<p>Food: Come Dine With Me Working in groups, children research and prepare a three course meal that will be taste tested and scored as well as researching the journey of their main ingredient ,from 'farm to fork'</p>

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<p>Music <i>From Kapow Primary</i></p>	<p><u>All About Me</u> Children get to know one another through games and activities designed to introduce them to the musical concepts of pulse and rhythm</p> <p><u>Fairy Tales</u> Pupils are introduced to the concept of timbre, creating sounds to represent characters and key moments in a story. They explore dynamics through untuned percussion and create rhythmic patterns to tell a familiar fairy tale</p>	<p><u>Musical Me</u> Children learn to sing and then play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody</p> <p><u>Traditional Stories</u> Children are introduced to the instruments of the orchestra and practice identifying musical instruments as well as composing music based on familiar stories</p>	<p><u>Vikings</u> Pupils develop their singing skills in this History-themed topic while learning to recognise staff notation</p> <p><u>Around the World: India</u> Children learn about traditional Indian music, including the rag and the tal, identifying instruments used and create their own improvisation in this style</p>	<p><u>Romans</u> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills further by adapting, transposing and performing motifs</p> <p><u>South America</u> After learning about instruments traditionally found in a samba band, children learn about syncopated rhythms and how to compose a samba break</p>	<p><u>Egyptians</u> Children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions using hieroglyphs as well as standard staff notation Go to topic</p> <p><u>South and West Africa</u> Children learn and perform a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum)</p>	<p><u>2019-20 only</u> Y5 units to be taught Autumn and Spring Terms (to be reviewed Summer 2020)</p>
<p>Computing <i>From Kapow Primary</i></p>	<p><u>Getting Started</u> Introducing children to logging in and using technology for a purpose, including creating art</p> <p><u>Programming: Beebots</u> Using Bee-Bots to navigate an area and constructing simple algorithms, through the story of The Three Little Pigs</p>	<p><u>What is a computer?</u> Appreciating the value of computers, understanding that they helped us get to the moon</p> <p><u>Word processing</u> Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online</p>	<p><u>Emailing</u> Pupils learn how to send emails, including attachments and how to be responsible digital citizens</p> <p><u>Journey Inside a Computer</u> Children learn about the different parts of a computer through role-play and develop their understanding of how they follow instructions</p>	<p><u>2019/20 ONLY Scratch (Y3 unit)</u></p> <p><u>Website Design</u> Pupils design and create their own websites, considering content and style, as well as understanding the importance of working collaboratively</p>	<p><u>Online Safety</u> Pupils create an online safety resource for younger children using tools such as presentation software, video tools or a simple stop-motion animation</p> <p><u>Micro:bit</u> Programming a small device called a micro:bit to display animations or messages on its simple</p>	<p><u>Bletchley Park</u> Children learn about the history of Bletchley Park, including: key historical figures, how the first modern computers were created as part of a WWII code breaking team and consider how computers have evolved over time. They then go on to investigate secret codes and how they are created, exploring 'brute</p>

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					LED display using block coding	force' hacking and learn how to make passwords more secure
PE1 Teacher	<p>Gymnastics PE Hub Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastic actions. Begin to carry basic apparatus</p>	<p>Gymnastics PE Hub Unit 1 & 2 Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence.</p>	SWIMMING	SWIMMING	<p>Dance PE Hub Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a group with a set starting position</p> <p>Netball PE hub To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills To begin to play efficiently in different positions on the pitch in both attack and defence To increase power and strength of passes, moving the ball over longer distances</p>	<p>Dance PE Hub Perform different styles of dance fluently and clearly Refine & improve dances adapting them to include the use of space rhythm & expression Worked collaboratively in groups to compose simple dances Recognise and comment on dances suggesting ideas for improvement</p> <p>Netball PE hub To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills To begin to play efficiently in different positions on the pitch in both attack and defence To increase power and strength of passes, moving the ball over longer distances</p>

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PE2 Sports Coach	Football Tag Games	Football Tag Games	Football Tag Rugby	Football Tag Rugby	Football Tag Rugby	Football Tag Rugby
<p>PSHE</p> <p><i>This links to the PSHE Association planning materials. Key vocabulary is in purple.</i></p>	<p>Health and Wellbeing Healthy Lifestyles H1 health, wellbeing, healthy eating, physical activity, sleep, dental health H4 feelings, managing feelings Relationships R1 Feelings and Emotions communicating, feelings, empathy R6 cooperating resolving arguments Living in the Wider World Rights and Responsibilities L1 L2 classroom rules</p>	<p>Health and Wellbeing H1 Healthy Lifestyles health, wellbeing, healthy eating, physical activity, sleep, dental health H4 Healthy Lifestyles feelings, managing feelings Relationships R1 Feelings and Emotions communicating, feelings, empathy R7 cooperating resolving arguments Living in the Wider World L1 L2 Rights and Responsibilities classroom rules</p>	<p>Health and Wellbeing Healthy Lifestyles H1 balanced lifestyles choices health wellbeing Growing and Changing H6 conflicting emotions feelings managing feelings Relationships Healthy Lifestyles R1 feelings empathy recognising others feelings Healthy Relationships R2 R4 friendship families couples positive relationships [S1] Living in the Wider World Rights and Responsibilities L2 rules laws making and changing rules L9 communities volunteers pressure groups health wellbeing</p>	<p>Health and Wellbeing Healthy Lifestyles H2 balanced lifestyles choices health wellbeing Growing and Changing H7 conflicting emotions feelings managing feelings Relationships R1 feelings empathy recognising others feelings Healthy Relationships R2 R4 friendship families couples positive relationships [S2][KH3] Living in the Wider World Rights and Responsibilities L2 rules laws making and changing rules L10 communities volunteers pressure groups health wellbeing</p>	<p>Health and Wellbeing Healthy Lifestyles H1 balanced lifestyles choices health wellbeing Relationships Healthy Lifestyles R1 feelings empathy recognising others feelings Healthy Relationships R2 friendship families couples positive relationships [S4] R3 relationships unhealthy pressures Living in the Wider World L2 rules laws making and changing rules L9 communities volunteers pressure groups health wellbeing</p>	<p>Healthy Lifestyles H2 balanced lifestyles choices health wellbeing Relationships Healthy Lifestyles R1 feelings empathy recognising others feelings Healthy Relationships R4 friendship families couples positive relationships [S5] R3 relationships unhealthy pressures Living in the Wider World L2 rules laws making and changing rules L9 communities volunteers pressure groups health wellbeing</p>
	<p>Health and Wellbeing H13 Keeping Safe asking for help Relationships Feelings and Emotions R2 R12 behaviour fair/unfair right /wrong R13 R14 teasing , bullying Living in the Wider World L4 Rights and Responsibilities groups, communities, roles</p>	<p>Health and Wellbeing H13 Keeping Safe asking for help Relationships R4 R12 Feelings and Emotions behaviour fair/unfair right /wrong Healthy Relationships R13 R14 teasing , bullying Living in the Wider World L4 groups, communities, roles</p>	<p>Health and Wellbeing Keeping Safe H23 advice support asking for help Relationships Feelings and Emotions R11 collaborative working shared goals Valuing Difference R14 R18 bullying discrimination aggressive behaviour Living in the Wider World Rights and Responsibilities L1 discussion debate topical issues problems events L6 antisocial behaviour aggression bullying discrimination</p>	<p>Health and Wellbeing Keeping Safe H23 advice support asking for help Relationships Feelings and Emotions R12 disputes conflict feedback support negotiation compromise Valuing Difference R14 R18 bullying discrimination aggressive behaviour Living in the Wider World Rights and Responsibilities L1 discussion debate topical issues problems events</p>	<p>Health and Wellbeing Keeping Safe H23 advice support asking for help H24 mobile phones responsibility safe use Relationships Feelings and Emotions R12 disputes conflict feedback support negotiation compromise Valuing Difference R14 R18 bullying discrimination aggressive behaviour Living in the Wider World Rights and Responsibilities L1 discussion debate topical issues problems events</p>	<p>Health and Wellbeing Keeping Safe H23 advice support asking for help H24 mobile phones responsibility safe use Relationships Feelings and Emotions R12 disputes conflict feedback support negotiation compromise Valuing Difference R14 R18 bullying discrimination aggressive behaviour Living in the Wider World Rights and Responsibilities L1 discussion debate topical issues problems events</p>

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			L8 resolving difference points of view decisions choices	L6 antisocial behaviour aggression bullying discrimination L8 resolving difference points of view decisions choices	L6 antisocial behaviour aggression bullying discrimination L8 resolving difference points of view decisions choices	L6 antisocial behaviour aggression bullying discrimination L8 resolving difference points of view decisions choices
French						

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Spring Term

	Y1	Y2	Y3	Y4	Y5	Y6
History		<p><i>(First half term)</i> <u>Kedington Village</u> <i>Significant historical places in our locality</i> Purpose: Through a study of the village of Kedington, children look at population growth, how buildings have changed over time, how transport and technology have changed the village eg used to be lots of shops as people had to shop daily as they didn't have fridges and it took longer to get to Haverhill. Could also look at the history of the school and the introduction of compulsory education and the church (and the wealth and power of the Barnardiston family</p>	<p><u>The Roman Empire and its Impact on Britain</u> (see Our Island by Alex Bedford)</p>	<p><u>Britain's settlement by Anglo-Saxons & Scots</u> (see Our Island by Alex Bedford)</p>		

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				<p><u>Vikings: Struggle for Kingdom of Britain to 1066</u></p> <p>(see Our Island by Alex Bedford)</p> <p>CONTINUES INTO SUMMER 1</p>		<p>(about 6-7 weeks – start <u>before</u> half term)</p> <p><u>Mayan Civilisation c.AD900</u></p> <p><i>A non-European society that provides contrast with British history</i></p> <p>(about 6-7 weeks, to cross into summer term)</p> <p><u>Ancient Greece</u></p> <p>A study of Greek life and achievements and their influence on the western world</p>
Geography	<p><u>Our world and me</u></p> <p>Name and locate the world’s seven continents.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>				<p><u>The World - Europe</u></p> <p>Location study of the world’s countries with a study of Europe (including the location of Russia) using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a in a European country. Volcanoes and earthquakes.</p>	<p>(First 3-4 weeks only, continued from Autumn Term)</p> <p><u>The World - wider</u></p> <p>Location study of the world’s countries with a study of North and South America using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. (17 wks)</p>
	<p><u>Our School Environment</u></p> <p>Study of school and school grounds, including fieldwork</p> <p>(to cross into first half of summer term)</p>	<p>Needs title!</p> <p>Consolidate: Name and locate the world’s seven continents. New knowledge: Name and locate the world’s five oceans Name, locate and identify characteristics of the four countries and capital cities of the</p>				

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		United Kingdom and its surrounding seas.			More in depth study of volcanoes and earthquakes. (also in Summer 1)	<i>(going into about 3-4 weeks of Spring Term)</i>
Science <i>(See Kedington science coverage map for details, including skills to be taught in each unit)</i> TigTag is used to support teaching and learning	<u>Animals including humans</u> -Parts of the body and the senses -Name common animals and compare their structure -Carnivores, herbivores, omnivores <u>Seasonal Changes</u> -the 4 seasons -changes in the weather and length of day This is taught across the year	<u>Everyday Materials</u> -properties and different uses - changing solids by twisting etc	<u>Rocks and Soils</u> -Group different rocks -Formation of fossils -What soil is made of	<u>Electricity</u> - simple circuits -Switches -conductors/insulators	<u>Properties and Changes of Materials</u> -properties eg hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets -mixing and separating, including dissolving etc -reversible and irreversible changes	<u>Electricity</u> - link brightness of a lamp or the volume of a buzzer with the number and voltage of cells etc -Use recognised symbols in a circuit diagram.
RE <i>From Emmanuel Project</i>	What did Jesus teach about God in his parables?	How does the story of Jonah help Jewish people think about new starts?	Why does a Hindu want to collect good karma?	How does the story of Rama and Sita inspire Hindus to follow their dharma?	What spiritual pathways to moksha are written about in Hindu scriptures?	How do questions about Brahman and atman influence the way a Hindu lives?
	Why do Christians pray to God and worship him?	What are the best symbols of Jesus death and resurrection at Easter?	Is the cross a symbol of love sacrifice or commitment for Christians?	How does the teaching of the gurus move Sikhs from dark to light?	How does the Triple Refuge help Buddhist find their journey through life?	How did Buddha teach his followers to find enlightenment?
Art <i>From Kapow Primary</i> NB Spring and summer units can be taught in any order TEACH ART OR DT EACH HALF TERM. NB the DT units are	<u>Sculpture and Collage</u> Example theme: Living Things	<u>Human Form</u> Collage, portraits and sculpture	<u>Formal Elements</u> Shape and tone <u>Craft</u> Materials	<u>Formal Elements</u> Texture and pattern <u>Sculpture</u> Working with recycled materials	<u>Formal Elements</u> Colour, line, shape and form <u>Every picture tells a story</u> Analysing famous artists' work	<u>Still Life:</u> Example theme: Memory Box

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<p><i>shorter than the art ones!</i> <i>Art units may need to 'straddle' across half terms.</i></p>						
<p>DT <i>From Kapow Primary</i></p>	<p><u>Textiles: Puppets</u> Children learn the different ways they can join fabrics together through the creation of a puppet</p>	<p><u>Structures: Baby Bear's Chair</u> Pupils experiment with different shapes and manipulate materials to explore and evaluate a range of structural properties. They apply this knowledge to their own design, make and test task</p>	<p><u>Mechanisms: Pneumatic Systems</u> Pupils examine pneumatic systems using syringes and balloons then apply their understanding of mechanical systems to create their own pneumatic toys</p>	<p><u>Textiles: Fastenings</u> Pupils research different types of fabric fastenings before deciding which they want to use in their design for a book sleeve</p>	<p><u>Mechanisms: Pop-Up Books</u> Pupils use a range of mechanisms and construction techniques to create a pop up story book for younger children</p>	<p><u>Mechanisms: Automata Toys</u> Pupils develop their woodworking skills and explore cams to design and make mechanical window displays</p>
<p>Music <i>From Kapow Primary</i></p>	<p><u>Superheroes</u> Pupils learn to identify changes in pitch and tempo and how to use these within music before composing their own superhero theme tune with instruments</p> <p><u>Animals</u> Children listen and respond to music, representing animals using their bodies and instruments. They learn and perform a song, and compose a short section of music as a group using their</p>	<p><u>Myths and Legends</u> Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p> <p><u>Animals</u> Children use instruments to represent animals, copy rhythms, read simple notation and learn a traditional African call and response song, before creating their</p>	<p><u>Chinese New Year</u> Children listen to the story of Chinese New Year, revise key musical terminology, play and create pentatonic melodies compose a piece of music as a group using layered melodies</p> <p><u>Ballads</u> Listening to examples of ballads, children develop their understanding of them as a form of storytelling, before then writing lyrics for their own ballad in response</p>	<p><u>Hanami</u> Children learn about the Japanese festival of Hanami which celebrates spring before creating creating sound effects and music to represent the falling cherry blossoms</p> <p><u>Rock and Roll</u> Children learn about the significance of dancing within the evolution of music and learn to play a walking bass line, which is characteristic of this genre of music.</p>	<p><u>Holi</u> Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing their own musical composition to represent Holi</p> <p><u>Musical Theatre</u> Children learn how singing, acting and dancing can be combined to give an overall performance to tell a story. They learn how this genre has changed over time before creating</p>	<p><u>2019-20 only</u> Y5 units to be taught Autumn and Spring Terms (to be reviewed Summer 2020)</p>

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		own call and response rhythms			their own scene from a musical	
Computing <i>From Kapow Primary</i>	<p><u>Algorithms: Unplugged</u> Learning how computers handle information by exploring ‘unplugged’ algorithms completing tasks away from the computer</p> <p><u>Digital Imagery</u> Taking and manipulating digital photographs, including adding images found via a search engine</p>	<p><u>Programming: Scratch Jr</u> Using the app ‘Scratch Jr’, pupils programme a familiar story and an animation of an animal, make their own musical instruments and follow an algorithm to record a joke</p> <p><u>Algorithms and debugging</u> Identifying problems with code using both ‘unplugged’ and ‘plugged’ systems to diagnose and correct errors in an algorithm- a process known as ‘debugging’</p>	<p><u>Top Trumps Databases</u> To develop their understanding of data and databases, children play with and create their own Top Trumps cards, learning how to interpret information by ordering and filtering</p> <p><u>Digital Literacy</u> Using their knowledge of video editing, children create book trailers about their favourite stories</p>	<p><u>How the Internet Works</u> We use the Internet every single day, but 30 years ago, it didn’t exist. In this topic, pupils learn how data is transferred around the world using the world wide web</p> <p><u>HTML</u> Pupils explore the language behind well-known websites, while developing their understanding of how to change the core characteristics of a website using HTML and CSS</p>	<p><u>Search Engines</u> To enable children to quickly and accurately find information and become independent learners, they need to develop their searching skills and learn how to identify trustworthy sources</p> <p><u>Sonic Pi</u> Composing music using code through Sonic Pi, pupils can import samples, add drum beats and compose simple tunes culminating in a ‘battle of the bands’ using live loops of music</p>	
PE1 TEACHER	<p>Dance PE Hub Unit 1 & 2 Respond to a range of stimuli and types of music Explore shapes, direction, levels and speed Experiment using actions with parts of the body</p>	<p>Dance PE Hub Unit 1 & 2 Respond to a range of stimuli and types of music Explore shapes, direction, levels and speed Experiment using actions with parts of the body</p>	<p>Dance PE Hub Unit 1 & 2 Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop</p>	<p>Dance PE Hub Work to include freeze frames in routines Practise and perform a variety of different formations in dance Develop a dance to perform as a group with a set starting position</p>	<p>Gymastics PE Hub Create longer and more complex sequences and adapt performances Take the lead in a group when preparing a sequence Develop symmetry individually, as a pair and in a small group Compare performances and judge strengths and areas for improvement</p>	<p>Gymastics PE Hub Lead group warm-up showing understanding of the need for strength and flexibility Demonstrate accuracy, consistency, and clarity of movement Work independently and in small groups to make up own sequences</p>

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					Select a component for improvement. For example—timing or flow	Arrange own apparatus to enhance work and vary compositional ideas Experience flight on and off of high apparatus
PE2 SPORTS COACH	Send and Return Ball Skills	Send and Return Ball Skills	Invasion Games Tennis	Invasion Games Tennis	Hockey Tennis	Hockey Tennis
PSHE <i>This links to the PSHE Association planning materials. Key vocabulary is in purple.</i>	<p>Health and Wellbeing Growing and Changing H5 feelings managing feelings H8 growing, changing, young to old, independence</p> <p>Relationships R3 Healthy Relationships secrets surprises safety Valuing Differences R5 sharing discussion views opinion R8 people similarities differences</p> <p>Living in the Wider World L3 Rights and Responsibilities rights responsibilities needs</p>	<p>Health and Wellbeing Growing and Changing H5 feelings managing feelings H9 growing, changing, young to old, independence</p> <p>Relationships R3 Healthy Relationships secrets surprises safety Valuing Differences R5 sharing discussion views opinion R8 people similarities differences</p> <p>Living in the Wider World L3 Rights and Responsibilities rights responsibilities needs</p>	<p>Health and Wellbeing Keeping Safe H13 pressure managing pressure influences media peer H22 H25 safety online personal information passwords images</p> <p>Relationships Healthy Relationships R7 actions behaviour consequences Valuing Difference R16 stereotypes</p> <p>Living in the Wider World Rights and Responsibilities L11 people difference diversity identity UK L17 media social media information forwarding</p>	<p>Health and Wellbeing Keeping Safe H14 pressure managing pressure influences media peer H22 H25 safety online personal information passwords images</p> <p>Relationships Healthy Relationships R7 actions behaviour consequences Valuing Difference R16 stereotypes Living in the Wider World Rights and Responsibilities L12 people places values customs L18 media social media information forwarding</p>	<p>Health and Wellbeing Keeping Safe H15 emergency aid help safety rules H22 H25 safety online, personal information passwords images</p> <p>Relationships Healthy Relationships R7 actions behaviour consequences Valuing Difference R16 stereotypes R5 R19 committed loving relationships civil partnerships marriage</p> <p>Living in the Wider World Rights and Responsibilities L11 people difference diversity identity UK L17 media social media information forwarding</p>	<p>Health and Wellbeing Keeping Safe H15 emergency aid help safety rules H22 H25 safety online, personal information passwords images</p> <p>Relationships Healthy Relationships R6/R20 forced marriage R7 actions behaviour consequences Valuing Difference R16 stereotypes R5 R19 committed loving relationships civil partnerships marriage R17 people equality identity stereotypes discrimination Living in the Wider World Rights and Responsibilities L12 people places values customs L18 media social media information forwarding</p>
	<p>Health and Wellbeing H2 Healthy Lifestyles health, likes, dislikes, choices H12 Keeping Safe safety road water rail fire online rules H14 H15 asking for help</p> <p>Relationships Healthy Relationships</p>	<p>Health and Wellbeing H2 Healthy Lifestyles health, likes, dislikes, choices H12 Keeping Safe safety road water rail fire online rules H14 H15 Keeping Safe asking for help</p> <p>Relationships</p>	<p>Health and Wellbeing Healthy Lifestyles H3 balanced diet choices food influences H4 media images reality fantasy true false H15 emergency aid help safety rules</p> <p>Relationships</p>	<p>Health and Wellbeing Healthy Lifestyles H3 balanced diet choices food influences H4 media images reality fantasy true false H16 habits</p> <p>Relationships</p>	<p>Health and Wellbeing Healthy Lifestyles H3 balanced diet choices food influences H4 media images reality fantasy true false H15 emergency aid help safety rules H20 Keeping Safe</p>	<p>Health and Wellbeing Healthy Lifestyles H3 balanced diet choices food influences H4 media images reality fantasy true false H15 emergency aid help safety rules H20 Keeping Safe</p>

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	<p>R9 special people, caring</p> <p>Living in the Wider World</p> <p>L9 Rights and Responsibilities</p> <p>people similarities</p> <p>commonalities</p>	<p>Healthy Relationships</p> <p>R9 special people, caring</p> <p>Living in the Wider World</p> <p>L9 Rights and Responsibilities</p> <p>people similarities</p> <p>commonalities</p>	<p>Valuing Difference</p> <p>R10 listening viewpoints</p> <p>opinions respect</p> <p>R13 people identities</p> <p>similarities differences</p> <p>equalities</p> <p>Living in the Wider World</p> <p>Rights and Responsibilities</p> <p>L3 human right children's rights</p>	<p>Valuing Difference</p> <p>R10 listening viewpoints</p> <p>opinions respect</p> <p>R13 people identities</p> <p>similarities differences</p> <p>equalities</p> <p>Living in the Wider World</p> <p>Rights and Responsibilities</p> <p>L4 human right children's rights</p>	<p>FGM bodies safety abuse</p> <p>Relationships</p> <p>Valuing Difference</p> <p>R10 listening viewpoints</p> <p>opinions respect</p> <p>R13 people identities</p> <p>similarities differences</p> <p>equalities</p> <p>Living in the Wider World</p> <p>Rights and Responsibilities</p> <p>L3 human right children's rights</p> <p>Living in the Wider World</p> <p>L5 practices against human right FGM</p>	<p>FGM bodies safety abuse</p> <p>Relationships</p> <p>Valuing Difference</p> <p>R10 listening viewpoints</p> <p>opinions respect</p> <p>R13 people identities</p> <p>similarities differences</p> <p>equalities</p> <p>Living in the Wider World</p> <p>Rights and Responsibilities</p> <p>L4 human right children's rights</p> <p>Living in the Wider World</p> <p>L5 practices against human right FGM</p>
French						

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Summer Term

	Y1	Y2	Y3	Y4	Y5	Y6
History	<p>(2nd half term) Significant individuals who have contributed to national and international achievements Purpose: Use some to compare aspects of life in different periods: Columbus and Neil Armstrong (could study more than these two – think diversity!!)</p>			<p>Vikings: Struggle for Kingdom of Britain to 1066</p> <p>(see Our Island by Alex Bedford)</p> <p>CONTINUED FROM SPRING 2 – FIRST HALF TERM ONLY</p>	<p>(2nd half term) Local Study: Risbridge Workhouse (1856 – 1947) with background learning about life in Victorian times for different social classes www.workhouses.org.uk/Risbridge</p>	<p><i>(finish off from spring term eg 2-4 weeks)</i> Ancient Greece A study of Greek life and achievements and their influence on the western world</p> <p><i>(finish off from spring term eg 8-10 weeks)</i> Crime and Punishment across the ages <i>(an aspect of British history that extends pupil's knowledge beyond 1066)</i></p>
Geography	<p>Our School Environment</p> <p>Study of school and school grounds, including fieldwork</p> <p>(to cross into first half of summer term)</p>	<p>Needs Title</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Most appropriate to study Kedington as enabled you to carry out required fieldwork.</p>			<p><i>(Summer 1 – continued from Spring Term)</i> The World Location study of the world's countries with a study of Europe (including the location of Russia) using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and</p>	

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					<p>differences through the study of human and physical geography of a in a European country. Volcanoes and earthquakes.</p> <p>More in depth study of volcanoes and earthquakes.</p>	
		<p><u>Needs title!</u></p> <p>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.</p>		<p><u>Water & Rivers</u></p>		
<p>Science (See Kedington science coverage map for details, including skills to be taught in each unit) TigTag is used to support teaching and learning</p>	<p><u>Plants</u> -common plant -deciduous and evergreen -basic structure</p> <p><u>Seasonal Changes</u> -the 4 seasons -changes in the weather and length of day This is taught across the year</p>	<p><u>Animals Including Humans</u> -living things have offspring -basic needs for survival -exercise, nutrition and hygiene</p> <p><u>2nd Half Term Living things and their habitats</u> -how different habitats meet different needs -plants and animals in different habitats and micro-habitats -how animals get food, including food chains</p>	<p><u>Plants</u> -function of different parts -Requirements of different plants - water transportation in plants -flowers – pollination, seed formation and dispersal</p> <p><u>2nd Half Term Light</u> -light to see and darkness as absence of light -reflection from surfaces -how shadows are formed and change size</p>	<p><u>Animals Including Humans</u> -digestion -teeth -food chains – producer, predator, prey</p> <p><u>2nd Half Term Living Things and their Habitats</u> -grouping different ways -classification keys -changes in environments and their impact</p>	<p><u>Earth and Space</u> -movement of the Earth, Moon and planets -day and night, apparent movement of the sun across the sky</p> <p><u>2nd Half Term Forces</u> -gravity -air and water resistance, friction -levers, pulleys and gears</p>	<p><u>Light</u> -how light travels and how we see and how shadows are formed</p> <p><u>2nd Half Term Consolidation of KS2</u></p>

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RE <i>From Emmanuel Project</i>	How does celebrating Pentecost remind Christians that God is with them always?	Why do Christians trust Jesus and follow him?	What do Christians mean when they talk about the kingdom of God?	Why do Christians believe they are people on a mission?	What is the great significance of the Eucharist to Christians?	Should believing in Resurrection change how Christians view life and death?
	How do Jewish families worship together on Shabbat?	Why do Jewish people celebrate the laws God gave them through Moses?	What symbols and stories help Jewish people remember their covenant with God?	How do Sikhs put their beliefs about equality into practice?	What is Holiness for Jewish people: a place, a time, an object or something else?	Why do Humanists say happiness is the goal of life?
Art <i>From Kapow Primary</i> <i>NB Spring and summer units can be taught in any order</i> TEACH ART OR DT EACH HALF TERM. NB the DT units are shorter than the art ones! <i>Art units may need to 'straddle' across half terms.</i>	<u>Landscapes using Different Materials</u> Example theme: At the Seaside	<u>Sculpture and Mixed Media</u> Example theme: Superheroes	<u>Prehistoric Art</u> Drawing, painting and working with charcoal	<u>Every picture tells a story</u> Analysing famous artists' work	<u>Design for a purpose</u>	<u>Photography</u>
DT <i>From Kapow Primary</i>	<u>Mechanisms: Wheels and Axles</u> Pupils experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving vehicle	<u>Textiles: Pouches</u> Children design and make their own wallet or purse, learning to use running stitch to join two pieces of fabric together	<u>Structures: Castles</u> Pupils learn more advanced construction techniques and plan for complex arrangements of structures with continual emphasis on evaluating throughout	<u>Electrical Systems: Torches</u> Pupils are introduced to electricity and electrical safety before making a simple electric circuit	<u>Textiles: Stuffed Toys</u> Pupils learn blanket stitch and then design and make 3D stuffed toys	<u>Electrical Systems: Steady Hand Games</u> Pupils create electromagnetic toys and more complex electronic circuits to create a steady hand game
Music <i>From Kapow Primary</i>	<u>Space</u> Children journey into space through music, movement, chanting and	<u>Space</u> Inspired by <i>The Planets</i> by Holst, children represent a planet	<u>Jazz</u> Children are introduced to jazz, including how the genre of music evolved	<u>Blues</u> After learning about the history of blue music,	<u>Dance Music</u> Children learn how dance music is created, focusing particularly on	<u>2019-20 only</u>

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	<p>the playing of tuned percussion instruments, culminating in a final composition</p> <p><u>By the Sea</u> Pupils look at how to represent the sounds of the seaside using their voices, bodies and instruments and explore how music can convey a particular mood</p>	<p>through music and compose their own motif bookended by a soundscape to represent a journey through space</p> <p><u>On This Island</u> Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city</p>	<p>over time, and learn how to compose and perform a piece with swung quavers</p> <p><u>Mountains</u> Building on their knowledge of soundscapes, children create their own original compositions to match an animation, building up layers of texture and giving consideration to the dynamics, pitch and tempo throughout.</p>	<p>children are introduced to the 12 bar blues before they then learn how to play it and recognise it in other music</p> <p><u>Rainforests</u> Children explore the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, they create their own rhythms of the rainforest, layer by layer</p>	<p>the use of loops, and learn to play a well known song before putting a dance music spin to it</p> <p><u>Rivers</u> Children associate the stages of the river with different rhythms and learn what an ostinato is and how it's used in music</p>	<p>Y5 units to be taught Autumn and Spring Terms (to be reviewed Summer 2020)</p>
<p>Computing <i>From Kapow Primary</i></p>	<p><u>Introduction to data</u> Learning about what data is and how it can be represented and using these skills to show the findings of a minibeast hunt</p> <p><u>Rocket to the moon</u> Appreciating the value of computers, understanding that they helped us get to the moon</p>	<p><u>International space station</u> Building on their understanding of how computers sense what's going on around them, children learn how this can be used in the context of keeping astronauts healthy when on board the ISS</p> <p><u>Stop Motion</u> To tell a story, children explore how to create an animation use stop motion technology</p>	<p><u>Programming: Scratch</u> Using Scratch, with its block-based approach to coding, pupils learn to tell stories and create simple games</p> <p><u>Networks</u> To understand how computers communicate, children learn about networks and how they are used to share information</p>	<p><u>Collaborative Learning</u> Pupils learn about the importance of using collaborative learning tools and combine this with their digital literacy skills to create online safety content</p>	<p><u>Mars Rover 1</u> Pupils explore inputs and outputs as well as Binary numbers to understand how the Mars Rover transmits and receives data and how scientists are able to control it to explore another planet!</p> <p><u>Mars Rover 2</u> Children learn how the Mars Rover is able to send images all the way back to Earth and experiment with online CAD software to design new tyres for it</p>	<p><u>Intro to Python</u> Building on their knowledge of coding from previous years, children are introduced to the text-based programming language Python, which is the language behind many apps and programs, such as Dropbox</p> <p><u>Big Data 1</u> Children learn how data is collected and stored by exploring barcodes, QR codes and RFID chips, and investigate how collecting big data can be used to help people in a</p>

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						variety of different scenarios
PE1 TEACHER	<p>Run Throw and Jump PE Hub Link running and jumping. Refine a range of running. Develop throwing techniques.</p>	<p>Run, Throw and Jump PE Hub Develop power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs</p>	<p>Athletics PE Hub Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force</p> <p>Rounders PE Hub To be able to play simple rounders games To apply some rules to games To develop and use simple rounders skills</p>	<p>Athletics Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p> <p>Rounders PE Hub To develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context Identify different positions in rounders and the roles of those positions</p>	<p>Athletics PE Hub Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p>Rounders PE Hub Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</p>	<p>Athletics PE Hub Sustain pace over short and longer distances such as running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p>Rounders PE Hub Apply rounders rules consistently in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p>
PE2 PE Coach	Athletics	Athletics	Athletics Cricket	Athletics Cricket	Athletics Cricket	Athletics Cricket

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<p>PSHE</p> <p><i>This links to the PSHE Association planning materials. Key vocabulary is in purple.</i></p>	<p>Health and Wellbeing H6 H7 Healthy Lifestyles hygiene cleanliness germs Keeping Safe H11 medicines household products safety risk H16 asking for help Relationships R10 Healthy Relationships physical contact touch acceptable unacceptable Living in the Wider World L5 Taking Care of the Environment environment</p>	<p>Health and Wellbeing H6 H7 Healthy Lifestyles hygiene cleanliness germs H11 Keeping Safe medicines household products safety risk H16 asking for help Relationships R10 Healthy Relationships physical contact touch acceptable unacceptable Living in the Wider World L5 Taking Care of the Environment environment</p>	<p>Health and Wellbeing Keeping Safe H9 risk danger hazard responsibility safety Healthy Lifestyles H12 bacteria viruses hygiene routines H17 drugs alcohol tobacco medicines caffeine Relationships Healthy Relationships R8 physical contact touch acceptable unacceptable R21 privacy sharing personal boundaries Feelings and Emotions R9 confidentiality secrets surprises personal safety Living in the Wider World Taking Care of the Environment Rights and Responsibilities L7 rights duties home school environment</p>	<p>Health and Wellbeing H10 risk danger hazard responsibility safety H12 bacteria viruses hygiene routines H17 drugs alcohol tobacco medicines caffeine Relationships Healthy Relationships R8 physical contact touch acceptable unacceptable R21 privacy sharing personal boundaries Feelings and Emotions R9 confidentiality secrets surprises personal safety Living in the Wider World Taking Care of the Environment Rights and Responsibilities L7 rights duties home school environment</p>	<p>Health and Wellbeing Healthy Lifestyles H3 balanced diet choices food influences H4 media images reality fantasy true false H15 emergency aid help safety rules H20 Keeping Safe FGM bodies safety abuse Relationships Valuing Difference R10 listening viewpoints opinions respect R13 people identities similarities differences equalities Living in the Wider World Rights and Responsibilities L3 human right children's rights Living in the Wider World L5 practices against human right FGM</p>	<p>Health and Wellbeing H11 medicines household products safety risk H12 bacteria viruses hygiene routines H16 Habits H17 drugs alcohol tobacco medicines caffeine Relationships Healthy Relationships R8 physical contact touch acceptable unacceptable R21 privacy sharing personal boundaries Feelings and Emotions R9 confidentiality secrets surprises personal safety Living in the Wider World Taking Care of the Environment Rights and Responsibilities L7 rights duties home school environment</p>
	<p>Health and Wellbeing Growing and Changing H3 achievements strengths goals target setting H10 correct terminology body parts external genitalia Relationships R11 Feelings and Emotions feelings, bodies, hurt comfortable teasing , bullying Living in the Wider World L6 Money money spending saving safety L10 Rights and Responsibilities community special people help emergencies</p>	<p>Health and Wellbeing Growing and Changing H3 achievements strengths goals target setting H10 correct terminology body parts external genitalia Relationships R11 Feelings and Emotions feelings, bodies, hurt comfortable teasing , bullying Living in the Wider World L6 Money money spending saving safety L10 Rights and Responsibilities community special people help emergencies</p>	<p>Health and Wellbeing Growing and Changing H5 achievements aspirations strengths goals target setting H8 change transitions loss separation divorce bereavement H18 puberty physical and emotional changes Keeping Safe H21 safety roads cycle rail water fire Relationships Feelings and Emotions R15 dares challenges</p> <p>Living in the Wider World Money L13 money spending saving budgeting</p>	<p>Health and Wellbeing Growing and Changing H5 achievements aspirations strengths goals target setting H8 change transitions loss separation divorce bereavement H18 puberty physical and emotional changes Keeping Safe H21 safety roads cycle rail water fire Relationships Feelings and Emotions R15 dares challenges Living in the Wider World Money L14 money interest loan tax debt L16 enterprise, enterprise skills entrepreneurs</p>	<p>Health and Wellbeing H11 medicines household products safety risk H12 bacteria viruses hygiene routines H16 Habits H17 drugs alcohol tobacco medicines caffeine Relationships Healthy Relationships R8 physical contact touch acceptable unacceptable R21 privacy sharing personal boundaries Feelings and Emotions R9 confidentiality secrets surprises personal safety</p> <p>Living in the Wider World Taking Care of the Environment Rights and Responsibilities</p>	<p>Health and Wellbeing Growing and Changing H5 achievements aspirations strengths goals target setting H8 change transitions loss separation divorce bereavement H18 puberty physical and emotional changes H19 human reproduction, babies, sexual intercourse, pregnancy, contraception, parents/carers Keeping Safe H21 safety roads cycle rail water fire Relationships Feelings and Emotions R15 dares challenges R21 Healthy Relationships privacy sharing personal boundaries Living in the Wider World Money</p>

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			L15 resources sustainability economics choices environment		L7 rights duties home school environment	L14 money interest loan tax debt L16 enterprise, enterprise skills entrepreneurs Taking Care of the Environment L15 resources sustainability economics choices environment
French						