

St Nicholas Church School Curriculum



Butterflies



Ladybirds



Hedgehogs



Butterflies

Year A- each term:



Europe

Europe



Asia

Asia



Australia

Australia

Autumn

Spring

Summer

Year B- each term:



Antarctica

Antarctica

Antartica



America

America



Africa

Africa

Top

Ladybirds

Year A- each term:



Europe

Europe



Asia

Asia



Australia

Australia

Autumn

Spring

Summer

Year B- each term:



Antarctica

Antartica



America

America



Africa

Africa

Top

Hedgehogs

Year A- each term:



Europe

Europe



Asia

Asia



Australia

Australia

Autumn

Spring

Summer

Year B- each term:



Antarctica

Antartica



America

America



Africa

Africa

Top

Butterflies- Autumn Term- Europe

[Science](#)

[History](#)

[Geography](#)

[Art](#)

[Music](#)

DT

[RE](#)

[Computing](#)

PE

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Butterflies ICT- Autumn Term- Europe

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Recognise common uses of information technology beyond school
- ☐ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Teach Computing units:

[Networks and technology](#)

[Creating art with technology](#)

Butterflies RE- Autumn Term- Europe

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief – Incarnation

- ☐ Christians find out about what Jesus is like and how he wants people to live from the Bible.
- ☐ Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.
- ☐ Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi.
- ☐ Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. ☐ Recognise the order of the key events in the Biblical narrative.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.

Butterflies Music- Autumn Term- Europe

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and respond to different kinds of music in different genres
- ☐ Learn and perform songs by heart
- ☐ Learn to start and stop singing when following a leader
- ☐ Know that music has a steady pulse and demonstrate this through movement, clapping, instruments
- ☐ Sing notes of different pitches (high and low)

Sing up units:

[Menu Song](#)

Butterflies History- Autumn Term- Europe

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Know and recount episodes from stories about the past
- Use stories and a range of texts to distinguish between fact and fiction
- Find answers to simple questions about the past from sources of information
- Identify differences from ways of life at different times
- Compare 2 versions of a past event

The Great Fire of London

Childrel will learn about the events and characters involved in the Great Fire of London. They will examine simple sources and read accounts of the fire and compare responses to the fire then and now.

Butterflies Science- Autumn Term- Europe

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Living things and their habitats

- ☐ explore and compare the differences between things that are living, dead, and things that have never been alive
- ☐ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ☐ identify and name a variety of plants and animals in their habitats, including microhabitats
- ☐ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Observation:

- ☐ make careful observations, sometimes using equipment to help them observe carefully
- ☐ notice links between cause and effect with support
- ☐ begin to notice patterns and relationships with support

Testing:

experience different types of scientific enquiries, including practical activities

- ☐ use simple measurements and equipment;
- ☐ begin to draw simple conclusions
- ☐ identify and discuss differences between their results Identifying and

Classifying:

- ☐ sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Gathering and recording data:

- ☐ read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

Butterflies Geography- Autumn Term- Europe

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Name the 4 countries in the UK, including their capital cities.
 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
 - identify seasonal and daily weather patterns in the United Kingdom
 - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest hill, mountain, sea, ocean, river, soil, city, town, village
 - Use world maps, atlases and globes to identify the United Kingdom and its countries
 - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]

Painting

 - Name the primary and secondary colours and add white and black to alter tints and shades
 - Experiment with different paint types (watercolour, acrylic, oil, poster)
- The UK**

Children will learn about the UK and the countries that make it up. They will compare their locality to others around the UK (rural/urban, coastal, mountainous etc).

Butterflies Art- Autumn Term- Europe

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use different materials to draw
- ☐ Draw lines of varying thickness
- ☐ Use dots and lines to demonstrate pattern and texture

Artist:

Art style:

Painting

- ☐ Name the primary and secondary colours and add white and black to alter tints and shades
- ☐ Experiment with different paint types (watercolour, acrylic, oil, poster)

Artist: Roy Leichtenstein

Art Style: Pop Art

Butterflies- Spring Term- Asia

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- RE
- [Computing](#)
- PE

Butterflies ICT- Spring Term- Asia

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ☐ Create and debug simple programs
- ☐ Use logical reasoning to predict the behaviour of simple programs
- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ☐ Recognise common uses of information technology beyond school

Teach Computing units:

[Programming a robot](#)

[Grouping Data](#)

Butterflies RE- Spring Term- Asia

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Judaism

Key belief: God and the Covenant

- ☐ Know that Jews believe in one God who created the universe.
- ☐ Know basic elements of the story found in Genesis:
 - ☐ God made the world from nothing
 - ☐ God Makes everything in the world, including plants and animals
 - ☐ Man is the last to be made
 - ☐ Man is made last and is given responsibility to care for the world God has created
- ☐ Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.
- ☐ Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.
- ☐ Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.
- ☐ Raise and suggest answers to relevant questions in response to the story of creation.
- ☐ Attempt to support their answers using reasons and/or information.

Belief –God (*God + Creation)

- ☐ Christians find out about what God is like and how he wants people to live from the Bible.
- ☐ There is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six days of creation and describes what God did as the world was created. – The last thing that God created was humans.
- ☐ Christians believe that God expects humans to care for His world because it belongs to God. ? Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.

Butterflies Art- Spring Term- Asia

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Collage

- ☐ Use a combination of recycled and natural materials
- ☐ Use a combination of materials that have been cut, torn and glued (various types of paper/card)

Artist:

Art style:

Painting

- ☐ Name the primary and secondary colours and add white and black to alter tints and shades
- ☐ Experiment with different paint types (watercolour, acrylic, oil, poster)

Skills

- ☐ Use a range of materials creatively to design and make products
- ☐ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☐ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☐ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Artist: Roy Leichtenstein

Art Style: Pop Art

Butterflies Music- Spring Term- Asia

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and respond to different kinds of music in different genres
- ☐ Learn that music is composed and can be written down and changed if necessary
- ☐ Complete musical activities that embed pulse, rhythm and pitch
- ☐ Learn and perform songs by heart
- ☐ Know that music has a steady pulse and demonstrate this through movement, clapping, instruments
- ☐ Play a tuned instrumental part within a song (1-3 notes)
- ☐ Improvise through clapping, lyrics and using a tuned instrument (1-2 notes)

Sing up units:

[Colonel Hathi's March](#)

[Magical Aquarium](#)

Butterflies Science- Spring Term- Asia

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Animals, including humans

- ☐ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- ☐ notice that animals, including humans, have offspring which grow into adults
- ☐ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- ☐ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- ☐ Know about the different types and purposes of teeth and how to care for them.

Observation:

- ☐ make careful observations, sometimes using equipment to help them observe carefully
- ☐ notice links between cause and effect with support
- ☐ begin to notice patterns and relationships with support

Testing:

experience different types of scientific enquiries, including practical activities

- ☐ use simple measurements and equipment;
- ☐ begin to draw simple conclusions
- ☐ identify and discuss differences between their results Identifying and

Classifying:

- ☐ sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Gathering and recording data:

- ☐ read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

Butterflies History- Spring Term- Asia

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Know and recount episodes from stories about the past
- Use stories and a range of texts to distinguish between fact and fiction
- Find answers to simple questions about the past from sources of information
- Identify differences from ways of life at different times
- Compare 2 versions of a past event
- Discuss reliability of photos/accounts/stories

Children learn about the different natural disasters that have affected locations in Asia.

They also learn about the lives of key individuals in Asia, including Mahatma Ghandi, Mother Theresa.

Butterflies Geography- Spring Term- Asia

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Name the continents and oceans.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

The continents

Children will learn about the continents of the world and the oceans that surround them. They will compare the UK to other countries, with a particular focus on China and Borneo.

Butterflies- Summer Term- Australia

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
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Butterflies RE- Summer Term- Australia

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Humanism

- ☐ Be familiar with the terms 'Humanist' and 'atheist'.
- ☐ Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.
- ☐ Know that many Humanists are 'atheists'; they do not believe in a deity or deities.
- ☐ Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.
- ☐ Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the centre of what Humanists believe).

Belief – Agape (selfless, sacrificial, unconditional love)

- ☐ Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.
- ☐ Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer.
- ☐ Reflect on the implications of this story for Christians and for themselves today.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'

Butterflies Art- Summer Term- Australia

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Sculpture

- ☐ Develop techniques to add detail and texture to sculptures using single natural and manufactured materials (clay/playdough)
- ☐ Sculpt by combining materials (wire, recycled materials)

Artist:

Art style:

Textiles

- ☐ Develop skills in weaving and plaiting
- ☐ Decorate textiles using glue and simple stitches

Artist: Roy Leichtenstein

Art Style: Pop Art

Skills

- ☐ Use a range of materials creatively to design and make products
- ☐ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☐ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☐ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Butterflies Science- Summer Term- Australia

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Animals, including humans

- ☐ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- ☐ identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ☐ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- ☐ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Observation:

- ☐ make careful observations, sometimes using equipment to help them observe carefully
- ☐ notice links between cause and effect with support
- ☐ begin to notice patterns and relationships with support

Testing:

experience different types of scientific enquiries, including practical activities

- ☐ use simple measurements and equipment;
- ☐ begin to draw simple conclusions
- ☐ identify and discuss differences between their results Identifying and

Classifying:

- ☐ sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Gathering and recording data:

- ☐ read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

Butterflies History- Summer Term- Australia

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Know and recount episodes from stories about the past
- Use stories and a range of texts to distinguish between fact and fiction
- Find answers to simple questions about the past from sources of information
- Identify differences from ways of life at different times
- Compare 2 versions of a past event
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Recognise the difference between past and present in their own and others' lives

Children learn about the voyage of James Cook, placing the events in time in comparison to their own and within themselves. They will identify objects from their time and that of James Cook.

Butterflies Geography- Summer Term- Australia

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Why do people go to Australia?

Children will learn about the differences between Australia and the UK. They will understand what draws people to visit, including landmarks, weather and culture. They will draw simple maps and look at routes to, from and around Australia.

Butterflies Music- Summer Term- Australia

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and respond to different kinds of music in different genres
- ☐ Learn that music is composed and can be written down and changed if necessary
- ☐ Complete musical activities that embed pulse, rhythm and pitch
- ☐ Explore using voices and untuned instruments - Create your own sounds using instruments
- ☐ Recognise sounds and names of some instruments
- ☐ Play a tuned instrumental part within a song (1-3 notes)
- ☐ Improvise through clapping, lyrics and using a tuned instrument (1-2 notes)

Sing up units:

[Carnival of the Animals](#)

[Music inspired by birdsong](#)

Butterflies ICT- Summer Term- Australia

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ☐ Recognise common uses of information technology beyond school
- ☐ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ☐ Create and debug simple programs
- ☐ Use logical reasoning to predict the behaviour of simple programs

Teach Computing units:

[Digital Writing](#)

[Programming animations](#)

Butterflies- Autumn Term- Antarctica

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Butterflies ICT- Autumn Term- Antarctica

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Recognise common uses of information technology beyond school
- ☐ Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Teach Computing units:

[Networks and technology](#)

[Digital Photography](#)

Butterflies RE- Autumn Term- Antarctica

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief – Incarnation

- ☐ Christians find out about what Jesus is like and how he wants people to live from the Bible.
- ☐ Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.
- ☐ Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi.
- ☐ Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. ☐ Recognise the order of the key events in the Biblical narrative.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.

Belief – Iman (faith) Messengers of Allah

- ☐ Associate artefacts like prayer mats, mosques and the Qur'an with Islam.
- ☐ Use the word 'Muslim' correctly to refer to a follower of the religion of Islam.
- ☐ Identify Muhammad as a man who is deeply respected in Islam as the Messenger of God.
- ☐ Recall the story of the first revelation Muhammad received – the Night of Power:
 - ☐ Muhammad is in a cave on Mt Hira
 - ☐ He sees the Angel Gabriel
 - ☐ He is told to recite (Iqra) a book being held in front of him.
 - ☐ Muhammad replies he cannot read
 - ☐ On the third instruction he can read the message
- ☐ Identify the two main beliefs of Islam as:
 - the belief in only one God
 - the belief that Muhammad is the Messenger of God
- ☐ Raise and suggest answers to relevant questions in response to the story of Muhammad's first revelation.
- ☐ Attempt to support their answers using reasons and/or information.

Butterflies Art- Autumn Term- Antarctica

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use different materials to draw
- ☐ Draw lines of varying thickness
- ☐ Use dots and lines to demonstrate pattern and texture

Artist:

Art style:

Painting

- ☐ Name the primary and secondary colours and add white and black to alter tints and shades
- ☐ Experiment with different paint types (watercolour, acrylic, oil, poster)

Artist:

Art Style:

Skills

- ☐ Use a range of materials creatively to design and make products
- ☐ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☐ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☐ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Butterflies Music- Autumn Term- Antarctica

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and respond to different kinds of music in different genres
- ☐ Learn that music is composed and can be written down and changed if necessary
- ☐ Complete musical activities that embed pulse, rhythm and pitch
- ☐ Explore using voices
- ☐ Learn and perform songs by heart
- ☐ Learn to start and stop singing when following a leader

Sing up units:

[Dawn from sea interludes.](#)

Butterflies Science- Autumn Term- Antarctica

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Everyday materials

- ☐ Distinguish between an object and the material from which it is made
- ☐ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- ☐ describe the simple physical properties of a variety of everyday materials
- ☐ compare and group together a variety of everyday materials on the basis of their simple physical properties
- ☐ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- ☐ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Observation:

- ☐ make careful observations, sometimes using equipment to help them observe carefully
- ☐ notice links between cause and effect with support
- ☐ begin to notice patterns and relationships with support

Testing:

experience different types of scientific enquiries, including practical activities

- ☐ use simple measurements and equipment;
- ☐ begin to draw simple conclusions
- ☐ identify and discuss differences between their results Identifying and

Classifying:

- ☐ sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Gathering and recording data:

- ☐ read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

Butterflies Geography- Autumn Term- Antarctica

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Antarctica

Children will compare their own location to that of Antarctica. They will learn about the weather and compare the weather in the UK to Antarctica. They will also investigate the effects of climate change.

Butterflies History- Autumn Term- Antarctica

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Know and recount episodes from stories about the past
- Use stories and a range of texts to distinguish between fact and fiction
- Identify differences from ways of life at different times
- Compare 2 versions of a past event
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Recognise the difference between past and present in their own and others' lives

Children learn about key events in the past, particularly the early exploration of the Antarctic by Scott and Amundsen as well as the sinking of the Titanic.

Butterflies- Spring Term- Americas

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Butterflies ICT- Spring Term- Americas

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ☐ Create and debug simple programs
- ☐ Use logical reasoning to predict the behaviour of simple programs
- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Teach Computing units:

[Robot Algorithms](#)

[Pictograms](#)

Butterflies RE- Spring Term- America

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Key belief – Islam (Submission to the will of Allah)

- Know that Muslims call God 'Allah' which means "The – God" (Al-Lah)
- Know Muslims believe that Allah created all things which exist.
- Understand that although Allah created everything, humans have been given the responsibility to look after that creation (Khalifah).
- Know that Muhammad taught Muslims that there are 99 names for Allah which describe what He is like.
- Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in Allah and Khalifah. □ Attempt to support their answers using reasons and/or information

Key belief – Salvation

- Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.
- Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.
- Recognise the order of the key events in the Biblical narrative.
- Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.
- Understand that Christians believe that Jesus died so that people can be forgiven by God.
- Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.
- Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.

Butterflies Art- Spring Term- America

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Collage

- ☐ Use a combination of recycled and natural materials
- ☐ Use a combination of materials that have been cut, torn and glued (various types of paper/card)

Artist:

Art style:

Painting

- ☐ Name the primary and secondary colours and add white and black to alter tints and shades
- ☐ Experiment with different paint types (watercolour, acrylic, oil, poster)

Artist:

Art Style:

Skills

- ☐ Use a range of materials creatively to design and make products
- ☐ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☐ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☐ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Butterflies Music- Spring Term- America

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and respond to different kinds of music in different genres
- ☐ Learn that music is composed and can be written down and changed if necessary
- ☐ Complete musical activities that embed pulse, rhythm and pitch
- ☐ Explore using voices
- ☐ Learn and perform songs by heart
- ☐ Learn to start and stop singing when following a leader

Sing up units:

[Musical Conversations](#)

Butterflies Science- Spring Term- America

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Plants

- ☐ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- ☐ identify and describe the basic structure of a variety of common flowering plants, including trees
- ☐ observe and describe how seeds and bulbs grow into mature plants
- ☐ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Observation:

- ☐ make careful observations, sometimes using equipment to help them observe carefully
- ☐ notice links between cause and effect with support
- ☐ begin to notice patterns and relationships with support

Testing:

experience different types of scientific enquiries, including practical activities

- ☐ use simple measurements and equipment;
- ☐ begin to draw simple conclusions
- ☐ identify and discuss differences between their results

Classifying:

- ☐ sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Gathering and recording data:

- ☐ read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

Butterflies History- Spring Term- America

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Know and recount episodes from stories about the past
- Use stories and a range of texts to distinguish between fact and fiction
- Identify differences from ways of life at different times
- Compare 2 versions of a past event
- Discuss reliability of photos/accounts/stories
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Recognise the difference between past and present in their own and others' lives

Children learn about a non-european civilisation, particularly the Inca. They will learn aspects of the culture and how their location impacted their development.

Butterflies Geography- Spring Term- Americas

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Rainforest

Children will learn about the rainforest and the differences in weather and climate there. They will learn about the cultures that live in and near the rainforest and how they use the natural environment and resources.

Butterflies- Summer Term- Africa

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Butterflies ICT- Summer Term- Africa

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- ☐ Create and debug simple programs
- ☐ Use logical reasoning to predict the behaviour of simple programs
- ☐ Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Teach Computing units:

[Digital Music](#)

[Programming quizzes](#)

Butterflies RE- Summer Term- Africa

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Hinduism

Key Belief – Dharma (Right-living, respecting life, honouring Natural world)

- ☐ Recall stories from The Ramayana, of the exile and return of Rama including:
- ☐ Rama is named the successor to his father the king, but because of the jealousy and plotting of his stepmother, Rama is sent away from the palace for 14 years ☐ Rama's choice to honour his father's promise and enter into a 14 year exile, despite the people not wanting him to leave.
- ☐ Sita is kidnapped by the evil king Ravanna, but Rama and Lakshmana, with the monkey king Hanuman defeat Ravanna
- ☐ After the 14 years the joyous return of Rama, Sita and Lakshmana is marked as the first Divali.
- ☐ Know the term Hinduism and know followers are called Hindus.
- ☐ Identify these stories with the Hindu faith and know that its followers are called Hindus.
- ☐ Whilst this happened in India and Hinduism started there, Hindus now live all over the world.
- ☐ Recognise the symbol for Aum (Om) and know how it is correctly pronounced. Know that Aum is often used as the symbol for Hinduism. ☐ Raise and suggest answers to relevant questions in response to the belief in Dharma.
- ☐ Attempt to support their answers using reasons and/or information. Belief – Deity (Brahman, Deva, Devi, Avatar)
- ☐ Recall the story of 'young Krishna opens his mouth', including a) his playmates tell Krishna's mother that he has been eating dirt b) he denies it, but his friends insist he is lying d) his mother asks him to open his mouth, as she looks into his mouth she sees the whole of creation, including planets, sun, stars f) for a moment she realises her young son is no ordinary boy, but God in a special human form
- ☐ Understand that for Hindus this story means the whole world is special to 'God' so everything in it is to be treated with love and respect.
- ☐ Hindus believe that God is one and they call God Brahman.
- ☐ Raise and suggest answers to relevant questions in response to the Hindu belief in Deity.
- ☐ Attempt to support their answers using reasons and/or information.

Butterflies Art- Summer Term- Africa

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Printing (line, shape, value, colour, space)

- ☐ Print using a variety of unaltered materials (sponges, leaves, pre-prepared prints)
- ☐ Demonstrate a range of techniques (rolling, pressing, stamping and rubbing)

Artist:

Art style:

Sculpture

- ☐ Develop techniques to add detail and texture to sculptures using single natural and manufactured materials (clay/playdough)
- ☐ Sculpt by combining materials (wire, recycled materials)

Artist:

Art Style:

Skills

- ☐ Use a range of materials creatively to design and make products
- ☐ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☐ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☐ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Butterflies Music- Summer Term- Africa

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and respond to different kinds of music in different genres
- ☐ Complete musical activities that embed pulse, rhythm and pitch
- ☐ Learn and perform songs by heart
- ☐ Learn to start and stop singing when following a leader
- ☐ Recognise sounds and names of some instruments
- ☐ Know that music has a steady pulse and demonstrate this through movement, clapping, instruments
- ☐ Sing notes of different pitches (high and low)
- ☐ Play a tuned instrumental part within a song (1-3 notes)
- ☐ Improvise through clapping, lyrics and using a tuned instrument (1-2 notes)
- ☐ Create simple melodies using 1, 3 or 5 different notes

Sing up units:

[Come Dance with Me](#)

Butterflies Geography- Summer Term- Africa

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Settlements

Children will learn about differences in types of settlement and why people live in them. They will compare their own setting to that of contrasting locations in Africa.

Butterflies Science- Summer Term- Africa

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Animals, including humans

- ☐ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- ☐ identify and name a variety of common animals that are carnivores, herbivores and omnivores
- ☐ notice that animals, including humans, have offspring which grow into adults
- ☐ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Observation:

- ☐ make careful observations, sometimes using equipment to help them observe carefully
- ☐ notice links between cause and effect with support
- ☐ begin to notice patterns and relationships with support

Testing:

experience different types of scientific enquiries, including practical activities

- ☐ use simple measurements and equipment;
- ☐ begin to draw simple conclusions
- ☐ identify and discuss differences between their results Identifying and

Classifying:

- ☐ sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.

Gathering and recording data:

- ☐ read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1

Butterflies History- Summer Term- Africa

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Know and recount episodes from stories about the past
- Use stories and a range of texts to distinguish between fact and fiction
- Identify differences from ways of life at different times
- Recognise the difference between past and present in their own and others' lives
- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Recognise the difference between past and present in their own and others' lives
- Discuss reliability of photos/accounts/stories

Children learn about how History is investigated, with particular reference to the discovery of Tutankhamun.

Ladybirds- Autumn Term-Europe

- [Science](#)
- [History](#)
- [Geography](#)
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Ladybirds ICT- Autumn Term- Europe

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- ☐ 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 and be discerning in evaluating digital content
- ☐ Present 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

Teach Computing units:

[Connecting Computers](#)

[Stop Fram Animation](#)

Ladybirds RE- Autumn Term- Europe

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief - God

- ☐ Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.
- ☐ Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.
- ☐ Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.

Belief – Incarnation

- ☐ Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus' daughter – that he had power over death (Luke 8. 40-56).
- ☐ Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.

Ladybirds Art- Autumn Term- Europe

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Experiment with showing line, tone and texture
- ☐ Use shading
- ☐ Use different materials to draw (eg - pastels, chalk and felt tips)
- ☐ Develop an awareness of space when drawing

Artist: Dali

Art style: Surrealism

Painting

- ☐ Use varied brush techniques to create shapes and lines
- ☐ Mix colours effectively using the correct language (primary, secondary, tertiary, tint and shade)
- ☐ Create different textures and effects with paint

Artist: Picasso

Art Style: Cubism

Skills

- ☐ To create sketchbooks to record observations
- ☐ To improve their mastery of art and design techniques
- ☐ Learn about the work of a range of great artists and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ladybirds Music- Autumn Term- Europe

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Know at least five songs and perform them by memory
- ☐ Choose one song and be able to talk about the lyrics, what it is about, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song and name some of the instruments within the song
- ☐ Plan and create a section of music that can be performed. Talk about how it was created
- ☐ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- ☐ To talk about the best place to be when performing and how to stand or sit
- ☐ Record the performance and say how they were feeling, what they were pleased with what they would change and why.

Sing up units:

[March from the Nutcracker](#)

[From a railway carriage](#)

Ladybirds Science- Autumn Term- Europe

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Forces & Magnets

- ☐ compare how things move on different surfaces
- ☐ notice that some forces need contact between two objects, but magnetic forces can act at a distance
- ☐ observe how magnets attract or repel each other and attract some materials and not others
- ☐ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- ☐ describe magnets as having two poles
- ☐ predict whether two magnets will attract or repel each other, depending on which poles are facing

Questions and answers

- ☐ I can ask relevant scientific questions
- ☐ I can use observations and knowledge to answer scientific questions
- ☐ I can set up a simple enquiry to explore a scientific question

Observation

- ☐ I can set up a test to compare two things
- ☐ I can set up a fair test and explain why it is fair
- ☐ I can make careful and accurate observations, including the use of standard units

Gathering and recording data

- ☐ I can use equipment, including thermometers and data loggers to make measurements
- ☐ I can gather, record, classify and present data in different ways to answer scientific questions
- ☐ I can use diagrams, keys, bar charts and tables; using scientific language
- ☐ I can use findings to report in different ways, including oral and written explanations, presentation
- ☐ I can draw conclusions and suggest improvements

Ladybirds History- Autumn Term- Europe

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Begin to evaluate the usefulness of different sources
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Communicate their knowledge and understanding.

Children learn about Ancient Greece including the culture, practices, beliefs and customs. They will study evidence for the culture including art and writings from Ancient Greece and archaeological remains.

Ladybirds Geography- Autumn Term- Europe

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate countries of the world.
- Compare key human and physical features within the UK and a European Country
- Use world maps, atlases and globes to identify the United Kingdom and European countries (countries, cities, capitals)
- Use symbols and keys
- Use field work to observe, measure, record and present the human and physical features in the local area using a range of methods
- 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) focusing on the UK

Greece and Spain

Children will compare their own locality to that of Greece and Spain, including the geography, climate and culture of the two different countries. They will learn about key settlements and landmarks and why people are attracted to explore those locations.

Ladybirds- Spring Term- Asia

- [Science](#)
- [History](#)
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- PE

Ladybirds ICT- Spring Term- Asia

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Design 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
- ☐ Present data and information

Teach Computing units:

[Sequencing Sounds](#)

[Branching Databases](#)

Ladybirds RE- Spring Term- Asia

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Judaism

Key belief: God and the Covenant

- ☐ God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.
- ☐ Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.
- ☐ Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people.
- ☐ Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.
- ☐ Understand that Jews believe there is one God who should be placed above all else.
- ☐ The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.
- ☐ Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.
- ☐ Attempt to support their answers using reasons and/or information.

Key belief – Salvation

- ☐ Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'.
- ☐ Explain the Christian Salvation story and that it makes four main claims: – God created a perfect the world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity
- ☐ Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.
- ☐ Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.

Ladybirds Art- Spring Term- Asia

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Experiment with showing line, tone and texture
- ☐ Use shading
- ☐ Use different materials to draw (eg - pastels, chalk and felt tips)
- ☐ Develop an awareness of space when drawing

Artist: Traditional Chinese Art

Art style: Chinese Dragons

Sculpture

- ☐ Cut, make and combine shapes for a purpose
- ☐ Use clay and other malleable materials and practice joining techniques
- ☐ Develop techniques to add materials to the sculpture

Artist: Traditional Chinese Art

Art Style: Dragon eyes

Skills

- ☐ To create sketchbooks to record observations
- ☐ To improve their mastery of art and design techniques
- ☐ Learn about the work of a range of great artists and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ladybirds Music- Spring Term- Asia

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Know at least five songs and perform them by memory
- ☐ Choose one song and be able to talk about the lyrics, what it is about, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song and name some of the instruments within the song
- ☐ Sing in unison and in simple two-parts
- ☐ Follow a leader when singing
- ☐ Show an awareness of the need to warm up a voice and sing with awareness of being 'in tune'
- ☐ Help create at least one simple melody using one, three or five different notes
- ☐ Plan and create a section of music that can be performed. Talk about how it was created
- ☐ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- ☐ To talk about the best place to be when performing and how to stand or sit
- ☐ Record the performance and say how they were feeling, what they were pleased with what they would change and why

Sing up units:

[Bengali Folk Songs](#)

[Global Pentatonics](#)

Ladybirds Science- Spring Term- Asia

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Animals (including humans)

- ☐ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- ☐ identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- ☐ describe the simple functions of the basic parts of the digestive system in humans
- ☐ identify the different types of teeth in humans and their simple functions
- ☐ construct and interpret a variety of food chains, identifying producers, predators and prey

Questions and answers

- ☐ I can ask relevant scientific questions
- ☐ I can use observations and knowledge to answer scientific questions
- ☐ I can set up a simple enquiry to explore a scientific question

Observation

- ☐ I can set up a test to compare two things
- ☐ I can set up a fair test and explain why it is fair
- ☐ I can make careful and accurate observations, including the use of standard units

Gathering and recording data

- ☐ I can use equipment, including thermometers and data loggers to make measurements
- ☐ I can gather, record, classify and present data in different ways to answer scientific questions
- ☐ I can use diagrams, keys, bar charts and tables; using scientific language
- ☐ I can use findings to report in different ways, including oral and written explanations, presentation
- ☐ I can draw conclusions and suggest improvements

Ladybirds History- Spring Term- Asia

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Begin to evaluate the usefulness of different sources
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Communicate their knowledge and understanding.

Children learn about the history of China including the culture, practices, beliefs and customs and key events. They will study evidence of historical China including art and writings.

Ladybirds Geography- Spring Term- Asia

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate countries of the world.
- Compare key human and physical features within the UK and a European Country
- Use world maps, atlases and globes
- 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 and Greenwich meridian and time zones.
- Use symbols and keys
- Describe and understand national disasters (volcanoes and earthquakes)

China

Children will learn about the country of China with and contrast it to their own, including its geography and culture. They will particularly focus on weather patterns and how that compares to the weather in the UK. They will also learn about incidents of natural disasters including tsunamis, earthquakes and volcanos that have impacted the region.

Ladybirds- Summer Term- Australia

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Ladybirds Art- Summer Term- Australia

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Painting

- ☐ Use varied brush techniques to create shapes and lines
- ☐ Mix colours effectively using the correct language (primary, secondary, tertiary, tint and shade)
- ☐ Create different textures and effects with paint

Artist: Aboriginal art

Art Style: Aboriginal art

Printing

- ☐ use more than one colour to layer in a print;
- ☐ replicate patterns from observations;

Artist: Aboriginal art

Art Style: Aboriginal art

Skills

- ☐ To create sketchbooks to record observations
- ☐ To improve their mastery of art and design techniques
- ☐ Learn about the work of a range of great artists and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ladybirds ICT- Summer Term- Australia

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Design 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
- ☐ Present data and information

Teach Computing units:

[Creating media – Desktop publishing](#)

[Programming B - Events and actions in programs](#)

Ladybirds RE- Summer Term- Australia

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)

- ☐ Christians try to be like Jesus and obey his teachings in the things that they think and do.
- ☐ Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.
- ☐ Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?
- ☐ Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.
- ☐ How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?
- ☐ Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.

Hinduism

Key Belief – Dharma. (Right-living, respecting life, honouring Natural world)

- ☐ Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living.
- ☐ Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way.
- ☐ Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma' Belief – Deity (Brahman, Deva, Devi, Avatar)
- ☐ Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.
- ☐ Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali. Belief – Atman (The Divine within)
- ☐ Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.
- ☐ Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.
- ☐ Know that Hindus have a special place at home for performing puja once a day.
- ☐ Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.

Ladybirds Science- Summer Term- Australia

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Light

- ☐ recognise that they need light in order to see things and that dark is the absence of light
- ☐ notice that light is reflected from surfaces
- ☐ recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- ☐ recognise that shadows are formed when the light from a light source is blocked by a solid object
- ☐ find patterns in the way that the size of shadows change.

Questions and answers

- ☐ I can ask relevant scientific questions
- ☐ I can use observations and knowledge to answer scientific questions
- ☐ I can set up a simple enquiry to explore a scientific question

Observation

- ☐ I can set up a test to compare two things
- ☐ I can set up a fair test and explain why it is fair
- ☐ I can make careful and accurate observations, including the use of standard units

Gathering and recording data

- ☐ I can use equipment, including thermometers and data loggers to make measurements
- ☐ I can gather, record, classify and present data in different ways to answer scientific questions
- ☐ I can use diagrams, keys, bar charts and tables; using scientific language
- ☐ I can use findings to report in different ways, including oral and written explanations, presentation
- ☐ I can draw conclusions and suggest improvements

Ladybirds History- Summer Term- Australia

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Communicate their knowledge and understanding.

Children learn about the history of Australia, in particular the lives, beliefs and practices of the aboriginal people.

Ladybirds Geography- Summer Term- Australia

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate countries of the world.
- Use world maps, atlases and globes to identify the United Kingdom and other countries (countries, cities, capitals)
- 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 and Greenwich meridian and time zones.
- Use symbols and keys
- Use field work 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)

Australia

Children will learn about the country of Australia and how it compares with the UK. They will carry out a survey of the local area and compare it to an area of Australia. They will make and use maps to identify key locations including human and physical features.

Ladybirds Music- Summer Term- Australia

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Know at least five songs and perform them by memory
- ☐ Choose one song and be able to talk about the lyrics, what it is about, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song and name some of the instruments within the song
- ☐ Find and demonstrate the pulse
- ☐ Know how pulse, rhythm and pitch work together to create a song
- ☐ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation
- ☐ Plan and create a section of music that can be performed. Talk about how it was created
- ☐ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- ☐ To talk about the best place to be when performing and how to stand or sit
- ☐ Record the performance and say how they were feeling, what they were pleased with what they would change and why

Sing up units:

[The Horse in Motion](#)

[Composing with Colour](#)

Ladybirds- Autumn Term- Antarctica

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Ladybirds ICT- Autumn Term- Antarctica

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ 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 and be discerning in evaluating digital content
- ☐ Present data and information

Teach Computing units:

[Computing systems and networks – The Internet](#)

[Creating media - Audio production](#)

Ladybirds Art- Autumn Term- Antarctica

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Experiment with showing line, tone and texture
- ☐ Use shading
- ☐ Use different materials to draw (eg - pastels, chalk and felt tips)
- ☐ Develop an awareness of space when drawing

Artist: Nerys Levy

Art Style: stylistic use of colour

Painting

- ☐ Use varied brush techniques to create shapes and lines
- ☐ Mix colours effectively using the correct language (primary, secondary, tertiary, tint and shade)
- ☐ Create different textures and effects with paint

Artist: Nerys Levy

Art Style: stylistic use of colour

Skills

- ☐ To create sketchbooks to record observations
- ☐ To improve their mastery of art and design techniques
- ☐ Learn about the work of a range of great artists and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Ladybirds Music- Autumn Term- Antarctica

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Know at least five songs and perform them by memory
- ☐ Choose one song and be able to talk about the lyrics, what it is about, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song and name some of the instruments within the song
- ☐ Show an awareness of the need to warm up a voice and sing with awareness of being 'in tune'
- ☐ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation
- ☐ Plan and create a section of music that can be performed. Talk about how it was created

Sing up units:

[Let's fly with the stars](#)

Ladybirds RE- Autumn Term- Antarctica

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief: Torah

- ☐ On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.
- ☐ The reading of the Torah is central to the service: during the service there will be readings from the Torah.
- ☐ In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are:
 - ☐ Never touched by human hands- a special pointer is used
 - ☐ Each scroll has a mantle (cover)
 - ☐ Once they have been used, they are returned to the Ark
 - ☐ There is an ever-burning lamp outside the Ark to show God is always present
- ☐ Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.
- ☐ Know the Torah is written in Hebrew.
- ☐ Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah. ▢ Attempt to support their answers using reasons and/or information.

Belief – Incarnation

- ☐ Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus' daughter – that he had power over death (Luke 8. 40-56).
- ☐ Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.

Ladybirds Science- Autumn Term- Antarctica

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Rocks

- ☐ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- ☐ describe in simple terms how fossils are formed when things that have lived are trapped within rock
- ☐ recognise that soils are made from rocks and organic matter.

Sound

- ☐ identify how sounds are made, associating some of them with something vibrating
- ☐ recognise that vibrations from sounds travel through a medium to the ear
- ☐ find patterns between the pitch of a sound and features of the object that produced it
- ☐ find patterns between the volume of a sound and the strength of the vibrations that produced it
- ☐ recognise that sounds get fainter as the distance from the sound source increases

Questions and answers

- ☐ I can ask relevant scientific questions
- ☐ I can use observations and knowledge to answer scientific questions
- ☐ I can set up a simple enquiry to explore a scientific question

Observation

- ☐ I can set up a test to compare two things
- ☐ I can set up a fair test and explain why it is fair
- ☐ I can make careful and accurate observations, including the use of standard units

Gathering and recording data

- ☐ I can use equipment, including thermometers and data loggers to make measurements
- ☐ I can gather, record, classify and present data in different ways to answer scientific questions
- ☐ I can use diagrams, keys, bar charts and tables; using scientific language
- ☐ I can use findings to report in different ways, including oral and written explanations, presentation
- ☐ I can draw conclusions and suggest improvements

Ladybirds History- Autumn Term- Antarctica

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Communicate their knowledge and understanding.
- Offer a reasonable explanation for some events Interpretations of history
- Begin to evaluate the usefulness of different sources

Children learn about the journey of Shackleton and how this compares to Antarctic exploration today.

Ladybirds Geography- Autumn Term- Antarctica

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate countries of the world.
- Use world maps, atlases and globes to identify the United Kingdom and other countries (countries, cities, capitals)
- 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 and Greenwich meridian and time zones.
- Use symbols and keys
- Use eight points of a compass
- Use four figure grid references

Antarctica

Children learn about Antarctica, it's location and the reasons for its climate. They research attempts to explore it and how it can be mapped.

Ladybirds- Spring Term- Americas

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Ladybirds ICT- Spring Term- America

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

Teach Computing units:

- ☐ Design 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
- ☐ Present data and information

[Programming A –
Repetition in shapes](#)

[Data and information –
Data logging](#)

Ladybirds RE- Spring Term- America

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief – Iman (faith) Messengers of Allah

- ☐ Know that Muslims believe that Muhammad had many revelations over 22 years.
- ☐ Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an.
- ☐ Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book.
- ☐ Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.
- ☐ Know that God's message is known as the 'Straight Path' or the Shariah
- ☐ Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.
- ☐ Attempt to support their answers using reasons and/or information

Humanism

- ☐ Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.
- ☐ Be able to tell another person what is meant by 'Humanist' and 'atheist'.
- ☐ Have had the opportunity to talk with members of a Humanist family.
- ☐ Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.
- ☐ Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.
- ☐ Be familiar with what the 'happy human' symbol means to Humanists.

Ladybirds Art- Spring Term- Americas

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Collage

- ☐ add collage to a painted or printed background;
- ☐ create and arrange accurate patterns;
- ☐ use a range of mixed media;
- ☐ plan and design a collage;

Artist: Andy Warhol

Art Style: Pop Art

Skills

- ☐ To create sketchbooks to record observations
- ☐ To improve their mastery of art and design techniques
- ☐ Learn about the work of a range of great artists and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Painting

- ☐ create a colour palette, demonstrating mixing techniques;
- ☐ use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

Artist: Ancient artists

Art Style: Cave Art

Ladybirds Science- Spring Term- Americas

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Electricity

- ☐ identify common appliances that run on electricity
- ☐ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- ☐ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- ☐ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- ☐ recognise some common conductors and insulators, and associate metals with being good conductors.

Questions and answers

- ☐ I can ask relevant scientific questions
- ☐ I can use observations and knowledge to answer scientific questions
- ☐ I can set up a simple enquiry to explore a scientific question

Observation

- ☐ I can set up a test to compare two things
- ☐ I can set up a fair test and explain why it is fair
- ☐ I can make careful and accurate observations, including the use of standard units

Gathering and recording data

- ☐ I can use equipment, including thermometers and data loggers to make measurements
- ☐ I can gather, record, classify and present data in different ways to answer scientific questions
- ☐ I can use diagrams, keys, bar charts and tables; using scientific language
- ☐ I can use findings to report in different ways, including oral and written explanations, presentation
- ☐ I can draw conclusions and suggest improvements

Ladybirds Music- Spring Term- America

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Know at least five songs and perform them by memory
- ☐ Know how pulse, rhythm and pitch work together to create a song
- ☐ Sing in unison and in simple two-parts
- ☐ Show an awareness of the need to warm up a voice and sing with awareness of being 'in tune'
- ☐ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation
- ☐ Help create at least one simple melody using one, three or five different notes
- ☐ Plan and create a section of music that can be performed. Talk about how it was created
- ☐ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- ☐ To talk about the best place to be when performing and how to stand or sit
- ☐ Record the performance and say how they were feeling, what they were pleased with what they would change and why.

Sing up units:

[This Little Light of Mine](#)

[The Pink Panther Theme](#)

Ladybirds History- Spring Term- America

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Ask a variety of questions
- Communicate their knowledge and understanding.
- Offer a reasonable explanation for some events Interpretations of history
- Begin to evaluate the usefulness of different sources

Children learn about the Stone Age and how it has been investigated. They will examine and evaluate evidence for Stone Age life and explore how the origins of human life began.

Ladybirds Geography- Spring Term- Americas

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate countries of the world.
- Use world maps, atlases and globes to identify the United Kingdom and other countries (countries, cities, capitals)
- 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 and Greenwich meridian and time zones.
- Compare key human and physical features
- Use symbols and keys
- Use eight points of a compass
- Use four figure grid references

America and tourism

Children learn about the key landmarks and locations in the USA, identifying why people visit there and what there is to do.

Ladybirds- Summer Term- Africa

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- [Computing](#)
- PE

Ladybirds ICT- Summer Term- Africa

Key Concepts- EMAIL				
E-safety	Media	Algorithms	Interactivity	Learning
Children are taught key skills in staying safe online, including safe interactions, identifying trustworthy sources and being good online citizens.	Children are taught to use and create digital media, including using office software and using a range of sound and visual programs.	Children are taught to use instructions and code to make a program work in the way that they want, including solving problems in the creation of the code.	Children understand the ways in which modern technology can be used to interact with others, including a range of communication methods. They understand that computers communicate to share information and programming.	Children use computer and online programs to search for key facts and information, including how to optimise a search and identify trustworthy and useful sources.

- ☐ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- ☐ Design 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
- ☐ Present data and information

Teach Computing units:

[Creating media – Photo editing](#)

[Programming B – Repetition in games](#)

Ladybirds RE- Summer Term- Africa

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)

- ☐ Christians try to be like Jesus and obey his teachings in the things that they think and do.
- ☐ Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything– even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.
- ☐ Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?
- ☐ Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.
- ☐ How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?
- ☐ Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.

Belief – Iman (faith) Messengers of Allah

- ☐ Know that Muslims believe that Muhammad had many revelations over 22 years.
- ☐ Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an.
- ☐ Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book.
- ☐ Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.
- ☐ Know that God's message is known as the 'Straight Path' or the Shariah
- ☐ Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.
- ☐ Attempt to support their answers using reasons and/or information

Ladybirds Art- Summer Term- Africa

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Textile

- ☐ use a dyeing technique to alter a textile's colour and pattern;
- ☐ use a variety of techniques, e.g. marbling, dyeing, weaving and stitching to create different textural effects;

Artist:

Art Style:

Skills

- ☐ To create sketchbooks to record observations
- ☐ To improve their mastery of art and design techniques
- ☐ Learn about the work of a range of great artists and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Painting

- ☐ create a colour palette, demonstrating mixing techniques;
- ☐ use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

Artist: Egyptian Artists

Art Style: Egyptian wall art

Ladybirds Music- Summer Term- Africa

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Know at least five songs and perform them by memory
- ☐ Choose one song and be able to talk about the lyrics, what it is about, any musical dimensions featured and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song and name some of the instruments within the song
- ☐ Sing in unison and in simple two-parts
- ☐ Follow a leader when singing
- ☐ Show an awareness of the need to warm up a voice and sing with awareness of being 'in tune'
- ☐ Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- ☐ To talk about the best place to be when performing and how to stand or sit
- ☐ Record the performance and say how they were feeling, what they were pleased with what they would change and why.

Sing up units:

[Favourite Song](#)

Ladybirds Science- Summer Term- Africa

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Living things & Their Habitats

- ☐ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- ☐ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- ☐ investigate the way in which water is transported within plants
- ☐ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- ☐ recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Questions and answers

- ☐ I can ask relevant scientific questions
- ☐ I can use observations and knowledge to answer scientific questions
- ☐ I can set up a simple enquiry to explore a scientific question

Observation

- ☐ I can set up a test to compare two things
- ☐ I can set up a fair test and explain why it is fair
- ☐ I can make careful and accurate observations, including the use of standard units

Gathering and recording data

- ☐ I can use equipment, including thermometers and data loggers to make measurements
- ☐ I can gather, record, classify and present data in different ways to answer scientific questions
- ☐ I can use diagrams, keys, bar charts and tables; using scientific language
- ☐ I can use findings to report in different ways, including oral and written explanations, presentation
- ☐ I can draw conclusions and suggest improvements

Ladybirds History- Summer Term- Africa

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place events from period studied on time line
- Use terms related to the period and begin to date events
- Understand more complex terms eg BC/AD
- Ask a variety of questions
- Communicate their knowledge and understanding.
- Offer a reasonable explanation for some events Interpretations of history
- Begin to evaluate the usefulness of different sources

Children learn about life and culture in Ancient Egypt. They will learn about the beliefs and practices of the Ancient Egyptians and how they relate to our own culture and cultures of the time. They will also explore how historians know about these.

Ladybirds Geography- Summer Term- Africa

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate countries of the world.
- Use world maps, atlases and globes to identify the United Kingdom and other countries (countries, cities, capitals)
- 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 and Greenwich meridian and time zones.
- Use symbols and keys

Rivers

Children will learn about the path and process of a river, as well as the ways in which humans and other creatures use rivers. They will place a particular focus on the River Nile to link with their History topic on the Ancient Egyptians.

Hedgehogs- Autumn Term-Europe

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- Computing
- PE

Hedgehogs RE- Autumn Term- Europe

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Judaism

Key belief: G-d and the Covenant

- ☐ Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah.
- ☐ Know that Abraham is called one of the fathers of Judaism
- ☐ Know the story of Abraham who Jews believe was the first person to believe in one God:
- ☐ Abraham was rich and lived in Ur; the people worshipped many gods
- ☐ God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land ☞ but Sara is barren
- ☐ with no scriptures or traditions, he puts his faith in God
- ☐ Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants.
- ☐ Know that Yom Kippur is the holiest day in the Jewish calendar.
- ☐ This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, “And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement”.
- ☐ Understand how Jews celebrate the Shabbat and why it is considered the most important festival:
- ☐ Timing of Shabbat, no work, but study, rest and leisure
- ☐ Time to celebrate belief in one God as creator
- ☐ Central rituals: Kiddush, lighting candles, wine shared, and bread cut
- ☐ Attendance at Synagogue and opening of Ark
- ☐ Dietary rules including kosher and trefah and separation of meat and milk.
- ☐ Raise and suggest answers to relevant questions in response to the concept of a covenant with God.
- ☐ Attempt to support their answers using reasons and/or information.

Hedgehogs Art- Spring Term- Europe

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- ☐ depict movement and perspective in drawings;
- ☐ use a variety of tools and select the most appropriate

Skills

To create sketchbooks to record observations and use them to review and revisit ideas

To improve their mastery of art and design techniques

Learn about the work of a range of great artists, architects and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Artist and style: Second World War propaganda posters

Hedgehogs Science- Autumn Term- Europe

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Light

- ☐ recognise that light appears to travel in straight lines
- ☐ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- ☐ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Questions and answers

- ☐ I can plan different types of scientific enquiry I can control variables in an enquiry.

Observation

- ☐ I can measure accurate and precisely using a range of equipment

Gathering and recording data

- ☐ I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ I can use the outcome of test results to make predictions and set up a further comparative fair test
- ☐ I can report findings from enquiries in a range of ways
- ☐ I can explain a conclusion from an enquiry I can explain causal relationships in an enquiry
- ☐ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

Hedgehogs History- Autumn Term- Europe

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place current study on time line in relation to other studies 
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Bring knowledge gathered from several sources together in a fluent account

Artist: Roy Lichtenstein
Art Style: Pop Art

Children learn about the Second World War and, in particular, the effect of the war on the people of Britain. They listen to news recordings and read newspaper accounts of the buildup to the war and compare it to modern day events. They learn about evacuees and the effect that the evacuation had on children and families.

Hedgehogs Geography- Autumn Term- Europe

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate the world's countries on a map
- 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 and Greenwich meridian and time zones.
- Describe 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.
- Use world maps, atlases and globes to identify the United Kingdom and European countries (countries, cities, capitals)

Artist: Roy Leichtenstein

Art Style: Pop Art

Europe

In order to link with their History topic of the Second World War, children will explore the human and physical geography of Europe. They will identify key locations and discuss how the placement of countries and their natural features impacted the course of the war.

Hedgehogs Music- Autumn Term- Europe

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and discuss music in a range of genres
 - ☐ Use musical words to present or discuss music
 - ☐ Create simple melodies using up to five different notes and simple rhythms that work musically
 - ☐ Explain the keynote or home note and the structure of the melody
 - ☐ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
 - ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- Compose a syncopated melody using the notes of the C major scale.
 - Sing a syncopated melody accurately and in tune.
 - Sing and play a class arrangement of the song with a good sense of ensemble.
 - Listen to historical recordings of big band swing and describe features of the music using music vocabulary.

Singup Units:

[Hey Mr Miller](#)

Hedgehogs- Spring Term- Asia

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- Computing
- PE

Hedgehogs Music- Spring Term- Asia

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ To identify and move to the pulse with ease
- ☐ Compare two pieces of music in the same style, talking about what stands out musically in each of them, their similarities and differences
- ☐ Listen to and discuss music in a range of genres
- ☐ Use musical words to present or discuss music
- ☐ Talk about musical dimensions working together
- ☐ Talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- ☐ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
- ☐ Talk about the venue and how to use it to best effect ☐ Record the performance and compare it to a previous performance

Singup Units:

[Ame Sau Vala Tara Bal](#)

[Balinese Gamelan](#)

Hedgehogs RE- Spring Term- Asia

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Islam

Key belief – Islam (Submission to the will of Allah)

- ☐ Understand that the Qur'an is the original and most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.
- ☐ Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to Allah. Muslims have always studied nature for signs and wonders of Allah
- ☐ Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah:
- ☐ Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise.
- ☐ Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided.
- ☐ Know the story of Bilal and understand why this story is important to Muslims:
- ☐ Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. ☐ Attempt to support their answers using reasons and/or information

Christianity

Key belief – Salvation

- ☐ Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.
- ☐ Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone.
- ☐ Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.
- ☐ Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13)
- ☐ Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.

Hedgehogs Science- Spring Term- Asia

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Forces

- ☐ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- ☐ identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- ☐ recognise that some mechanisms, including lever, pulleys and gears, allow a smaller force to have a greater effect.

Questions and answers

- ☐ I can plan different types of scientific enquiry I can control variables in an enquiry.

Observation

- ☐ I can measure accurate and precisely using a range of equipment

Gathering and recording data

- ☐ I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ I can use the outcome of test results to make predictions and set up a further comparative fair test
- ☐ I can report findings from enquiries in a range of ways
- ☐ I can explain a conclusion from an enquiry I can explain causal relationships in an enquiry
- ☐ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

Hedgehogs Art- Spring Term- Asia

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Sculpture

- ☐ plan and design a sculpture;
- ☐ use tools and materials to carve, add shape, add texture and pattern;
- ☐ develop cutting and joining skills, e.g. using wire, coils, slabs and slips

Artist: Ming dnyasty China

Art Style: Vases

Skills

To create sketchbooks to record observations and use them to review and revisit ideas

To improve their mastery of art and design techniques

Learn about the work of a range of great artists, architects and designers describing the differences and similarities between different practices and disciplines, and making links to their own work.

Hedgehogs History- Spring Term- Asia

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place current study on time line in relation to other studies [?](#)
- Use relevant dates and terms
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Children learn about the climbing of Everest and the ways in which this has changed over time. They will learn about differing accounts of the climbs, differing opinions and reasons for lack of knowledge, such as with Mallory and Irving and details about the first ascent.

Hedgehogs Geography- Spring Term- Asia

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate the world's countries on a map
- 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 and Greenwich meridian and time zones.
- Describe and understand biomes, vegetation belts and climate zones
- Describe and understand rivers, mountains, oceans and the water cycle

Mountains

Children will learn about the mountainous areas of the world. They will particularly reference the Himalayas and Mount Everest and find out about the human and physical geography there, including the challenges that come with living in that environment.

Children will reference their class book 'Running on the Roof of the World' when finding out about the cultures and people that live in the Himalayas. They will research the impact of tourism in that area, and what it takes to climb a mountain like Everest.

Hedgehogs- Summer Term- Australia

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
- [RE](#)
- Computing
- PE

Hedgehogs RE- Summer Term- Australia

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Key Belief – Dharma. (Right-living, respecting life, honouring Natural world)

- ☐ Know that the term “Hinduism” is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term “Sanatan Dharma”, which mean ‘eternal truths’ (i.e. basic teachings which have always been true and always will be).
- ☐ Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons. Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa.
- ☐ Know the Hindu word for ‘action’ is ‘karma which means everything we do will have consequences. This is the ‘Law of Karma’. Following the Dharma will produce beneficial results.

Belief – God

- ☐ Christians believe that “God is love” (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).
- ☐ Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.
- ☐ Christians believe the Bible talks about what God is like and his relationship with people who believe in him.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. ☒ Recognize that Christians use evidence to support their belief in God.
- ☐ Understand God loves His creation, and everything is created in harmony.
- ☐ Humans have a duty to care for God's creation. They are the stewards of creation.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.

Hedgehogs Music- Summer Term- Australia

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ To identify and move to the pulse with ease
- ☐ Compare two pieces of music in the same style, talking about what stands out musically in each of them, their similarities and differences
- ☐ Listen to and discuss music in a range of genres
- ☐ Use musical words to present or discuss music
- ☐ Talk about musical dimensions working together
- ☐ Talk about the music and how it makes you feel.
- ☐ Talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- ☐ Explain the keynote or home note and the structure of the melody
- ☐ Talk about the venue and how to use it to best effect ☐ Record the performance and compare it to a previous performance

Singup Units:

[Shadows](#)

[Race](#)

Hedgehogs Science- Summer Term- Australia

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Evolution & Inheritance

- ☐ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- ☐ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- ☐ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Questions and answers

- ☐ I can plan different types of scientific enquiry I can control variables in an enquiry.

Observation

- ☐ I can measure accurate and precisely using a range of equipment

Gathering and recording data

- ☐ I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ I can use the outcome of test results to make predictions and set up a further comparative fair test
- ☐ I can report findings from enquiries in a range of ways
- ☐ I can explain a conclusion from an enquiry I can explain causal relationships in an enquiry
- ☐ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

Hedgehogs Art- Summer Term- Australia

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- ☐ depict movement and perspective in drawings;
- ☐ use a variety of tools and select the most appropriate

Artist: Charles Darwin

Art Style: Observational drawing

Painting

- ☐ create a colour palette, demonstrating mixing techniques;
- ☐ use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

Artist: Aboriginal Artists

Art Style: abstract and impressionistic art.

Hedgehogs Geography- Summer Term- Australia

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate the world's countries on a map
- 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 and Greenwich meridian and time zones.
- Describe and understand biomes, vegetation belts and climate zones
- Use six figure grid references
- Use symbols and keys, including the use of Ordinance Survey

The Galapagos Islands

Children will explore the location and climate of the Galapagos Islands, including their unique flora and fauna. They will learn about how they are mapped and how maps are created.

Hedgehogs History- Summer Term- Australia

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Children learn about the voyage of the Beagle, including the reasons for the voyage and the differences between this voyage and modern research expeditions. They will read accounts of the journey and examine pictures from the time.

Hedgehogs- Autumn Term- Antarctica

- [Science](#)
- [History](#)
- [Geography](#)
- [Art](#)
- [Music](#)
- DT
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- Computing
- PE

Hedgehogs RE- Autumn Term- Antarctica

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief: Torah

- ☐ Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi'im and Ketuvim. The word Tenakh, is made up of these 3 types of writing.
- ☐ Know that the Torah is the most important because it tells Jews what God is like and how they should live.
- ☐ Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ..."
- ☐ Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.
- ☐ Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds Jews that it is important to study and obey the Law throughout their lives.
- ☐ Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah.
- ☐ Attempt to support their answers using reasons and/or information

Belief – Incarnation

- ☐ Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)
- ☐ Understand that the two accounts are told from different viewpoints (Mary and Joseph's)
- ☐ Reflect on why there may be different accounts.
- ☐ The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.
- ☐ Some Christians understand this symbolically and others literally.
- ☐ The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.
- ☐ Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help.

Hedgehogs Music- Autumn Term- Antarctica

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ To identify and move to the pulse with ease
- ☐ Compare two pieces of music in the same style, talking about what stands out musically in each of them, their similarities and differences
- ☐ Listen to and discuss music in a range of genres
- ☐ Use musical words to present or discuss music
- ☐ Listen to the group when singing
- ☐ Talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- ☐ Sing in unison and to sing backing vocals in a range of genres
- ☐ Improvise using instruments in the context of a song to be performed
- ☐ Create simple melodies using up to five different notes and simple rhythms that work musically
- ☐ Explain the keynote or home note and the structure of the melody
- ☐ Talk about the venue and how to use it to best effect ☐ Record the performance and compare it to a previous performance

Singup Units:

[What shall we do with the drunken sailor?](#)

Hedgehogs Science- Autumn Term- Antarctica

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Properties & Changes of Materials

- ☐ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- ☐ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- ☐ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- ☐ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- ☐ demonstrate that dissolving, mixing and changes of state are reversible changes
- ☐ explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Electricity

- ☐ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- ☐ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- ☐ use recognised symbols when representing a simple circuit in a diagram.

Questions and answers

- ☐ I can plan different types of scientific enquiry I can control variables in an enquiry.

Observation

- ☐ I can measure accurate and precisely using a range of equipment

Gathering and recording data

- ☐ I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ I can use the outcome of test results to make predictions and set up a further comparative fair test
- ☐ I can report findings from enquiries in a range of ways
- ☐ I can explain a conclusion from an enquiry I can explain causal relationships in an enquiry
- ☐ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

Hedgehogs History- Autumn Term- Antarctica

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Significant individuals who have had an impact on history.	Where things come from and how they began. This includes our knowledge of history- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up?

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Know key dates, characters and events of time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Children learn about the early exploration of Antarctica, learning about the journeys of Scott, Amundsen and Shackleton. They will compare accounts of their journeys, look at the evidence for what we know about them and the reasons for the different outcomes for their expeditions.

Hedgehogs Geography- Autumn Term- Antarctica

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate the world's countries on a map
- 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 and Greenwich meridian and time zones.
- Describe and understand biomes, vegetation belts and climate zones
- Use six figure grid references
- Use symbols and keys, including the use of Ordinance Survey

Antarctic exploration

Children will learn about the way in which people have attempted to explore Antarctica. They will plan and investigate different journeys there and how people have survived in different climates.

Hedgehogs Art- Autumn Term- Antarctica

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- ☐ depict movement and perspective in drawings;
- ☐ use a variety of tools and select the most appropriate

Artist: Leonardo Da Vinci

Art style: Accurate, technical drawing

Representing form and detail.

Collage

- ☐ add collage to a painted or printed background;
- ☐ create and arrange accurate patterns;
- ☐ use a range of mixed media;
- ☐ plan and design a collage;

Hedgehogs- Spring Term- Americas

- [Science](#)
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Hedgehogs Geography- Autumn Term- America

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

- Locate the world's countries on a map
- Describe 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.
- Describe and understand biomes, vegetation belts and climate zones

Trade

Children will learn about the ways in which different countries have access to different natural resources, and how they must engage in trade. Children will explore the ways in which goods are moved around the world, with a particular focus on the Americas.

Hedgehogs RE- Spring Term- America

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Humanism

- ☐ Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.
- ☐ Be able to say why Humanism is a life stance but not a religion.
- ☐ Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.
- ☐ Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why. ☐ Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.
- ☐ Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.
- ☐ Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.

Key belief – Salvation

- ☐ Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.
- ☐ Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone.
- ☐ Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.
- ☐ Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13)
- ☐ Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.
- ☐ Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.

Hedgehogs Art- Spring Term- Americas

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- ☐ depict movement and perspective in drawings;
- ☐ use a variety of tools and select the most appropriate

Artist: Edward Hopper

Art style: Drawing with perspective

Painting

- ☐ create a colour palette, demonstrating mixing techniques;
- ☐ use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces

Artist: Roy Leichtenstein

Art Style: Pop Art

Hedgehogs Art- Spring Term- Americas

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Drawing

- ☐ Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;
- ☐ depict movement and perspective in drawings;
- ☐ use a variety of tools and select the most appropriate

Artist: Edward Hopper

Art style: Drawing with perspective

Painting

- ☐ create a colour palette, demonstrating mixing techniques;
- ☐ use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces

Artist: Roy Leichtenstein

Art Style: Pop Art

Hedgehogs Music- Spring Term- Americas

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ Listen to and discuss music in a range of genres
- ☐ Use musical words to present or discuss music
- ☐ Talk about musical dimensions working together
- ☐ Talk about the music and how it makes you feel.
- ☐ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)

Children listen to a range of music composed about space and discuss how emotions and ideas are created through instrumentation, texture, volume and tempo.

They use their findings to compose and record a piece of music for the opening of a space-set TV program.

Key pieces- Mars (Holst) Mars (Gregson-Williams)
Moonlight Sonata (Beethoven)

Hedgehogs- Science- Spring Term Americas

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

The Earth in Space

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Animals and Humans

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- Describe the changes that happen as a human develops from childhood to adulthood.

Questions and answers

- ☐ I can plan different types of scientific enquiry I can control variables in an enquiry.

Observation

- ☐ I can measure accurate and precisely using a range of equipment

Gathering and recording data

- ☐ I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ I can use the outcome of test results to make predictions and set up a further comparative fair test
- ☐ I can report findings from enquiries in a range of ways
- ☐ I can explain a conclusion from an enquiry I can explain causal relationships in an enquiry
- ☐ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

Hedgehogs- History- Spring Term- Americas

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Also, significant individuals who have had an impact on History.	Where things come from and how they began. This includes our knowledge of History- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up.

- Place current study on time line in relation to other studies
- Use relevant dates and terms
- Sequence up to 10 events on a time line
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Select and organise information to produce structured work, making appropriate use of dates and terms.

Children learn about the history of Space exploration, including key dates, events and people including Neil Armstrong, Yri Gagarin and Katherine Johnson.

Children also learn about the Viking invasion of Britain and compare it to the Spanish invasion of the Amazon.

Hedgehogs- Summer Term- Africa

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Hedgehogs Art- Summer Term- Africa

Key Concepts- FRAME				
Form	Representation	Artist	Medium	Expression
Form is the way that a 3D object occupies space. In Art, form can be real or implied- drawing and painting of 3D objects are examples of implied form.	Objects and ideas can be represented in a number of different ways, through different mediums and techniques, as well as different styles of art.	Children will learn about key artists and use their work to inspire their own artworks.	Different forms of material, in 2D and 3D, which can be used to represent a subject. This could include paint, pencil, charcoal, clay,	Expression is the way in which an image or idea can be represented- it does not have to be an exact copy, but the artist may chose to do so.

Textile

- ☐ experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
- ☐ add decoration to create effect

Artist: African weaving patterns

Art style: weaving patterns

Printing

- ☐ design and create printing blocks/tiles;
- ☐ develop techniques in mono, block and relief printing;
- ☐ create and arrange accurate patterns;

Artist: Traditional African printing

Art Style: Printing patterns

Hedgehogs RE- Summer Term- Africa

Key Concepts- FAITH				
Faith	Authority	Ideology	Tradition	History
Children will understand that different people have different faiths, with a range of beliefs and practices. Britain is a multicultural society in which people hold different faiths, and an understanding of these leads to greater understanding between people.	All people take authority from somewhere. This may be from a holy book or teachings, or in the example of others. This may involve belief in God or gods or not.	As children develop a sense of identity they will internalise definitions of right and wrong. The exploration of this concept will enable children to understand how moral values and a sense of obligation can come from some people's beliefs and experiences. They will also be able to evaluate their own and others' values in order to make informed, rational and imaginative choices.	Every family and community has traditions. These traditions also play a part in the wider local and national community. It is imperative that children understand these traditions and the traditions of others in order to fully understand their place in society and the reasons for many of the celebrations that we share.	All faiths and beliefs come from an understanding of what has come before. An understanding of these stories can help us to appreciate the reasons and origins of different faiths. This will include knowledge of key characters and deities of a range of faiths.

Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)

- ☐ Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1 -12 & 43-46).
- ☐ Give examples of what Christians are doing today to live out these beliefs.
- ☐ Jesus told his followers, “As I have loved you, so you must love one another.” John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.
- ☐ Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?

Belief – Iman (faith) Messengers of Allah

- ☐ Know the Muslim belief that Muhammad is the final Prophet.
- ☐ Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them'. They also show great respect to the sacred texts of other religions; such as gospels and Torah.
- ☐ Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God's clear message.
- ☐ Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers.
- ☐ Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.
- ☐ Understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris) and so they forgot it ignore it tamper with it

Hedgehogs- Science- Summer Term- Africa

Key Concepts- Focal				
Function	Observation	Cause and effect	Analysis	Life
Children learn about the function of different areas of Science and how they enable natural processes to occur.	Children learn how to make observations in order to answer a scientific question- this may be through collecting data or observing a change or difference between two objects.	Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. There are many events that take place in the world with causes that generate observable patterns.	Children learn to think scientifically and analyse things that they observe in the natural world. The scientific method encourages the use of logic and reasoning together with evidence to minimize the influence of bias providing an standardized approach to conducting experiments.	Children learn about the process that make and sustain life, as well as what makes something a living thing. They understand that not all process are the result of a living thing.

Living Things & Their Habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Animals (including humans)

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Questions and answers

- ☐ I can plan different types of scientific enquiry I can control variables in an enquiry.

Observation

- ☐ I can measure accurate and precisely using a range of equipment

Gathering and recording data

- ☐ I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- ☐ I can use the outcome of test results to make predictions and set up a further comparative fair test
- ☐ I can report findings from enquiries in a range of ways
- ☐ I can explain a conclusion from an enquiry I can explain causal relationships in an enquiry
- ☐ I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory

Hedgehogs- History- Summer Term- Africa

Key Concepts- EPOCH				
empire	people	Origin	chronology	hierarchy
An empire is a collection of places controlled from a central location or country, often with the aim of expanding. The ways in which these build and are lost.	The cultures, beliefs, practices and ideas of people from contrasting places and times. Also, significant individuals who have had an impact on History.	Where things come from and how they began. This includes our knowledge of History- what are the sources of information and how reliable are they?	The order of events and people, including the dates in which they occurred or lived. This could also involve a causal link between the events, such as how the first world war led to the second.	The way in which different people rule or control others- this could be through government, monarchy, democracy and other forms of power. What has defined the hierarchy and who gets to be higher up.

The History of Space Exploration

- Describe beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Compare beliefs and behaviour with another time studied
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research

Children learn about the history and culture of Benin (West Africa) c. AD 900-1300

Hedgehogs Geography- Summer Term- Africa

Key Concepts- PLACE				
Processes	Area	Location	Culture	Environment
The processes are the ways in which the physical environment works, such as plate tectonics, the water cycle, earthquakes and weather.	The area is the characteristics of a place, such as climate, physical features and proximity to other locations.	Location is where a place is, including on a map and that location's relationship to other places.	The culture is the human geography, including country, religion, food, government, money and other features that distinguish the people of a certain location.	The Environment is the relationship between the human population and the natural world, including how humans can live in a location sustainably.

Describe 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.

Rich and Poor

Children will learn about the differences between rich and poor across the world, the reasons for the difference and the way that it affects people.

Children will refer to their text 'The Garbage King' in which differences are notable in one location, and compare similar settlements in rich and poor areas.

Hedgehogs Music- Summer Term- Africa

Key Concepts- SCALE				
Singing	Composing	Arrangement	Listening	Expression
Singing offers children to opportunity to perform and engage with music with no barrier to entry. They can use the range of music techniques including dynamics, harmony and rhythm before fully understanding these concepts.	Children can compose music with a range of instruments and sources, recording their ideas through graphical notation. They should also be taught to use formal methods of notation including the musical stave.	Arrangement includes choices to communicate ideas in music such as pitch, dynamics, tempo and instrumentation.	Children will listen to a range of music from different times, places and cultures and explore what the composers and performers are aiming to communicate and the ways in which they do this.	Singing, playing instruments in groups or individually, using music that children have been taught and music that they have composed themselves.

- ☐ To identify and move to the pulse with ease
- ☐ Compare two pieces of music in the same style, talking about what stands out musically in each of them, their similarities and differences
- ☐ Use musical words to present or discuss music
- ☐ Talk about musical dimensions working together
- ☐ Talk about the music and how it makes you feel.
- ☐ Listen to the group when singing
- ☐ Talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song
- ☐ Sing in unison and to sing backing vocals in a range of genres

- Recognise individual instruments and voices by ear.
- Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound.
- Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)
- Develop and practise techniques for singing and performing in a Gospel style.

Singup units:

[Why We Sing](#)

[Rosewood Gratitude](#)

[Top](#)