HPS Middle Phase Curriculum Map

Curriculum Area		1 – Autumn	1 - Spring	1 - Summer	2 – Autumn	2 - Spring	2 - Summer	3 – Autumn	3 - Spring	3 - Summer
English	Key Texts	Marshmallow The Dark I am so Brave! Beegu	Dear Dragon: Tale On the way home Jack and the beanstalk Going Down Home with Daddy	The proudest blue One day on our blue planet My Rainy day Rocket ship Lila and the secret of rain	Claude in the City Julia Donaldson: Poems to Perform Chapatti Moon The Snail and the Whale	Marvin in the kooky spooky house The Lonely Beast Anna Hibiscus Zeraffa Girraffa	Chicken in the kitchen My Father's shop I will not never ever eat a tomato	Pebble in my pocket Moon Man Jabari Jumps Rani Visits the Taj Mahal	Akimbo and the elephant Mufaro's beautiful daughters You can do it Firebird	Mouse, Bird, Snake, Wolf Whoosh Eight Days
	Writing outcomes	(fact file retell story) – Diary Entry) Diary Entry Informal letter)	A Pen Pal Adventure story Persuasive letter Leaflet about plants Letter or Diary entry	Fantasy Story Information text Newspaper article about a spaceship landing/crashing in our school Recount	Diary entry Poems Letter & Invitation Narrative Story & Information text	Newspaper Article Persuasive letter Recount Persuasive letter & Narrative story	Recount or article Letter or Diary entry Instruction Diary entry	Information text Newspaper report Instruction text Descriptive text	Persuasive text Informal letter Poem Retell/ Recount	Balanced argument Narrative story Diary entry
Mathematics		Numbers to 10 Part –whole to 10 Number bonds. Addition within 10 Geometry positions. Subtraction within 10 Word problems 2D and 3D shapes Numbers to 20 Revision	Addition to 20 Subtraction to 20 Numbers to 50 Include word problems. Numbers to 50 include word problems. Revision Introducing weight and volume. Revision	Multiplication Division Halves and quarters. Revision Position and direction Numbers to 100 Time Money Revision	Number and place value Addition-using number lines Subtraction-using number lines Addition and subtraction-Commutativity Inverse Geometry 2D shapes Geometry 3D shapes Multiplication Division Fractions Measures: Time O'clock Half past Quarter past Quarter to	Number and place value Addition-column method Subtraction-column method Measures: Money Multiplication and Division Fractions Word problems Measures: Time 5 minute intervals Measurement: Money Statistics/Graphs Measurement: Position and Direction Measures: Length Measurement: Position and Direction Mass	Number and place value Division-remainders Fractions Word problems-2 steps Geometry 2D shapes and 3D shapes Measures: Mass SATs Measurement: Volume Measures: Temperature Statistics/Graphs Fractions Measures: Time O'clock Half past Quarter past Quarter to Word problems-2 steps	Number: Place value Partitioning number) Write numbers up to 1000 in words Comparing Ordering Addition Subtraction Problem solving on addition and subtraction Multiplication and division Fractions Multiplication/division Geometry Shapes Time Length Fractions	Fractions Multiplication/division Statistics Picture graphs Mass/weight Money Volume Time Bar graphs Fractions Geometry Angles	Addition/subtraction Multiplication/division Length Addition/subtraction Multiplication/division Picture and bar graphs Fractions Perimeter of figures Mass and weight Volume
Science	Topic/ Big Question	**Seasonal changes (Autumn and Winter)** What are the changes across the four seasons?	**Everyday Materials** What are the properties of different materials? **Seasonal changes** (Spring) What are the changes across the four seasons?	**Animals including humans**- How are animals similar and different to each other? **Seasonal changes (Summer)** What are the changes across the four seasons?	**Animals including humans** How do offspring (animals including humans) grow healthily?	**Living things and their habitats** What do living things need to survive in their habitat?	**Plants** What things do plants need to grow healthily? **Materials** Why are objects made from different materials?	**Rocks** What are rocks and how can they be grouped?	**Light** Why is light important? **Forces and Magnets** What is magnetism and how is it useful?	**Animals including humans** - Do animals have the same skeletons as humans? **Plants** What do plants need to be healthy?
	Threshold Concepts	Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data			Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data			Observations, Pattern seeking, Grouping and classifying, Fair testing, Presenting and analysing data		
	NC links	Observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	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. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	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) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	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.	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 micro-habitats 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.	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. 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.	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.	recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. 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	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. 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.

										describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.	
	Substantive Knowledge	**Substantive Knowledge** Children need to know: - The 4 seasons are Winter, Spring, Summer, Autumn. - The common signs of Autumn are leaves falling, shorter days and weather getting cooler (temperature gets lower). - The common signs of Winter include colder weather, shorter days and the trees are bare. - Animals (squirrels) prepare for winter in Autumn by collecting and storing food. - Animals hibernate (sleep and remain inactive) during Winter.	**Substantive Knowledge** Children need to know: - The difference between an object and a material. Object is a thing (noun) and material is what it is made from. - Wood, plastic, glass, metal, paper, water and rock are all materials. - Wood is hard, opaque and absorbs water. - Plastic is slightly flexible, transparent and waterproof. - Glass is transparent, hard and waterproof. - Metal is hard, opaque and waterproof. - Rock is hard, opaque and waterproof. - Paper is flexible, absorbs water and opaque. - Ruler, foil, elastic bands have similar properties - are all flexible. - Papers, sponge, fabric all absorb water. - Scissors, chair, table are all hard/tough. - Specific materials suit certain purposes better i.e. cutlery is made from metal, windows are made from glass, toys are made from plastic. **Substantive Knowledge** Children need to know: - The 4 seasons are Winter, Spring, Summer, Autumn. - The common signs of Spring are longer days, leaves grow back, flowers bloom and warmer weather (temperature). - Animals come out of hibernation.	**Substantive Knowledge** Children need to know: - There are different common animals including fish, amphibians, reptiles, birds and mammals. - Fish only live in water. - Amphibians live both on land and in water (frog, newt, salamander). - Reptiles are cold blooded and have scaley skin (snakes, lizard, turtle). - Birds have feathers, wings, lay eggs and are warm blooded (penguin, eagle, parrot). - Mammal is an animal that breathes air, has a backbone, and grows hair (humans, elephant, lions). - Carnivores are meat eaters (lion, snake, wolf). - Herbivores are plant eaters (rabbit, cow, sheep). - Omnivores eat both plants and other animals (bear, monkey, chicken). - Structure of a fish includes fins and gills. - Structure of the human body includes head, legs, knees, face, mouth, neck etc. - The 5 different senses include touch, smell, taste, sight, hearing. **Substantive Knowledge** Children need to know: - The 4 seasons are Winter, Spring, Summer, Autumn. - The common signs of Summer are longer days, hotter weather, plants/flowers fully grown. - We stay safe in the sun by using sun block, sun glasses, not looking directly at the sun, thin summer clothing etc.	**Substantive Knowledge** Children need to know: - Animals have offspring which grow into adults. - The basic needs of animals include water, food, warmth, air, shelter. - The human life cycle includes baby, child, adolescent, adult and elderly. - Frog life cycle includes egg, tadpole, froglet, frog. - Butterfly life cycle includes egg, caterpillar, chrysalis and butterfly. - Humans need to consume different food groups to be healthy i.e. fruits and veg, carbohydrates, fats and sugars, protein and dairy. - Exercise has a positive effect as it helps to keep our body fit and healthy. - When exercising our body changes in the following ways: faster heart rate, redness in cheeks, sweating etc. - Good hygiene is important and you must keep your body clean by washing your body using soap, brush your teeth, change clothes.	**Substantive Knowledge** Children need to know: - A living organism is something that grows, eats and moves. - The seven life process are movement, reproduction, sensitivity, nutrition, excretion, respiration, growth. - Plants depend on animals to spread and disperse their seeds. - Animals depend on plants (their habitat) for shelter, food source and to store food. - Jellyfish, whales and seals live in the Ocean habitat. - Jaguars, snakes and parrots live in Rainforests. - Camels, beetles and scorpions live in the desert. - Polar bears, Animals adapt to their environment. i.e. polar bear are suited to living in Antarctica because of their thick fur and camels have adapted to living in deserts as they store water in their humps. - Minibeasts such as worms, spider and slugs live in micro-habitats. - Food chains show which animals eats what. - Producer is the food source, prey is what is eaten and predator is the animal that hunts and eats the other.	**Substantive Knowledge** Children need to know: - Different parts of a plant include: - Flower which attracts insects to make new seeds. - Leaves use sunlight to make food. - Fruit protects the seed. - Seeds produce new plants. - Roots hold/support the plant and transport water. - Plants need water, light soil, suitable temperature and air to grow healthily. - When a plant grows healthily it will be strong (stem), green in colour and tall. - Without all these key things the plant will not grow and will die. - Seeds grow into mature plants in the following stages: embryo, germination, roots grow, stem and leaves grow then flowers and fruits begin to grow. **Substantive Knowledge** Children need to know: - Objects are made from different materials (glass, wood, metal, plastic, brick, rock, cardboard etc). - The shape of some materials (paper, plastic, cardboard, rubber) can be changed by squashing, bending, twisting and stretching. - Materials have different properties. - Some materials are better suited for specific purposes i.e. rain jacket is made from microfiber fabric as it is waterproof. Firefighter's helmet is made from glass fibre as it is heat proof. - Plastic bag, foil, tin is waterproof and felt, paper and tissue is not waterproof.	**Substantive Knowledge** Children need to know: - Natural rocks include igneous, metamorphic and sedimentary rocks. - Igneous rocks are formed when hot molten/lava cools down and solidifies. - Sedimentary rocks are formed when small pieces of stone, minerals, organic matter all combine and squash together to form different layers. - Metamorphic rocks is when one rock changes to another because of heat and pressure. - Man-made rocks are not natural. - Rocks can be grouped based on their properties including appearance, colour, texture, hard/soft etc. - For example, marble and granite are tough rocks. Sandstone and limestone and light coloured. - Permeability is when a rock lets water through. - Erosion is when rocks wear away over time. - Some rocks are better suited for specific purposes i.e. marble for statues, slate for roofing. - Soil is made up from water, air, minerals and organic matter. - Layers of soil include humus, topsoil, subsoil and bedrock. - Fossils are the remains or traces of plants and animals that lived long ago.	**Substantive Knowledge** Children need to know: - Light is needed in order to see things. - Darkness is the absence of light. - We see things as light is reflected from surfaces and then into our eyes. - Light travels in straight lines. - Light from the sun can be dangerous. - We need to protect ourselves from the sun i.e. sun hat, sun glasses, staying in the shade etc. - Shadows are formed when light from a light source is blocked by an opaque object. - The Sun's position in the sky affects the length of the shadow. - When the Sun is low on the horizon, the shadows are long. When the Sun is high in the sky, the shadows are much shorter. **Substantive Knowledge** - A force is a push or a pull. - Surface is the outside part or uppermost layer of something. - Friction is a slowing down force. - Rough surfaces have more friction and smooth surfaces have less friction. - Magnetic forces can act at a distance. - A magnet has a north pole and a south pole. - Most metals are magnetic. - Scissors, fork and paperclip are magnetic objects. - Ruler, rubber and glue stick are non-magnetic. - North and North /South and South pole repel. - North and South / South and North attract. - Magnets are used in everyday life i.e. fridge door, buttons on clothes and credit cards.	**Substantive knowledge** Children need to know: - Animals including humans do not make their own food so get their nutrients from food. - A balanced diet includes a range of food groups in the correct proportion. - Carbohydrates give energy over a long period of time. - Fruit and Veg helps to fight illnesses and diseases. - Protein helps your body build hair, nails and muscles. - Milk and dairy builds strong teeth and bones. - Fats and sugars help our body absorb vitamins. - Our diets should include a lot of carbohydrates and fruit/veg, some milk & dairy and protein and only a small amount of fats & sugars. - Animals (pets) have different diets to humans. - Animals can be grouped according to what they eat: carnivores, herbivores and omnivores. - Humans have a skeleton which is a hard structure that helps support our body.
	Disciplinary Knowledge	**Disciplinary Knowledge** Children will: - Observe changes across Autumn and Winter. - Use thermometer to track the temperature. - Present the data in a table. - Identify and describe the patterns in the changes in the weather associated with the seasons. - Explain how animals prepare for different seasons. - Making displays of what happens in the world around them.	**Disciplinary Knowledge** Children will: - Distinguish between the terms object and material. - Identify the material which an object is made from. - Identify and name everyday materials. - Make observations (physical appearance) and describe the simple properties of materials. - Sort, group and compare a variety of materials. - Performing simple tests to explore questions (What is the best material for a boat?). **Disciplinary Knowledge** Children will: - Observe changes across Spring.	**Disciplinary Knowledge** Children will: - Observe, compare and contrast animals at first hand or through videos and photographs. - Describe and compare the structure of a variety of common animals. - Group and classify animals according to what they eat. - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify, name, draw and label the basic parts of the human body. - Use senses to compare different textures, sounds and smells.	**Disciplinary Knowledge** Children will: - Understand and describe the basic needs of animals. - Group animals into adults and offspring. - Observe how different animals, including humans, grow. - Investigate if taller children always have a bigger shoe size. - Make conclusions and analyse if their results were reliable. - Identify what things animals need for survival and what humans need to stay healthy. - Describe and explain the importance of exercise,	**Disciplinary Knowledge** Children will: - Sort and classify things according to whether they are living or dead. - Understand living things live in habitats which they are suited to. - Describe how different habitats provide for the basic needs of different organisms. - Explain how animals and plants depend on each other. - Identify and name a variety of plants and animals in their habitats. - Observe animals that live in microhabitats. - Using food chain describe how animals obtain their food.	**Disciplinary Knowledge** Children will: - Name and identify the different parts of a plant. - Explain the function of each part. - Observe and describe how seeds grow into mature plants. - Carry out a fair test to investigate what plants need to grow healthily. - Observe and record, the growth (height) of a variety of plants as they change over time. - Identify patterns and observe how different plants grow at different stages. - Represent their data using charts.	**Disciplinary Knowledge** Children will: - Compare and group together different kinds of rocks. - Describe the properties of different rocks. - Observe rocks in their local environment. - Describe how fossils are formed. - Research and discuss the different kinds of living things sound in fossils. - Classify rocks according to whether they have grains or crystals, and whether they have fossils in them. - Investigate what happens when rocks are rubbed together.	**Disciplinary Knowledge** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.	**Disciplinary Knowledge** Pupils work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out. Pupils work scientifically by: comparing the effect of different factors on plant

			- Use thermometer to track the temperature. - Present the data in a table. - Identify and describe the patterns in the changes during Spring. - Explain how animal's behaviours change. - Adding to their display of seasons. ,	<u>Disciplinary Knowledge</u> Children will: - Observe changes across Summer. - Use thermometer to track the temperature. - Present the data in a table. - Identify and describe the patterns in the changes in the weather associated with the seasons. - Explain how animals prepare for different seasons. - Making displays of what happens in the world around them.	eating right and hygiene for humans. - Reflect on their own lifestyle.	- Record their findings using charts.	- Draw conclusions based on their findings. <u>Disciplinary Knowledge</u> Children will: - Observe, identify and group everyday materials. - Describe patterns (similarities and differences) between materials. - Investigate and explore how the shapes of solid objects can be changed. - Compare the uses of everyday materials. - Identifying and classifying the uses of different materials and recording their observations. - Carry out a fair test to identify the best waterproof material. - Represent data using tables. - Analyse data and make conclusions.	- Recognise and understand that soil is made from different matter. - Explore different soils and identify similarities and differences between them. - Investigate what changes occur when they are in water.	Children work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. They can then either conduct a shadow investigation and present their findings using bar graphs. Pupils work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.	growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.
	<u>Substantive Vocabulary:</u>	Seasons, Autumn, Winter, Summer, Spring, year, months, temperature, cooler, bare trees, weather, day length, cold, snow, animals, hibernate, adapt, habitat, animals, store food, collect	Materials, object, wood, plastic, glass, metal, paper, water, rock, properties, physical, appearance, hard, soft, opaque, transparent, absorbs water, waterproof, shiny, dull, rough, smooth, flexible, ruler, foil, elastic, sponge, fabric, scissors, chair, purpose Seasons, Winter, Spring, Summer, Autumn, signs, longer days, leaves grow back, flowers bloom, warmer weather, temperature, animals, hibernation.	Pet, food, water, shelter, fish, amphibians (frog, toad, salamander), reptiles (crocodile, snake, lizard, turtle), birds, mammals (elephant, lion, zebra), carnivores, meat eater, herbivores, plant eaters, omnivores, structure, gills, fins, tusks, claws, shell, tentacles, feathers, tail, nose, smell, mouth, taste, ears, hearing, sound, hands, touch, texture, eyes, sight, head, shoulders, feet, legs, arms, back Seasons, year, months, temperature, festivals Autumn, cooler, bare, trees, weather, day length, harvest Winter, cold, animals, hibernate, migrate, adapt, habitat Spring, growing, blossom, bud Summer, hot, sun, safety, sunglasses	Offspring, Animals, Grow, Change, Human life cycle (baby, toddler, child, teenager, adult) Frog life cycle (Frogspawn, tadpoles, Froglets), Butterfly life cycle (caterpillar, pupa, chrysalis, cocoon, butterfly), Chicken life cycle (eggs, chick, chicken), Basic needs (water, food & air), Survival, Consume, Balanced diet, Food groups Fruit, Vegetables, carbohydrates, fat, protein, dairy, Exercise, Health, Clean, Hygiene, Bacteria	Alive, Dead, Living, Organisms Healthy, Survive, Compare, Life process, movement, reproduction, sensitivity, nutrition, excretion, respiration Growth, habitat, home, dependent, plants, spread Seeds, Germinate, Hibernate, Microhabitat, animals, mini-beast, food chain, herbivore, carnivore, omnivore, producer, consumer, Prey, predator, Disperse, Deposited, Collected, Scares	Plants, Leaf, Leaves, Stem, Stalk Root, Petal, Flower, plumule, radical, germinate/germination, grow, growth, cotyledons, environment, blossom, alive, photosynthesis Seeds, Bud, Bulbs, Water, Light Air, Soil, Healthy, Habitat Materials, Wood, Glass, Paper, Plastic, Metal, Properties, Absorbent, Fabric, Man made Natural, Opaque, Rough, Smooth Nylon, Waterproof, Insulation Heat proof, Heat resistance	Natural rocks, man-made, igneous, metamorphic, sedimentary, building, chalk, slate, marble, sandstone, pumice, granite, slate, limestone, colour, texture, permeability, porous, erosion, pebbles, soil, dead plants, organic matter, sand, clay, gravel, topsoil, subsoil, bedrock, fossils, rock cycle, clay, common fossils, trilobites, ammonites, crinoids, dinosaurs, prehistoric life, palaeontologists	Light, darkness, light sources, torch, blocked, lamp, sun, natural star, candle, absence, surfaces, reflect, emit, mirror, smooth, shiny, opaque, transparent, translucent, bounces off, natural star, angle Force, push, pull, open surface, magnet, magnetic, attract, repel, magnetic poles, north/south, metal, iron, Steel	Nutrition, food groups, vitamins, minerals, fats, protein, carbohydrates, fibre, water, animals, diary, fruit and vegetables, consumers, omnivores, herbivores, photosynthesis, producers, diet, carnivore, prey, skeletons, endoskeletons, exoskeletons, hydrostatic, support, protection, skull, humerus, clavicle, femur, fibula, fibula, ulna, pelvis, backbone, ankles, ribcage, organs, heart, lungs, joints, tendons, muscles, soft tissue, cords, movement, pull, contract, relax, cells, biceps, triceps, involuntary movement, voluntary movement Flowering plants, roots, stem/trunk leaves, flowers, structure, function, support, nutrition, reproduction, transported, absorb, soil, water, life, growth, air, light, water, nutrients, room, produce, photosynthesis, pollination, seeds, water and air transportation, animals, explosions, fertiliser, life cycle, flowers pollination, seed formation, seed dispersal
	<u>Disciplinary Vocabulary</u>	Pattern seeking, observe, identify, describe, compare, record, explain, presenting data, analyse	Identify, describe, sort, compare, group, properties, explore, experiment, test, distinguish, observe, investigate, fair testing, Pattern seeking, observe, identify, describe, compare,	Identify, compare, contrast, observe, grouping, classifying, predict, recording Pattern seeking, observe, identify, describe, compare,	Compare, enquiry, measure, observe, classify, recording, gathering and recording data, identifying	Sorting, classifying, recording, exploring questions, construct, describe	Observing, enquiry, recording, comparative test, fair testing, accuracy, variable, research	Microscopes, observe, explore, compare, group, identify, classify, properties, investigate, research, similarities, differences, enquiry, recording	Patterns, compare, explain, record Compare, enquiry, sort, record data, finding patterns	Diagrams, data, record, enquiry, observe, research, gather, classify, present, investigate, compare, charts (bar graph), identify, grouping, contrast

			record, explain, presenting data, analyse	record, explain, presenting data, analyse			Comparing, observing, identifying, classifying, recording			Observe, investigate, enquiry, explore, compare (overtime), identify, functions, research, recording
	End point Task	**Information leaflet** about the seasons (Autumn and Winter). Class display about what they have learnt about the 4 seasons – children will add to this display over the year as they learn about new seasons.	**Investigation write up** (aim, equipment, results, conclusion) – What is the best material for a boat? **Information leaflet** about the seasons (Spring) – What is it? What happens? How it affects animals? Class Display for Spring – add to the display about the 4 seasons.	**Comparative text** – compare and contrast the different categories of animals (fish, amphibians, reptiles, birds and mammals, carnivore, herbivore and omnivore). **Information poster: on sun safety** - drawing and writing how we can keep safe on a hot, sunny day. Class Display for Summer – add to the display about the 4 seasons.	**Investigation write up** (Aim, prediction, equipment, fair test (keep the same and change), results, conclusion)- Do taller children always have bigger shoe sizes?	**Recount** of the trip to Odds farm Trip – What different animals/ living organisms did they see? How have the animals adapted to their habitat?	**Instructional text**: outlining the steps for how to grow a plant. **Investi**gation write up for material (Aim, prediction, fair test (keep the same and change), - Which is the best waterproof material?	**Non-chronological report** about rocks – what are the different types, examples, their properties, how are they formed etc.	**Investigation write up about shadows** (Aim, prediction, equipment, fair test (dependent/ independent variable), method, results, conclusion) - What happens to shadows when the light source moves? **Investigation write up about friction** (aim, prediction, equipment, fair test (dependent/ independent variable), method, results, conclusion) - what happens when an object moves across different surfaces?	**Explanation text about skeletons**– How do skeletons stop us being puddles of skin and muscles? (outline functions of the skeleton, types and different muscles). **Fact file about pets -** research a common house pet (cats, dogs, hamsters, budgies etc) -name, average size, originate from, lifespan, appearance, diet, type of animal. **Journal** – weekly update about their own plant which they have grown (what the different parts look like, how it has changed, what they did etc).
History	Big Questions	Past and Present What were toys like in the past?	Transport How has travel and transport changed over time?	Mary Seacole What do we know about Mary Seacole?	Stone Age What was it like to live in the Stone Age?	Ancient Egyptian What were people's lives like during the Ancient Egyptian civilisation?	Ancient Greece How did Ancient Greece influence the world as we know it today?	Benin Empire Why was trade important to the Benin empire?	Roman Britain What can we learn from the Romans?	Anglo-Saxons and Scots How have the Anglo Saxons influenced Britain?
	Threshold Concepts	Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry			Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry			Chronology, build an overview of world and British history, investigate and interpret the past, significant people, places and events, evidential and historical enquiry		
	Substantive concepts	Society, culture	Society, location	Location, society, main events, culture	Location, culture, society, settlements	Society, Culture, location	Location, society, main events,	Empire, location, society, culture,	Empire, society, location, main events, culture, beliefs, invasion, technological advancements	Settlements, society, location, main events, culture
	NC links	Pupils should be taught changes within living memory.	Pupils should be taught about events beyond living memory that are significant nationally or globally.	Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally.	Events beyond living memory that are significant nationally or globally.	Events beyond living memory that are significant nationally or globally.	A non-European society that provides contrasts with British history. one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	The Roman Empire and its impact on Britain. 1. Julius Caesar's attempted invasion 55 – 54 BC 2. Successful invasion by Claudius and conquest 3. British resistance (Boudicca) 4. Romanisation of Britain	Britain's settlement by Anglo-Saxons and Scots. ➢ Roman withdrawal from Britain ➢ Anglo-Saxon invasions, settlements and kingdoms ➢ Anglo-Saxon art/culture ➢ Scots invasions in North Britain
	Substantive Knowledge	Children need to know: • Toys are objects that we play with. • Toys can be anything from simple pieces of wood to modern consoles etc. • Civilisations from all points of time and around the world produced and played with different types of toys. • Some toys are old and some toys are new. • Toys in the past are different to toys today. • Toys have developed and changed over time as new materials new technologies have been introduced. • Many toys have been around for hundreds of years but the way they look and have been made have changed.	Children need to know: • What travel is and why people use it. • The different types of transport (car, boat, bus, bike etc). • How travel has evolved across the years. • What the oldest and newest forms of transport are. • Features of how transport looked in the past compared to today (steam train – tube train, Victorian car – electric car, boat – yacht). • The advantages and disadvantages of using trains as a form of transport. • Who Bessie Coleman is and why she is important and what she did.	Children need to know: • What famous means. • Who Mary Seacole was and what she is known for. • The drawings of Mary Seacole are predictions because of what people thought she looked like because this person lived a very long time ago. • The key events in Mary Seacole's life. • Who Florence Nightingale was and what she did. • The similarities and differences between Florence Nightingale and Mary Seacole. • Artefacts used by Mary Seacole during the Crimean War. • Why Mary Seacole and Florence Nightingale	Children need to know: • Prehistory is the beginning of the narrative of British history. • Our knowledge from this period comes from archaeology (cave paintings). • People were nomadic during this period and began to settle in the Mesolithic. • What tools individuals used during the stone age to create cave paintings. • Who Cheddar Man was and his significance. • What is was like to live in a Neolithic village (Skara Brae).	Children need to know: • The civilisation of Egypt spanned for 3,000 years. • It is through massive stone relics that we principally known of this civilisation today. • What the pyramid of Giza is and who built it. • Trade was key during the Ancient Egyptians. • All Egyptians were not pharaoh's – study the lives of Ankhu and Nebur of Deir el-Medina. • Who Tutankhamun was and why he is significant. • Where Egypt and the river Nile are situated on a map. • The role the river Nile played in trading, farming, and the growing population.	Children need to know: • What the Olympic games are and where they originated from. • Who the Greeks were. • Olympics take place every 4 years. • Where Greece is located on a map. • What the Battle of Marathon was and what happened. • What democracy is and how it worked in Ancient Greek times. • How democracy works in modern days. • What Greek architecture still exists today.	Children need to know: • The kingdom of Benin in the 900s when the Edo people settled in rainforests. • Where west Africa/Benin is located on a map of the world. • What trade is and how the Benin people traded. • Who the Benin traded with (countries including Portugal, Netherlands and Great Britain. • The succession of Oba's. • What society was like in Benin prior to the development of trade and afterwards. • Who Eweka is and their significance.	Children need to know: • Where the Romans originated from and why they planned to invade Britain. • The 3 types of Roman invasions attempts on Britain and why they were successful and unsuccessful. • What Roman London was like (food, entertainment and towns). • Why the Romans built roads and Hadrian's wall and it significance. • Who emperor Septimus Severus was and his role building the wall. • Roman army (equipment, clothing etc) and compare to modern day. • The different types of Roman inventions (coins, calendar, plumbing, sanitation).	Children need to know: • Romans left Britain in 400-410 AD. • Where the Anglo-Saxons originated from (Angles, Saxons and Jutes). • Who Hengist and Horna were. • Where the Anglo-Saxons settled in Britain. • The seven kingdoms (Mercia, Essex, Wessex, Sussex, Northumbria, Kent, East Anglia). • The four kingdoms of Scotland (Dal Riata, Pictland, Strathclyde, Bernicia). • The differences/similarities between Anglo-Saxon and Pict individuals (women, children, noble men, warriors). • Sutton Hoo and the Anglo-Saxon art and culture that was found there.

HPS Middle Phase Curriculum Map

	Disciplinary Knowledge (skills)	• Identify objects from the past (L2, L3, L4 and L5) • Place up to three/five objects in chronological order-recent history (L2) • Use vocabulary: old, new, before, after, a long time ago, first, next (L2) • Use words and phrases like: very old, when mummy and daddy were little (L2) • Know that some objects belonged to the past (L2 and L3) • Begin to identify main differences between old and new toys (L3) • Ask and answer questions about old and new objects (L4) • Give a plausible explanation about what an object was used for in the past (L4)	• Place up to three/five objects in chronological order-recent history (L3) • Use words and phrases like: very old, past, present (L3) • Give a plausible explanation about what an object was used for in the past (L2 and L3) • Begin to identify the main differences between old and new (L3)	• Place up to three/five objects in chronological order (L2) • Identify objects from the past (L4) • Give a plausible explanation about what an object was used for in the past (L4) • Know that some objects belonged to the past (L4) • Ask and answer questions about old and new objects (L4) • Appreciate that some famous people have helped our lives be better today (L5)	• Sequence a set of events in chronological order and give reasons for their order (L2) • Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago (L2) • Say at least two ways they can find out about the past, for example using books and the internet (L3) • Give examples of things that are different in their life from that of a long time ago in a specific period of history (L3) • Give examples of things that are different in their life from that of the past (L3) • Answer questions by using a specific source (L4 and 5)	• Say at least two ways they can find out about the past, for example using books and the internet - GD (L1) • Recount some interesting facts from an historical period (L1,L2,L3) • Sequence a set of objects in chronological order and give reasons for their order – GD (L2) • Sequence events about the life of a famous person – GD (L2) • Answer questions by using a specific source, such as an information book (L4)	• Find out something about the past by talking to an older person – GD (L1) • Use words and phrases like: before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago in their historical learning (L1) • Recount some interesting facts from an historical event (L4)	• Describe events and periods using the words ancient and century (L2) • Set out on a timeline, within a given period, what special events took place (L2) • Through research, identify similarities and differences between given periods in history (L3) • Begin to use more than one source of information to bring together a conclusion about a historical event (L4)	• Describe events and periods using the terms: BC, AD and decade (L1, L2, L6) • Describe events from the past using dates (L2) • Suggest why certain events happened as they did in history (L2) • Through research, identify similarities and differences between given periods in history (L4) • Suggest why certain people acted as they did in history (L2, L5) • Begin to appreciate Britain would have been an important country to be invaded and conquered (L2) • Appreciate that invaders were from their homes for a very long time (L2) Understand that archaeologists have had in helping us understand more about what happened in the past (L4)	• Use specific search engines on the internet to help them find information more rapidly (L1) • Begin to picture what life would have been like for early settlers (L2, L3) • Recognise that Britain was invaded by several different groups over time (L2) • Use various sources of evidence to answer questions (L4, L5) • Use their information-finding skills in writing to help them write about historical information (L3, L4, L5) Through research, identify similarities and differences between given periods in history (L3)
	Vocabulary	**Substantive Language:** toy, old, new, a long time ago, recently, past, present, modern, Channapatna toy, Victorian toy, African drum stick, Wooden knitting doll, Toy iPhone, Toy robot, first, then, next, after, last, dirty, broken, shiny, colourful, questions **Disciplinary Language:** timeline, predict, artefact, similarities and difference.	**Substantive Language**: transport, suitcase, passport, destination, car, train, bus, bike, animals, horse and carriage, steam train, sailing boat, carts/wagons, penny farthing, tube, motorbike, ferry, aeroplane, design, advantages, disadvantages, Bessie Coleman **Disciplinary Language:** timeline, similarities/ differences, chronological order, timeline, past, present, now, oldest, newest	**Substantive Language:** Mary Seacole, Crimea, Panama, Florence Nightingale, Jamaica, Kingston, Crimean War, soldier, British Hotel, wounded, injured, medicinal herbs (cinnamon barks) medical equipment, medal, nurse, battle, Balaclava **Disciplinary Language:** similarities and differences, chronology, hypotheses, important, significant.	**Substantive Language:** Laas Geel, Porivara, cave wall painting, archaeologist, tools, Stone Age, Palaeolithic, Mesolithic, Neolithic, Skara Brae, Bronze Age, Iron Age, hand axe, wooden wheeled wagon, domesticated animals, Huts, Stonehenge, farming, hill forts, Iron metal tools, Cheddar Man, Tom Booth, cave wall paintings Cave, tools, arrowhead, pottery, knife and dig. **Disciplinary Language:** Artefact, Compare, contrast, similarities, differences, chronology and timeline.	**Substantive Language:** Ancient Egypt civilisation, old kingdom, middle kingdom, new kingdom, pyramid, farming, Tutankhamun or Pharaoh, pyramids, hieroglyphics, Narmer, Khufu, Mentuhotep, Sobekneferu and Cleopatra. **Disciplinary Language:** Artefact, Compare, contrast, similarities, differences, chronology and timeline.	**Substantive Language:** Ancient Greece, Athens, Athenians, Spartans, Greeks, Battle of Marathon, Pheidippides, Parisians, Democracy, Empire and Olympics **Disciplinary Language:** Compare, contrast, similarities, differences, chronology	**Substantive Language:** Trade, import, export, Benin, Benin empire, Bronze plagues, peepers, sapphires, palm oil, ivory, rubber, peppers, textiles, metal, coral, luxury fabrics, Europe, Oba, Ogisos, Portugal, Netherlands, Great Britain, Eweka, society. **Disciplinary Language:** Artefact, Compare, contrast, similarities, differences, chronology and timeline.	**Substantive Language:** AD, BC, Julius Caesar, Claudius, invasion, Rome, Briton, Hadrian's wall, Ermie street, Boudicca Britons, Celt, Celtic warrior, Cassis – helmet, armour, tunic, phalanx, scutum-shield, caligae – sandals, baltea, javelin, tact, rebellion, weapons, **Disciplinary Language:** Compare, contrast, similarities, differences, artefacts, primary sources.	**Substantive Language:** Anglo-Saxons, Scots, Picts, Mercia, Northumbria, East Anglia, Essex, Wessex, Sussex, Kent, Jutes, Angles, Saxons, settlements, kingdom, Germany, Netherlands, Denmark, helmet, purse lid, belt buckle, sword handle, brooch, Christianity. **Disciplinary Language:** Compare, contrast, historical enquiry, artefacts, primary sources.
	End Point Tasks	To write a paragraph predicting what will happen next in the story 'Lost in a toy museum adventure'	To describe their transport prototype (focus on the use of adjectives).	To create a fact file on Mary Seacole.	To create an information poster on the Stone Age.	To write a job advertisement.	To have a debate about the best influence the Ancient Greeks had on the world.	To write a persuasive letter encouraging trade.	To write a speech detailing Boudicca's plan of rebellion..	To create an information leaflet on the Anglo-Saxons and Scots.
Geography	Big Questions	What will we see on our journey around the world?	What is it like where we live?	What are seasons and why does the weather change?	How is the United Kingdom made up?	How does Southall compare to Migori Town, Kenya?	Why do we have hot and cold areas in the world?	Where should we go on holiday in Europe?	What are the geographical similarities and differences between a region of Wales, Italy and Mexico?	What do you know about mountains, volcanoes and earthquakes?
	Threshold Concepts	Place Human Geography Physical Geography	Place Human Geography Physical Geography Fieldwork	Physical Geography Human Geography	Place Human Geography Physical Geography	Human Geography Physical Geography Fieldwork	Place Fieldwork	Place Human Geography Physical Geography	Place Human Geography Physical Geography	Human Geography Physical Geography Scale Space
	NC Links	Name and locate the world's seven continents and five oceans.	Study the human and physical geography of a small area of the United Kingdom.	Identify seasonal and daily weather patterns in the United Kingdom.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.	Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.	Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes.
	Substantive Knowledge	**Children must know:** That the seven continents in the world are: Europe, Asia, Africa, North America, South America, Antarctica, Australia That the five oceans in the world are: Atlantic, Pacific, Indian, Artic and Antarctic that they can travel to Antarctica from London by aeroplane.	**Children must know:** The physical features of our local area (Old Southall) e.g. the Toplocks canal, Norwood Green Park, Havelock Road Gurdwara, War Memorial in King Street and Dominion Library That rural areas are places in the area with less buildings and population e.g. countryside, villages	**Children must know:** That the names of the four seasons are Autumn, Spring, Summer and Winter That in the UK, December, January and February are winter months That in the UK, March, April and May are spring months That in the UK, June, July and August are summer months	**Children must know:** That England, Wales, Northern Ireland and Scotland are the four countries that make up the UK That London is the capital city of England That Cardiff is the capital city of Wales That Belfast is the capital city of Northern Ireland	**Children must know:** That Southall is a town in London, UK and is in the continent of Europe That Migori Town is located in South-Western Kenya and is on the continent of Africa That the human features of Southall are: towns, shops, flats, houses, churches, canals, bridges,	**Children must know:** That Brazil, Africa, Asia and Australia are hot countries Where Brazil, Africa, Asia and Australia are located on a world map That Antarctica, Russia and Canada are cold countries Where Antarctica, Russia and Canada are located on a world map	**Children must know:** Where Europe is on a map That the European continent is made up many other countries, including: Spain, France, Germany, Poland, Italy, Norway, Sweden and Finland That the capital city of Spain is Madrid, the capital city of France is Paris and the	**Children must know:** Where Northern Wales is located on a UK map That some of the human features of North Wales are: Castles, towns, villages, cottages That some of the physical features of North Wales are: Beaches, rivers, mountain, lakes, waterfalls	**Children must know:** That Mount Everest is in the Himalayan Mountains, located between Nepal and Tibet That Mount Everest is on the continent of Asia That Mount Everest is the world's highest mountain at 8,849 feet high

		That they need to wear warm clothes to a cold continent. That Vinson Massif is the highest mountain of Antarctica. That Australia has a hot climate Some of the physical characteristics of Australia e.g. The Great Barrier Reef, Sydney Opera House, Kangaroo Island, Bondi Beach and Shark Bay Some similarities and differences between Antarctica and Australia e.g. climate, population, animals	That urban areas are places in the area where people live and work close together e.g. towns and cities That a settlement is a place that we can live in and work That symbols are used in maps The main compass directions (North, East, South and West) and be able to use directional language to explain a map route e.g. left, right, far, near	That in the UK, September, October and November are autumn months That the weather changes as the season changes That the key characteristics of Winter in the UK are cold temperatures, snow falls, strong winds, shorter days and longer nights That the key characteristics of Spring In the UK are flowers bloom, warmer weather and longer days That the key characteristics of Summer in the UK are hot and long days, That the key characteristics of Autumn in the UK is falling leaves, begins to get colder and there is less sunlight That the seasons and weathers are different in other parts of the world e.g. Australia has Winter when the UK has summer	That Edinburgh is the capital city of Scotland That Big Ben, Buckingham Palace, Windsor Castle, London Eye, Tower Bridge and the Tower of London are famous landmarks in the UK That physical features of the UK are: beaches, cliffs, coasts, forests, hills, mountains, seas, rivers, That human features of the UK are: cities, towns, factories, farms, houses, shops, buildings, churches, hotels, offices, airports, railways, bridges, fields, canals, mountains, cliffs, floods, plants, animals That the physical features of Brighton Beach are cliffs, sea, sand, water, pebbles, climate, The human features of Brighton Beach are harbours, shops, hotels, buildings,	That the human features of Migori Town are: towns, villages, houses, flats, hotel, settlements That the physical features of Southall are: parks, bridges, weather That the physical features of Migori Town are: weather, climate, parks, beaches, That rural Migori is different to Southall e.g. rural Migori has more greenery, cottages, more land and less people How to use a simple compass to follow a route to a local area in Southall e.g. canal	That both the North and South Pole are cold because they do not get any direct sunlight That some animals live in hot/cold places e.g. polar bears, artic fox and seals live in the Artic, a camel, lizard, elephant and giraffe live in the desert How to collect data about the weather over seven days (through observation) That they can record their data in a table/chart/pictogram to represent their findings That Northern Australia is the hottest part of the country That the Antarctic remains cold all year round because it does not get any direct sunlight due to its location at the South Pole The names of some animals that live in hot and cold places/countries e.g. lion, elephant, monkey, camel That the animals adapt to their climate	capital city of Germany is Berlin That some human features of European countries are: cities, towns, shops, houses, flats, hotels, airports, buildings, culture, population That some physical features of European countries are: climate, weather, parks, beaches, coastlines, sea/oceans, Where Russia is on a world map of Europe and Asia That Moscow and St. Petersburg are two main cities in Russia That Ukraine, Kazakhstan, Mongolia, Finland and China are border countries (to Russia) That there are famous landmarks in the UK e.g. Big Ben, Buckingham Palace, St. Paul's Cathedral, London Eye, Tower Bridge and the Tower of London That there are some famous landmarks in Russia e.g. Moscow Kremlin, Red Square, St. Bazil's Cathedral, Lake Baikal How to use a compass to follow directions	Where Italy is located on a map of Europe That some of the human features of Sicily are: population, culture, cities, towns, buildings, shops, That some of the physical features of Sicily are: hills, mountains, volcanoes, island, rivers, beaches, climate, Where Mexico is located on a map of North America That some of the human features of Central Mexico are: population, culture, cities, buildings, shops, hotels, That some of the physical features of Central Mexico are: climate, mountains, land,	That Mount Everest is shaped like a three - sided pyramid That Norgay Tenzing and Edmund Hillary were the first duo who set foot at the summit of the mountain in 1953 That Mount Kilimanjaro is the highest mountain in Africa That Mount Elbrus is the highest mountain in Europe That Mount Denali is the highest mountain in North America That Mount Aconcagua is the highest mountain in South America That Mount Kosciuszko is the highest mountain in Australia That Mount Vinson is the highest mountain in Antarctica That Snowdon is the highest mountain in Wales and England That the key features of an OS map are: compass directions, scale and distance, four and six figure grid references That the structure of the Earth is made up of the crust, mantle, outer core and inner core That there are eight plate tectonics that float on the mantle Where the eight plate tectonics are located on a world map That there are four main types of mountain formation: folded, fault block, unwarped and volcanic That 75% of the Earth's volcanoes are located along the Ring of Fire, Pacific Ocean That volcanoes occur when molten rock (magma) rises to the surface That volcanoes can destroy buildings, harm the environment, release poisonous gases that are harmful to humans and animals That the cross section of a composite volcano is made up of: magma chamber, conduit, layers of lava and ash, vent, lava and the eruption cloud That an earthquake is an intense shaking of the Earth's surface That Earthquakes mainly occur when the tectonic plates move/collide in the Earth's crust That in Pompei, Naples there was a famous volcanic eruption of Mount Vesusius in 79 CE That there was an earthquake and tsunami in 2004 by the Indian Ocean That earthquake Haiti is a recent (2010) famous earthquake That there was an earthquake/tsunami in Japan in 2011 That there was a recent earthquake in 2015 in Nepal
	Disciplinary Knowledge	Ask simple geographical questions e.g. What is it like to live in this place?	Use simple observational skills to study geography of the school and its grounds	Begin to collect and record evidence	Use world maps, atlases and globes to identify the United Kingdom and its countries, as	Show understanding by describing the places and features they study using	Show understanding by describing the places and features they study using	Use maps, atlases, globes and digital/computing mapping to locate countries	Use maps, atlases, globes and digital/computing mapping to locate countries	Interpret knowledge and understanding of the wider world by investigating places

		Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment	Use simple maps of the local area e.g. large scale print, pictorial etc Use locational and directional language e.g. near and far, left and right to describe the location of features and routes Use aerial photographs to recognise famous landmarks and basic human and physical features. Be able to investigate places and environments with adult modelling by asking and answering basic questions, making simple observations and using simple maps, atlases, globes, images and aerial photographs Devise a simple map and plan	Show simple understanding by describing the places and features they study using some geographical vocabulary, identifying some similarities and differences and simple patterns in the environment	well as the countries, continents and oceans Show understanding by describing the places and features they study using geographical vocabulary, identifying some similarities and differences and simple patterns in the environment	geographical vocabulary, identifying some similarities and differences and simple patterns in the environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Be able to investigate places and environments by asking and answering questions, making observations and using source such as simple maps, atlases, globes, images and aerial photographs devise a simple map; and construct basic symbols in a key 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 simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment	geographical vocabulary, identifying some similarities and differences and simple patterns in the environment Use simple fieldwork and observational skills to study the geography of their school and its grounds and physical features of its surrounding environment Begin to collect and record evidence	and describe features studied. Learn the eight points of a compass, and four-figure grid references use fieldwork to observe and record the human and physical features in the local area including sketching plans Begin to ask/initiate geographical questions Begin to collect and record evidence Analyse evidence and draw conclusions e.g. make comparisons between two locations using photos Ask and respond to questions Begin to compare places, and understand simple reasons for similarities and differences	and describe features studied. Begin to compare places, and understand simple reasons for similarities and differences	beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments
	Substantive Vocabulary	Continents, oceans, country, world map, Vinson Massif, Antarctica, mountain, volcano, climate, human features, physical features, ariel, location, Northern Hemisphere; Southern Hemisphere; Equator; Sea; Land; Sphere (round); Africa; Antarctica; Asia; Australia; Europe; North America; South America Ice shelf, floating, glacier, mountain, climbing, landmark, horizon, island, ice cap, Emperor Penguin, Australasia, climate, Great Barrier Reef, Beach, Bay, Coast, Weather, Harbour (Sydney Opera House)	Region, local area, human features, physical features, rural areas, urban areas, settlement, symbols, aerial view, compass directions, locational, directional language, route, landmarks, location, map, War Memorial, Havelock Road Gudwara, canal, Toplocks, Dominion Library, fieldwork, environment, vegetation,	Seasons, weather, seasonal, climate, autumn, spring, summer, winter, temperature, weather forecast, months, rain, sunny, Earth, globe, equator, North Pole, South Pole, Australia, Sydney, time zone, tourist	Countries, England, Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, Capital cities, seas, unique, famous landmarks, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, town, village, factory, farm, house, office, port, harbour and shop, physical feature, human features, maps, atlases, globes, continents and oceans	Continent, Kenya, Migori Town, Southall, Non-European, climate, rural, greenery, cottages, rivers, crops, desert, farm, field, flood, globe, habitat, market, mining, physical features, human features, population, savanna, soil, wildlife, aerial, settlement, Equator, compass, route	Hot, cold, climate, weather, temperature, North equator, South equator, hemisphere, equator, Antarctic Circle, hemisphere, North Pole, South Pole, adapt,	Continent, countries, capital, border, landmarks, climate, landscape, Europe, Russia, Eastern Europe, Western Europe, Flags, Capital City Borderline countries, Rivers Settlements, Mountains Human Features, Physical features,	Region, human features, physical features, location, area, map, compass, atlas, mountains, hills, climate, land use, city, capital city, countryside, tourism, trade, import, export, castle, village, seasons, environment, agriculture, axis, industry, temperature	Mountains, volcanoes, earthquakes, landscape, highest peaks, structure, tectonic plates, mantle, inner core, upper core, crust, mountain formation, summit, folded, fault-block, unwarped, volcanic, volcano, molten rock, composite volcano, magma chamber, conduit, ash, vent, lava, lava flow, eruption cloud, earthquake, surface, collide, volcanic eruption, tsunami vent, caldera, crater, magma, magnitude, seismology, seismic waves, ash, ashfall, dormant volcano, eruption, ring of fire
	Disciplinary Vocabulary	Name, locate, label, research, compare, similarities, differences, recognise, gather, comparison	Discuss, compare, construct, describe, observe, record, plan	Identify, order, recognise, predict, collect, create, research, record	Name, locate, identify, explore, explain, create, compare, describe, plan, research,	Similarities, differences, locate, compare, follow, describe	Observe, collect, record, name, describe, similar, different	Comparison, comparative, contrast, locate, observe, sketch, plan	Similarities, differences, locate, define, identify, plan, compare	Describe, understand, Investigate, interpret, locate, answer, label, draw, design, annotate, plan, research
	End Point Task	Children will plan and create an information report on either Antarctica or Australia.	Children will plan and write a recount of a local trip made around Southall.	Children will plan and write a letter to someone in Australia explaining the weather in the UK at this time and what they would need to bring with them to the UK	Children will write an information text about the four different countries that make up the UK	Children will write a comparative description about the local area visited in Southall and compare this with rural Migori	Children will write a letter from a cold place describing the climate and animals that live there	Children will write a persuasive text to convince people to plan a trip to Russia	Children will plan and write a comparative text about three regions (Wales, Italy and Mexico)	Children will research, plan and write a report about either a famous earthquake/ volcano or Mountain
Art & Design	Big Questions	Drawing What techniques do artists use to see detail in their subject? How do artists use line for effect in their work?	Painting What techniques do artists use to create abstract paintings?	Collage How can different materials be used to create art?	Drawing How can music and different mark making techniques inspire drawings?	Painting How can we use painting materials and processes to communicate ideas about shape and colour?	Collage How can we use different techniques, colours and textures etc when designing and making pieces of work?	Drawing How can we use different drawing mediums to draw a picture?	Painting How can we use different lines to create depth and texture?	Collage How can we experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures?
	Threshold Concepts	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas	• **Explore** ideas about art (drawing, painting, collage or sculpture) • **Experiment** using a variety of materials/ techniques to communicate ideas

HPS Middle Phase Curriculum Map

		• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.	• **Communicate** ideas in an imaginative and experimental manner, reflecting on the outcome • **Evaluate and analyse** the work of artists, comparing their work and your own.
Design & Technology	Big Questions	How can we design our puppets for a puppet show?	How do you make a sandwich?	How can we construct sliders and leavers?	How can we make a healthy wrap?	How can we make a face mask to scare people?	How can we construct a pyramid to showcase our work?	How can we make a bag for Rani?	How can we make healthy bread?	How can we make a wedding card for Mufaro's daughter?
	Threshold concept	-Design -Make -Evaluate -Technical knowledge -Health and safety -Measurement	-Design -Make -Evaluate -Technical knowledge -Cooking and Nutrition -Health and safety -Hygiene -Healthy eating	-Design -Make -Evaluate -Technical knowledge -Measurement -Health and safety	-Design -Make -Evaluate -Technical knowledge -Cooking and Nutrition -Health and safety -Hygiene	-Design -Make -Evaluate -Technical knowledge -Health and safety -Measurement	-Design -Make -Evaluate -Technical knowledge -Health and safety -Measurement	-Design -Make -Evaluate -Technical knowledge -Test -Health and safety -Measurement	-Design -Make -Evaluate -Technical knowledge -Cooking and Nutrition -Health and safety -Hygiene -Healthy eating	-Design -Make -Evaluate -Technical knowledge -Measurement -Health and safety
	NC Links	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products against design criteria	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Evaluate their ideas and products against design criteria.	Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
	Designing (Substantive and disciplinary knowledge)	Design purposeful and appealing puppets for themselves. Model and communicate their ideas through talking, drawing, templates.	Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.	Develop, model, and communicate their ideas through drawings and mock-ups with card and paper.	Planning for a set brief, following simple criteria, designing a wrap.	Developing and sketching ideas using a template. Planning for the design and creation of a 3-D monster. Drawing a simple diagram to express ideas.	Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.	Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user. Produce annotated sketches, prototypes, final product sketches and pattern pieces.	Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.	Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.
	Making (Substantive and disciplinary knowledge)	Use a range of tools and equipment to perform practical tasks (for example, cutting and shaping).	Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	Plan the main stages of making the product. Select and use appropriate tools, explaining their choices, to cut, shape and join paper and card.	Prepare food safely and hygienically, chopping and slicing safely.	Select materials based on their monsters' characteristics. Measuring and cutting accurately the outline of the monster, working to scale, and following a design plan.	Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.	Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g., cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g., strength, and aesthetic qualities e.g., pattern.	Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.	Order the main stages of making. Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. Select from and use finishing techniques suitable for the product they are creating.
	Evaluating (Substantive and disciplinary knowledge)	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.	Explore a range of everyday products that use simple sliders and leavers. Evaluate their product by discussing how well it works in relation to the purpose.	Conduct product research, trialling, and feeding back on food taste, texture and aroma.	Discuss the making process and finished product, reviewing other's outcome	Investigate and analyse how to keep the pyramid upright.	Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key individual (Rani) has influenced the development of the chosen product and/or fabric.	Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g., tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.	Investigate and analyse books and, where available, other products with lever and linkage mechanisms. Evaluate their own products and ideas against criteria and user needs, as they design and make.
	Technical knowledge (Substantive and disciplinary knowledge)	Understand how to join fabrics using different techniques e.g., running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using fabric, stitching, sequins and buttons.	Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat well plate.	Explore and use sliders and leavers. Understand that different mechanisms produce different types of movement. What movement does a slider give? What movement does a leaver give?	Know how to use utensils and equipment when cooking food. Understand about seasonality in relation to food products and the source of different food products. Understand nutritional values in food products.	Understanding that there are a range if different fabrics used for different purposes. Understanding the alternative ways of joining fabrics and embellishments	Understand how to strengthen, stiffen, and reinforce 3-D frameworks.	Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances.	Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.	Understand and use lever and linkage mechanisms. Distinguish between fixed and loose pivots. Know and use technical vocabulary relevant to the project.

			Know and use technical and sensory vocabulary relevant to the project.		Know and use relevant technical and sensory vocabulary.			Know and use technical vocabulary relevant to the project.	Know and use relevant technical and sensory vocabulary appropriately. Knowing how yeast supports the rising of bread. Know the varying food groups and how they should be cooked.	
	Cooking and nutrition (Substantive and disciplinary knowledge)	N/A	Know and understand where vegetables come from. Understand and apply the principles of a healthy and varied diet so that they can learn and make a healthy sandwich.	N/A	Identify each of the food groups, understand what makes a balanced diet, develop an awareness of hidden sugars in everyday foods.	N/A	N/A	N/A	Know the varying food groups.	N/A
	Vocabulary	Substantive vocabulary Tools, fabrics, join, features, suitable, purpose, pattern pieces, template Disciplinary vocabulary Evaluate, design, cut, shape, collaborate	Substantive vocabulary vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard slicing, peeling, cutting, healthy diet, ingredients, seeds Disciplinary vocabulary Plan, evaluate, design, investigate, cut, slice	Substantive vocabulary slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join pull, push, up, down, straight, curve, forwards, backwards design, user, purpose, ideas, design criteria, product, function Disciplinary vocabulary Evaluate, make, design, plan, explain,	Substantive vocabulary Peeling, cutting, slicing, squeezing, grating, chopping, knife, fruit, vegetables, nutrients, hygiene, salad, taste, aroma, ingredients, criteria, equipment, evaluation, seed. Disciplinary vocabulary Plan, design, evaluate,	Substantive vocabulary Materials, fabrics, 3d, design, cut, shapes, stick, embellishments, product, glue, crafting materials, tools, Disciplinary vocabulary Design, make, evaluate, discuss, Develop, measure	Substantive vocabulary Paper, cardboard, paper mache, glue, design specification, innovative, evaluate, design brief, Upright, strengthen Disciplinary vocabulary Design, make, plan, investigate, analyse, evaluate, research	Substantive vocabulary Fabric, names of fabric, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, label, drawing, aesthetics, function, pattern pieces Disciplinary vocabulary Investigate, design, evaluate, make, explore	Substantive vocabulary name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations dicing, grating, cutting, chopping Disciplinary vocabulary Research, evaluate, design, cook, measure, mix, taste, smell, collaborate, plan, explore, investigate	Substantive vocabulary mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief Disciplinary vocabulary Research, plan, design, make , discuss, investigate, analyse
Computing Unit 1	Unit	Unite 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting	Unit 1.5 Maze Explorers Unit 1.6 Animated Story Books	Unit 1.8 Spreadsheets Unit 1.9 Technology outside school	Unit 2.1 Coding	Unit 2.4 Questioning Unit 2.5 Effective Searching	Unit 2.7 Making Music Unit 2.8 Presenting Ideas	Unit 3.1 Coding Unit 3.2 Online safety	Unit 3.5 Email	Unit 3.7 Simulations Unit 3.8 Graphical modelling
	Outcomes for Children	Children can log in to Purple Mash using their own login. Children have created their own avatar and understand why they are used. Children can find and save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. Children will know how to use the different icons and writing cues to add pictures and text to their work. Children have explored the Games section and looked at Table Toons (2x tables). Children can log out of Purple Mash when they have finished using it and know why that is important. Children have sorted items using a range of criteria on the carpet as a class and in pairs. Children have used Purple Mash activities to sort various items online using a variety of criteria. Children understand how the order in which the steps of a recipe are presented affects the outcome. Children can organise instructions for a simple recipe. Children know that correcting errors in an algorithm or program is called 'debugging'.	Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. Children know how to add a unit of measurement to the direction in 2Go Challenge 2. Children know how to undo their last move. Children know how to create a simple algorithm. Children know how to debug their algorithm. Children can change the background images in their chosen challenge and save their new challenge. Children know the difference between a traditional book and an e-book. • Children can use the different drawing tools to create a picture on the page. Children can add text to a page and change the colour, font and size of the text. Children can add a sound to the page. Children can add their own voice recording to the page. Children can share their story book on a class story book display board.	Children can navigate around a spreadsheet. Children can explain what rows and columns are. Children can open the Image toolbox and find and add clipart. Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. Children can use the 'lock' tool to prevent changes to cells. Children can add the count tool to count items. Children can add the speak tool so that the items are counted out loud. Children can use a spreadsheet to help work out a fair way to share items. Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. Children have recorded 4 examples of where technology is used away from school.	Children can explain that for the computer to make something happen, it needs to follow clear instructions. Children are beginning to understand that the Repeat and Timer commands both make objects repeat actions but function differently and the type of object can affect which is the best command to use. Children can include a button in their programs. Children can explain why it is important to save their work after each functioning iteration of the program they are making. Children can code a program using a variety of objects, actions, events and outputs successfully.	Children understand that the information on pictograms cannot be used to answer more complicated questions. Children have designed a binary tree to sort pictures of children. Children understand that the user cannot use 2Question to find out answers to more complicated questions. Children have used a database to answer simple and more complex search questions. Children have completed a quiz about the Internet. Children can search for answers to a quiz on the internet. Children have created a leaflet to consolidate their knowledge of effective Internet searching.	Children understand what 2Sequence is and how it works. Children have explored how to speed up and slow down tunes. Children have considered how music can be used to express feelings. Children have created two tunes which depict two feelings. Children have created, uploaded and used their own recorded sound. Children have created their own tune using some of the chosen sounds. Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. Children can talk about their work and make improvements to solutions based on feedback received. Children have extracted information from a 2Connect file to make a publisher fact file on a nonfiction topic.	Children can create a design that represents a sequential algorithm. Children can make use of the X and Y properties of objects in their coding. Children can explain why variables need to be named. Children can explain how they made objects repeat actions. Children can debug simple programs. Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting	Children can open an email and respond to it. Children have sent emails to other children in the class. Children can attach work to an email. Children can read and respond to a series of email communications. Children have written rules about how to stay safe using email.	Children can give some examples of simulations used for fun and for work. Children know that a computer simulation can represent real and imaginary situations Children can use a simulation to try out different options and to test predictions. Children can evaluate a simulation to determine its usefulness for purpose. Children can set up a graph with a given number of fields. Children can enter data for a graph. Children can produce and share graphs made on the computer. Children have solved a maths investigation. Children can present the results in a range of graphical formats.

HPS Middle Phase Curriculum Map

	Substantive Vocabulary	Username, log in, password, avatar, tools, save Sort criteria	Direction, Rewind, Forward, Backwards, Right turn, Left turn, Debug, Algorithm Animation, E-Book, Font, File, Sound Effect, Display Board	Arrow keys, Cursor, Cells, Clipart, Image toolbox, Lock tool, Speak Tool, Spreadsheet Technology	Action, algorithm, bug, command, design mode, input, object, properties, scale, timer, when key.	Pictogram, question, data, collate, binary tree, avatar, database. Internet, search, search engine.	Bpm, composition, digitaly, instrument, music, sound effects, tempo, volume, soundtrack. Narrative, animated, presentation.	Code block, code design, variables, algorithm, debug, repeat Password, internet, website, username, Blog, PEGI rating	Communication, email, attachment, send, address book, compose	Stimulation, real, imagery, test, prediction, usefulness Graph, field, data, bar chart, block graph, line graph
Computing Unit 2	Unit	Unit 1.3 Pictograms Unit 1.4 Lego Builders	Unit 1.7 Coding	**Unit 1.9 Technology outside school.**	Unit 2.2 Online safety Unit 2.3 Spreadsheets	Unit 2.6 Creating Pictures	Unit 2.8 Presenting Ideas	Unit 3.3 Spreadsheets Unit 3.4 Touch typing	Unit 3.6 branching databases	Unit 3.9 presenting with PowerPoint
	Outcome for Children	Children can discuss and illustrate the transport used to travel to school. Children can contribute to the collection of class data. Children have used these illustrations to create a simple pictogram. Children can discuss what the pictogram shows. Children can collect data from rolling a die 20 times and recording the results. Children can represent the results as a pictogram. Children know that to achieve the effect they want when building something, they need to follow accurate instructions. Children know that an algorithm is a precise, step-by step set of instructions used to solve a problem or achieve an objective. Children know that an algorithm written for a computer to follow is called a program.	Children can explain what coding means. Children know that for the computer to make something happen, it needs to follow clear instructions. Children can explain what a block of code is. Children can read through combined blocks of code. Children can make a background using Design Mode. Children can add characters using Design Mode. Children can design a simple program and then create the program using 2Code. Children can use collision detection to make objects interact	**Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. Children have recorded 4 examples of where technology is used away from school.**	Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet. Children have discussed their own experiences and understanding of what email is used for. Children have discussed what makes us feel happy and what makes us feel sad? Children can explain what a digital footprint is. Children can give examples of things that they wouldn't want to be in their digital footprint. Children can explain what rows and columns are in a spreadsheet. Children can use copying a pasting to help make spreadsheets. Children can use tools in a spreadsheet to automatically total rows and columns. Children can work out how much they need to pay using coins by using a spreadsheet to help calculate. Children can use the data to create a block graph manually.	Children can explain what is meant by impressionist art. Children can use 2Paint a Picture to create art based upon this style. Children can use 2Paint a Picture to create art based upon pointillism. Children can describe the main features of Piet Mondrian's work and create art based upon his style. Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance their patterns. Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.	Children know that data can be structured in tables to make it useful. To make a presentation to the class. Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content. Children can create digital content to achieve a given goal by combining software packages.	Children can create a table of data on a spreadsheet. Children can use a spreadsheet program to automatically create charts and graphs from data. Children can use the 'spin' tool to count through times table. Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. Children understand the names of the fingers. Children can use two hands to type the letters on the keyboard. Children can type full words using the correct fingering. Children can type a series of words with speed and accuracy.	Children have used YES/NO questioning to play a simple game with a friend. Children can choose a suitable topic for a branching database. Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their own branching database.	Pupils will know what PowerPoint is. Pupils can insert a new slide, pictures, edit pictures, insert videos. Pupils can use animations and transitions in a presentation. Pupils will use skills learnt in the lesson to create a presentation linked to a curriculum topic.
	Substantive Vocabulary	pictogram, Data, Collate Instruction, Algorithm, Computer, Program, Debug	Code block, Code design, Collision Detection, Coder, Command, input, Properties, program	**Science, engineering knowledge, four ways,**	Search, display board, internet, sharing, email, attachment, digital footprint. Backspace key, copy and paste, columns, cells, delete key, move cell tool, rows, speak tool, spreadsheet, equals tool, image toolbox.	Impressionism, palette, share, surrealism, template, pointillism.	Non-fiction, node, concept map, audience.	Columns, cells, spreadsheet, spin tool, rows, copy and paste. Posture, top row, home row, bottom row, space bar	Branching database, data, database, question	Presentation, font, media, transition, slides, animation, audio
Spanish	Topics	N/A	N/A	N/A	N/A	N/A	N/A	Greetings All about me	Colours, numbers, addition and subtraction My family	Days and months Parts of the body
	Speaking skills	N/A			N/A			• Say and repeat single words and short simple phrases. • Communicate with others using simple words and phrases. • Singing Spanish songs with proper pronunciation. • Greeting someone and asking for name and age. • Naming animals, colours, numbers, family members and days and months with proper pronunciation. **Challenge:** Say and repeat simple whole sentences.		
	Listening skills	N/A			N/A			• Understand a few familiar spoken words and phrases. • Link sounds to meanings and identify specific sounds, phonemes and words. • Understand simple questions. • Understand teacher's instructions in Spanish. • Listening Spanish songs paying attention to pronunciation. **Challenge:** Understand simple whole sentences and questions without been repeated by the teacher.		
	Reading skills	N/A			N/A			• Recognise and read out a few familiar words and phrases. • Make links between some phoneme, rhymes and spellings and read aloud familiar words. • Notice the spelling of familiar words. • Recognise how sounds are represented in written form. • Identify specific sounds, phonemes and words. **Challenge:** Recognise and read out whole sentences and questions.		
	Writing skills	N/A			N/A			• Write or copy simple words or symbols correctly. • Label pictures correctly. • Write a few words from memory.		

HPS Middle Phase Curriculum Map

								Challenge: Write or copy simple whole sentences			
	Vocabulary	N/A	N/A	N/A	N/A	N/A	N/A	Buenas tardes Buenas noches Hasta luego Los saludos ¿Cómo estás? Muy bien Gracias Hasta la vista Adiós Buenos días Hola ¿Cómo te llamas? Me llamo… Todo sobre mi ¿Dónde vives? Vivo en… Londres ¿De dónde eres? Soy de… Inglaterra España La India Somalia Afganistán Polonia Pakistán ¿Cuántos años tienes? Tengo ocho años ¿Cómo te sientes? Me siento… Triste Feliz Enfadado	Los colores Los números Rojo Verde Amarillo Azul Naranja Negro Blanco Gris Marrón Morado Uno Dos Tres Cuatro Cinco Seis Siete Ocho Nueve Diez Mas Menos La familia Mi tío Mi tía Mi madre Mi padre Mi abuelo Mi abuela Mi hermano Mi hermana Mi primo Mi prima El hijo La hija Yo Mi madre se llama …	Los días de la semana ¿Qué día es hoy? Hoy es … Lunes Martes Miércoles Jueves Viernes Sábado Domingo Los meses del año ¿En qué mes estamos? Estamos en… Enero Febrero Marzo Abril Mayo Junio Julio Agosto Septiembre Octubre Noviembre Diciembre Partes del cuerpo La cabeza Los ojos La boca Las orejas La nariz los brazos las manos las piernas los pies la espalda los hombros la barriga Tengo un… Tengo una… No tengo un… No tengo una…
Music Unit 1	Unit & Songs	Hey You!	In The Groove by Joanna Mangona	Your Imagination by Joanna Mangona and Pete Readman	Hands, Feet, Heart	I Wanna Play In A Band by Joanna Mangona	Friendship Song by Joanna Mangona and Pete Readman	Let your spirit fly	Three little birds by Bob Marley	Bringing us together
	Listen & Appraise	Hey You! by Joanna Mangona ● Me, Myself And I by De La Soul ● Fresh Prince Of Bel Air by Will Smith ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by Run DMC	Listen and Appraise the song In The Groove and other songs in other styles: ● How Blue Can You Get by B.B. King ● Let The Bright Seraphim by Handel ● Livin' La Vida Loca by Ricky Martin ● Jai Ho by J.R. Rahman ● Lord Of The Dance by Ronan Hardiman ● Diggin' On James Brown by Tower Of Power	Listen and Appraise the song Your Imagination and other songs about using your imagination: ● Your Imagination by Joanna Mangona and Pete Readman ● Supercalifragilisticexpialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from Aladdin	The Hands, Feet, Heart a song that celebrates South African Music: ● Hands, Feet, Heart by Joanna Mangona ● The Click Song sung by Miriam Makeba ● The Lion Sleeps Tonight sung by Soweto Gospel Choir ● Bring Him Back by Hugh Masekela © Copyright 2017 Charanga Ltd Page 1 of 6 ● You Can Call Me Al by Paul Simon ● Hiokoloza by Arthur Mofokate	Listen and Appraise the I Wanna Play In A Band a Rock song for children: ● I Wanna Play In A Band by Joanna Mangona ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin' All Over The World by Status Quo ● Johnny B.Goode by Chuck Berry ● I Saw Her Standing There by The Beatles	Listen and Appraise the Friendship Song and other songs about friendship: ● Friendship Song by Joanna Mangona and Pete Readman ● Count On Me by Bruno Mars ● We Go Together (from Grease soundtrack) ● You Give A Little Love from Bugsy Malone ● That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John ● You've Got A Friend In Me by Randy Newman	Listen and Appraise the song Let Your Spirit Fly and other songs: ● Let Your Spirit Fly by Joanna Mangona ● There is currently no listening resource for this part of the lesson, please choose your own ● Colonel Bogey March by Kenneth Alford ● Consider Yourself from the musical 'Oliver!' ● Ain't No Mountain High Enough by Marvin Gaye © Copyright 2017 Charanga Ltd Page 1 of 8 ● You're The First, The Last, My Everything by Barry White	Each step has a Listen and Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on screen. The main unit song is Three Little Birds. All musical learning will happen around this song and you will have the option to Listen and Appraise other songs in steps 2-6.	Listen and Appraise the song Bringing Us Together and other Disco songs: ● Bringing Us Together by Joanna Mangona and Pete Readman ● Good Times by Nile Rodgers ● Ain't Nobody by Chaka Khan ● We Are Family by Sister Sledge © Copyright 2018 Charanga Ltd Page 1 of 9● Ain't No Stopping Us Now by McFadden and Whitehead ● Car Wash by Rose Royce
	Musical Activities	Musical activites - A. Warm-up Games (including Vocal Warm-ups) Have fun playing these warm-up (pulse, rhythm and pitch) games. As you progress through the Unit of Work, the activities progress according to the unit and year group. There are six progressive challenges, one for each step within the Unit of Work. There is one continuous track that includes four games: Game 1 - Find the pulse, use your imagination. Choose an animal and find a pulse. Game 2 - Listen to the rhythm and clap back. Game 3 - It's your turn. This game is teacher-led	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song(in 6 different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk) d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups). b. Flexible Games (optional extension work). c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps. Or, the whole song so you can decide when to learn each section during the 6 steps. d. Option: Play Instruments with the Song. Play the given parts or your own compositions/improvisations over the coda (the end section of the song, you will see it named on the screen) section of the song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song (there are 2 parts in the coda - the end section of the song, you will see it named on the screen) d. Option: Play Instruments with the Song (over the coda section) e. Option: Improvise with the Song (over the coda section) f. Option: Compose with the Song (over the coda section)	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Option: Play Instruments with the Song in the chorus sections only e. Option: Improvise with the Song in the chorus sections only f. Option: Compose with the Song in the chorus sections only

		initially so make sure you are prepared!		e. Option: Improvise with the Song (over the coda section of the song). f. Option: Compose with the Song (over the coda section of the song). As a class, you may want to write your own lyrics where you split into 2 groups to sing and copy back. Or, using the given notes, create a group composition.						
	Performing	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.	perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.
	Substantive Vocabulary	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, rap.	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, pulse/beat, recurring theme, rhythm, riff, pop music, melody, timbre.	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, p ulse/beat, recurring theme, rhythm, riff, swing, verse, unison, swing, texture, timbre, producer, pitch.	Acapella, appraising, arrangements, balance, band, Blues, classical, music, coda, cover, composing, crossover, ending, gospel, grave, harmony, improvise, keyboard, lyrics, melody, hip hop, dynamics, disco.	Acapella, appraising, arrangements, balance, band, Blues, bridge, call, chorus, chord, call and respond, classical, music, coda, cover, composing, crossover, ending, ensemble, decks, groove grime, gospel, grave, harmony, improvise, keyboard, lyrics, melody, hip hop, dynamics, disco, outra, producer, reggae, ostinato organ, offbeat, tag, tempo, texture, swing, style, structure, verse, unison, turntables, timbre.	Acapella, appraising, arrangements, backing, band, chord, chorus, classical music, composing, dynamics, disco, ending, gospel, funk, harmony, improvised, keyboard, introduction, melody, notation, original, pop music, pulse, producer, pitch, rhythm, reggae, sampling, solo, rock music, swing, texture, timbre, unison.	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation
Music Unit 2	Unit & Songs	Rhythm In The Way We Walk/The Banana Rap by Joanna Mangona and Jane Sebba	Round And Round by Joanna Mangona	Reflect, Rewind and Replay.	Ho Ho Ho	Zootime by Joanna Mangona	Reflect, Rewind and Replay	Glockenspiel Stage 1	The Dragon Song	Reflect, rewind and replay
	Listen & Appraise	. Listen and Appraise ● Rhythm In The Way We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Old	Listen and Appraise the song Round And Round and other songs in other styles: ● Round And Round (Bossa Nova) by Joanna Mangona ● Livin' La Vida Loca (Latin/Pop) by Ricky Martin ● March Of The Empire (Film music) by John Williams ● It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bublé ● Why Don't You (Big Band/Dance) by Gramophonedzie ● Oye Como Va (Latin/Jazz) by Santana.	All musical learning will happen around the main unit song and you will have the option to Listen and Appraise other related songs in steps 2-6. The individual Listen & Appraise step-by-step supporting documents are available with complete information including style indicators. See also the Style Indicators document on the Scheme home page. Each step has a Listen & Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen. With each Listen & Appraise activity in each unit, encourage the children to stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, answered in the lesson plan: Do you like the song? What can you hear? What is the style of the music? How is the song put together?	Listen and Appraise the Ho Ho Ho Christmas song: •Ho Ho Ho by Joanna Mangona • There is currently non listening resource for this part of the lesson • Bring Him Back Homa (Nelson Mandela) by Hugh Maskela •Suspicious Minds by Elvis Presley •Sir Duke by Steve Wonder •Fly Me to the Moon by Frank Sinatra	Listen and Appraise Zootime a Reggae song for children and other Reggae songs: ● Zootime by Joanna Mangona ● Kingston Town by UB40 ● Shine by ASWAD ● I.G.Y. by Donald Fagen ● Feel Like Jumping by Marcia Griffiths ● I Can See Clearly Now by Jimmy Clif	Listen & Appraise All musical learning will happen around the main unit song and you will have the option to Listen and Appraise other related songs in steps 2-6. The individual Listen & Appraise step-by-step supporting documents are available with complete information including style indicators. See also the Style Indicators document on the Scheme home page. Each step has a Listen & Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen. With each Listen & Appraise activity in each unit, encourage the children to stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, answered in the lesson plan: Do you like the song? What can you hear? What is the style of the music? How is the song put together?	To know the style of the five songs. ● To choose one song and be able to talk about: o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song	Listen and Appraise The Dragon Song and other traditional tunes/Folk melodies from around the world that Lesley might have listened to during her travels. The Dragon Song is a lengthy song so the more time singing along with it, the better. The supporting activities are shorter to allow for more time singing the song. © Copyright 2017 Charanga Ltd Page 1 of 9● The Dragon Song by Joanna Mangona and Pete Readman ● Birdsong - Chinese Folk Music ● Vaishnava Java - A Hindu Song ● A Turkish Traditional Tune ● Aitutaki Drum Dance from Polynesia ● Zebaidir Song from Sudan	All musical learning will happen around the main unit song and you will have the option to Listen and Appraise other related songs in steps 2-6. The individual Listen & Appraise step-by-step supporting documents are available with complete information including style indicators. See also the Style Indicators document on the Scheme home page. Each step has a Listen & Appraise document for your use with all the research and information that is needed to complete the tasks and activities you see on-screen. © Copyright 2017 Charanga Ltd Page 7 of 52With each Listen & Appraise activity in each unit, encourage the children to stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun! The questions on-screen, answered in the lesson plan: Do you like the song? What can you hear? What is the style of the music? How is the song put together?
	Musical Activities	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song:Vocal warm-ups and singing	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities)	All activities are based around a song. The Activity Manual provided is to support the teaching and learning here. a. Games embed the Interrelated Dimensions of Music through repetition b. Singing is at the heart of all the musical learning c. Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Flexible Games (see Activity Manual) b. Learn to Sing the Song: Vocal warm-ups and singing c. Play instruments with the song	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song	All activities are based around a song. The Activity Manual provided is to support the teaching and learning here. a. Games embed the Interrelated Dimensions of Music through repetition b. Singing is at the heart of all the musical learning c. Playing instruments with the song to be learnt – tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an	Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm Copy Back: a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments,	These activities are reduced and optional to give more singing time. Learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. Or, the whole song so you can decide when to learn each section during the	At the end of every lesson, share what has taken place during that lesson. A performance of the continuing process is important and, if possible, make an audio and/or visual recording of the performance. Among other things, it will log the children's progress and allow for engaging and relevant discussion to assist formative assessment.

				provided as an understanding of notation is introduced to the children d. Improvising with the song using voices and instruments occurs in some Units of Work e. Composing with the song using instruments occurs in some Units of Work . Bronze, Silver and Gold Challenges are incorporated into the games from now onwards. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way. The backing track of our chosen song is used to take us through on-screen activities. These challenges progress throughout each unit in Lower KS2. Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three (Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver.			understanding of notation is introduced to the children d. Improvising with the song using voices and instruments occurs in some Units of Work e. Composing with the song using instruments occurs in some Units of Work . Bronze, Silver and Gold Challenges are incorporated into the games from now onwards. These differentiated activities are NOT a measure of attainment but about building musical skills in a fun and challenging way. The backing track of our chosen song is used to take us through on-screen activities. These challenges progress throughout each unit in Lower KS2. Have fun playing Rhythm and Pitch Games as you progress through the Bronze, Silver and Gold Challenges. All three (Bronze, Silver and Gold) Games Tracks are available here to be progressed through over the 6-step learning episode. You may want to revisit, for example, the Bronze Challenge to embed skills even if you have completed it and moved to Silver	without and then with notation 4. Pitch Copy Back and Vocal Warm-ups	6 steps d. Option: Play Instruments with the Song (in the chorus only) - decide who will sing and who will play. Everybody can learn the parts but decide upon a group for performance or swap around each time you perform? e. Option: Improvise with the Song (in the chorus only) - decide if you want to include this and then decide upon a group for the performance f. Option: Compose with the Song (in the chorus only) - decide if you want to include this and then decide upon a group to perform the class or group composition in the performance	
	Perform the Song	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Perform the Song - perform and share your learning as you progress through the Unit of Work.	Share what has taken place during the lesson and work towards performing to an audience.	Perform and share your learning as you progress through the Unit of Work.	Perform and share your learning as you progress through the Unit of Work.
	Substantive Vocabulary	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, rap	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, pop music, unison, synthesizer, turntables, verse.	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, Riff, Phrase, folk tunes, funk, gospel, groove, hip-hop, pop music, unison, synthesizer, turntables, verse.	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, improvise, keyboard, lyrics, melodic, motown, pop music, Reggae, Riff, phrase, original, swing, tempo, tag, unison, synthesizer, turntables, verse.	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, improvise, keyboard, lyrics, melodic, motown, pop music, Reggae, Riff, phrase, original, swing, tempo, tag, unison, synthesizer, turntables, verse.	Acapella, Appraising, Arrangements, Back beat, backing, balance, ballad, blues, chord, coda, cover, composing, crossover, decks, disco, drum loops, dynamics, ending, ensemble, folk tunes, funk, gospel, groove, hip-hop, improvise, keyboard, lyrics, melodic, motown, pop music, Reggae, Riff, phrase, original, swing, tempo, tag, unison, synthesizer, turntables, verse.	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, Notation
P.E Unit 1	Physical Activity	Fundamentals	Gymnastics	Athletics	Fundamentals	Gymnastics	Athletics	Ball skills	Gymnastics	Athletics
	Disciplinary Skills	Physical: Balancing Physical: Sprinting Physical: Jogging Physical: Dodging Physical: Jumping Physical: Hopping Physical: Skipping Social: Taking turns Social: Supporting and encouraging others Social: Working safely Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths Thinking: Listening and following instructions	Physical: Travelling actions Physical: Shapes Physical: Balances Physical: Jumps Physical: Barrel roll Physical: Straight roll Physical: Forward roll progressions Social: Sharing Social: Working safely Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions	Physical: Running at varying speeds Physical: Agility Physical: Balance Physical: Running over obstacles Physical: Jumping, hopping and leaping in combination and for distance Physical: Throwing for distance Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Honesty and playing to the rules Emotional: Determination Thinking: Exploring ideas	Physical: Balancing Physical: Sprinting Physical: Jogging Physical: Dodging Physical: Jumping Physical: Hopping Physical: Skipping Social: Taking turns Social: Supporting and encouraging others Social: Working safely Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths Thinking: Listening and following instructions	Physical: Shapes Physical: Balances Physical: Shape jumps Physical: Travelling movements Physical: Take off and landing Physical: Barrel roll Physical: Straight roll Physical: Forwards roll Social: Sharing Social: Working safely Emotional: Confidence	Physical: Running at different speeds Physical: Combining running and jumping Physical: Agility and co-ordination Physical: Jumping for distance and height Physical: Throwing for distance Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas	Physical: Tracking a ball Physical: Throwing Physical: Catching Physical: Dribbling Social: Supporting others Social: Co-operation Social: Communication Social: Managing games Emotional: Perseverance Emotional: Honesty Emotional: Respect Emotional: Challenging self Thinking: Decision making Thinking: Developing tactics Thinking: Creativity	Physical: Individual point and patch balances Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straight jump Physical: Tuck jump Physical: Star jump Physical: Rhythmic gymnastics Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving	Physical: Pacing Physical: Sprinting technique Physical: Relay changeovers Physical: Jumping for height and distance Physical: Push and pull throwing for distance Social: Collaborating with others Social: Supporting others Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback
	Substantive Skills	I can change direction when moving at speed.	I am confident to perform in front of others. I can link simple actions together to create a sequence.	I am able to throw towards a target.	I show balance and co-ordinat I can change direction when moving at speed.	I am beginning to provide feedback using key words.	I try my best. I can describe how my body feels during exercise.	I can catch different sized objects with increasing consistency with two hands.	I can explain what happens to my body when I exercise	I can choose the best pace for a running event.

		I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.	I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	I am beginning to link running and jumping movements. I am beginning to show balance and co-ordination when changing direction. I am developing over arm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.	I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.	I am proud of my work and confident to perform in front of others. I can describe how my body feels during exercise. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.	I can identify good technique. I can jump and land with control. I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds and in different directions. I try my best.	I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can share ideas and work with others to create a game. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.	and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.	I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can understand how stamina and power help people to perform well in different athletic activities. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.
	Horizontal/Vertical/Diagonal Curriculum Links	ENGLISH Learning vocabulary – balance, direction, land, safely, jump, hop Listening and following instructions Expressing ideas Communicating with others MATHS Counting Measuring distances SCIENCE Exploring how to balance Exploring how to jump, hop and skip for distance Understanding changes to the body during exercise	ENGLISH Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence Listening, understanding and following instructions Communicating ideas Providing feedback on others performances Creating letters with their body to spell words Describing shapes MATHS Counting the number of actions to include Holding balances for 5 seconds Creating shapes with their body SCIENCE Exploring how to jump and land safely	ENGLISH INTRODUCTION OF KEY VOCABULARY – SPEED, POWER, STRENGTH, ACCURACY COMMUNICATING IDEAS WITH A PARTNER NUMERACY COUNTING HOW MANY CONES THEY CAN TOUCH IN 20 SECONDS COUNTING HOW MANY JUMPS IT TAKES THEM TO GET ACROSS A SET DISTANCE COUNTING HOW MANY CONSECUTIVE THROWS THEY CAN MAKE COUNTING HOW MANY TARGET THROWS THEY MAKE COUNTING HOW MANY LENGTHS OF THE PLAYGROUND COMPLETED IN 1 MINUTE ESTIMATING DISTANCES TO MAKE A PLAYING AREA MEASURING HOW FAR THEY THROW SCIENCE UNDERSTANDING THE EFFECT EXERCISE HAS ON THE BODY UNDERSTANDING HOW THE BODY REACTS TO DIFFERENT EXERCISES UNDERSTANDING WHICH PART OF THE BODY IS USED IN JUMPING FOR HEIGHT EXPLORING STANCE TO INCREASE POWER IN THEIR THROW	ENGLISH Learning vocabulary – balance, direction, land, safely, jump, hop Listening and following instructions Expressing ideas Communicating with others MATHS Counting Measuring distances SCIENCE Exploring how to balance Exploring how to jump, hop and skip for distance Understanding changes to the body during exercise	ENGLISH Learning vocabulary - Straight, barrel, tuck, pike, straddle, sequence Listening, understanding and following instructions Communicating ideas Providing feedback on others performances Describing shapes MATHS Counting the number of actions to include Counting number of actions to include in the aerobic warm up and counting to 10 seconds Holding balances for 5 seconds Creating shapes with their body SCIENCE Exploring animals and how they move Learning how to tense their muscles to stay balanced	ENGLISH Introduction of key vocabulary – speed, power, strength, accuracy Communicating ideas with a partner NUMERACY Counting how many cones they can touch in 20 seconds Counting how many jumps it takes them to get across a set distance Counting how many consecutive throws they can make Counting how many target throws they make Counting how many lengths of the playground completed in 1 minute Estimating distances to make a playing area Measuring how far they throw SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Understanding which part of the body is used in jumping for height Exploring stance to increase power in their throw	ENGLISH Learning vocabulary - accuracy, consistency, creative, track, focus, control Sharing and communicating ideas Discussing and agreeing on a plan Communication skills MATHS Estimating distances Addition	ENGLISH Learning of key vocabulary - Extension, body tension, momentum, inversion, pathways Understand and safely follow instructions Structuring and providing feedback to others MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands and bridges	**ENGLISH** Learning of key vocabulary – Consistent, downsweep, upsweep, bounding, momentum Communicating ideas Reading and communicating coaching cards Structuring feedback for peers MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws
P.E Unit 2	Physical Activity	Sending & Receiving	Dance	Yoga	Sending & Receiving	Dance	Yoga	Basketball	Fitness	Dance
	Disciplinary Skills	Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Tracking Social: Co-operation Social: Communication Social: Keeping others safe Emotional: Perseverance Emotional: Challenging myself Thinking: Identifying how to improve Thinking: Transferring skills	Physical: Travel Physical: Copying and performing actions Physical: Using shape Physical: Balance Physical: Coordination Social: Co-operation Social: Communication Social: Coming to decisions with a partner Social: Respect Emotional: Confidence Emotional: Acceptance Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions	Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Patience Emotional: Understanding Thinking: Selecting actions Thinking: Creating poses Thinking: Focus Thinking: Providing feedback	Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Tracking Social: Co-operation Social: Communication Social: Keeping others safe Emotional: Perseverance Emotional: Challenging myself Thinking: Identifying how to improve Thinking: Transferring skills	Physical: Travel Physical: Copying and performing actions Physical: Using dynamics, pathway, expression and speed Physical: Balance Physical: Coordination Social: Respect Social: Consideration Social: Sharing ideas Social: Decision making with others Emotional: Acceptance Emotional: Confidence Thinking: Selecting and applying actions Thinking: Counting Thinking: Observing and providing feedback Thinking: Creating	Physical: Breathing Physical: Balance Physical: Flexibility Physical: Strength Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Patience Emotional: Understanding Thinking: Selecting actions Thinking: Creating poses Thinking: Focus Thinking: Providing feedback	Physical: Throwing and catching Physical: Dribbling Physical: Intercepting Physical: Changing direction and speed Physical: Shooting Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback	Physical: Strength Physical: Speed Physical: Power Physical: Agility Physical: Coordination Physical: Balance Physical: Stamina Social: Supporting others Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Identifying areas of strength and areas for development	Physical: Performing a variety of dance actions Physical: Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve

HPS Middle Phase Curriculum Map

										Thinking: Selecting and applying skills
	Substantive Skills	I can communicate simple instructions. I can follow a simple diagram/map. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.	I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I recognise changes in my body when I do exercise. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.	I can recognise changes in my body when I do exercise. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.	I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds and in different directions. I try my best.	I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform.	I can recognise changes in my body when I do exercise. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.	I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I can collect and record perso I can complete exercises with I can persevere when I find a I can provide feedback using k I can use key points to help m I can work safely with others. I show balance when changin	I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can identify how different activities can benefit my physical health. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology.
	Horizontal/Vertical/Diagonal Curriculum Links	ENGLISH Learning vocabulary – target, send, track, receive, partner, opponent. Listening to and following instructions. Expressing ideas, how to send and receive a ball, when they were successful and why. Communicating with others in pairs and small groups. MATHS Estimating distances. Counting. SCIENCE Observing changes in the body before, during and after exercise.	ENGLISH LEARNING VOCABULARY - SWAYING, FLOATING, GUST, SWIRLING, GALLOPING LISTENING AND FOLLOWING INSTRUCTIONS EXPRESSING IDEAS COMMUNICATING WITH OTHERS MATHS USING COUNTS TO STAY IN TIME WITH MUSIC AND A PARTNER USE OF NUMBERS SCIENCE DISCUSSING HOW TREES AND LEAVES MOVE	LITERACY Learning vocabulary – mindfulness, wellbeing, posture, flexibility Listening to and following instructions. Communicating with others. Reading resource cards. MATHS Creating shapes with their body. Counting for breathing and poses. Matching a partner.	ENGLISH Learning vocabulary – target, send, track, receive, partner, opponent. Listening to and following instructions. Expressing ideas, how to send and receive a ball, when they were successful and why. Communicating with others in pairs and small groups. MATHS Estimating distances. Counting. SCIENCE Observing changes in the body before, during and after exercise.	ENGLISH LEARNING VOCABULARY - SWAYING, FLOATING, GUST, SWIRLING, GALLOPING LISTENING AND FOLLOWING INSTRUCTIONS EXPRESSING IDEAS COMMUNICATING WITH OTHERS MATHS USING COUNTS TO STAY IN TIME WITH MUSIC AND A PARTNER USE OF NUMBERS SCIENCE DISCUSSING HOW TREES AND LEAVES MOVE	LITERACY Learning vocabulary – mindfulness, wellbeing, posture, flexibility Listening to and following instructions. Communicating with others. Reading resource cards. MATHS Creating shapes with their body. Counting for breathing and poses. Matching a partner.	ENGLISH Learning of key vocabulary - Interception, protective, opponent, defend, attack, travelling, possess Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Addition and counting Estimating distances	ENGLISH Learning of key vocabulary – Co ordination, personal, technique, agility, stamina, continuous Reading task cards and following instructions MATHS Recording data on a record sheet Analysing data to discover areas that show the most improvement Timing a partner in fitness challenges SCIENCE Understanding that humans have different components of fitness Exploring exercises to develop different areas of fitness	ENGLISH Learning of key vocabulary – Opponent, consecutive, forehand, backhand, technique, accuracy Understand and follow instructions Understand rules and apply them to game situations when playing and umpiring Communicating tactics and discussing what made them and their team successful MATHS Creating areas sets distances apart
P.E Unit 3	Physical Activity	Target Games	Ball Skills	Striking and Fielding	Target Games	Ball Skills	Striking and Fielding	Tag rugby	Football	Cricket
	Disciplinary Skills	Physical: Underarm throwing Physical: Overarm throwing Physical: Aim Physical: Hand eye co-ordination Social: Communication Social: Supporting and encouraging others Social: Leadership Emotional: Perseverance Emotional: Honesty Emotional: Fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Bouncing Physical: Dribbling Physical: Tracking Social: Co-operation Social: Communication Social: Leadership Social: Supporting others Emotional: Honesty Emotional: Perseverance Emotional: Challenging myself Thinking: Using tactics Thinking: Exploring actions Thinking: Comprehension	Physical: Throwing Physical: Catching Physical: Retrieving a ball Physical: Tracking a ball Physical: Striking a ball Social: Communication Social: Supporting and encouraging others Social: Consideration of others Emotional: Perseverance Emotional: Honesty and fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Underarm throwing Physical: Overarm throwing Physical: Aim Physical: Hand eye co-ordination Social: Communication Social: Supporting and encouraging others Social: Leadership Emotional: Perseverance Emotional: Honesty Emotional: Fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Rolling Physical: Kicking Physical: Throwing Physical: Catching Physical: Bouncing Physical: Dribbling Social: Co-operation Social: Communication Social: Leadership Social: Supporting others Emotional: Honesty Emotional: Perseverance Emotional: Challenging myself Thinking: Using tactics Thinking: Exploring actions	Physical: Throwing Physical: Catching Physical: Retrieving a ball Physical: Tracking a ball Physical: Striking a ball Social: Communication Social: Supporting and encouraging others Social: Consideration of others Emotional: Perseverance Emotional: Honesty and fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making	Physical: Passing Physical: Catching Physical: Dodging Physical: Tagging Physical: Scoring Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback	Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking/ jockeying Physical: Turning Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making	Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies
	Substantive Skills	I can communicate simple instructions. I can follow a simple diagram/map. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.	I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can recognise changes in my body when I do exercise. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.	I can catch a beanbag and a medium-sized ball. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I play fairly against an opponent. I understand the rules and I am beginning to use these to play fairly.	I can communicate simple instructions. I can follow a simple diagram/map. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.	I can work co-operatively with I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can describe how my body feels during exercise. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills.	I can catch a beanbag and a medium-sized ball. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I play fairly against an opponent. I understand the rules and I am beginning to use these to play fairly.	I am learning the rules of the game and I am beginning to use them to play honestly. I can communicate with my team and move into space to help them. I can defend an opponent and attempt to tag them. I can move with a ball towards goal with increasing control. I can pass and receive the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender.	I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words.	I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words.

				I understand when I am successful.		I can track a ball and collect it. I can work co-operatively with a partner and a small group.	I understand when I am successful.	I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	I can use overarm and underarm throwing, and catching skills. I understand the aim of the game and this shows in my performance. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
	Horizontal/Vertical/Diagonal Curriculum Links	ENGLISH Learning vocabulary – aim, target, underarm, overarm, accuracy, distance Listening to and following instructions. Expressing ideas, how to throw towards a target, when they were successful and why. Communicating with others in pairs and small groups. MATHS Estimating distances. Counting. SCIENCE Observing changes in the body before, during and after exercise.	ENGLISH Learning vocabulary – ready position, far, aim, dribbling, throw, score Listening and following instructions Exploring ideas Communicating with others MATHS Counting Keeping the score SCIENCE Identifying changes in the body during exercise	ENGLISH Learning vocabulary – striking, fielding, target, opponent, batter, bowler Listening to and following instructions Expressing and communicating ideas MATHS Counting Keeping the score Adding points together Estimating distances SCIENCE Understanding changes to the body during exercise	ENGLISH Learning vocabulary – aim, target, underarm, overarm, accuracy, distance Listening to and following instructions. Expressing ideas, how to throw towards a target, when they were successful and why. Communicating with others in pairs and small groups. MATHS Estimating distances. Counting. SCIENCE Observing changes in the body before, during and after exercise.	ENGLISH Learning vocabulary – distance, overarm, underarm, received, send, accurate, target Listening and following instructions Expressing ideas Communicating with others MATHS Counting Keeping the score SCIENCE Observing changes in the body and breathing after exercise	ENGLISH Learning vocabulary – striking, fielding, target, opponent, batter, bowler Listening to and following instructions Expressing and communicating ideas MATHS Counting Keeping the score Adding points together Estimating distances SCIENCE Understanding changes to the body during	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, consecutive, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Keeping the score in matches and the number of tags made Estimating distances	ENGLISH Learning of key vocabulary - Interception, opponent, defend, attack, tracking, possession Understand and follow instructions Understand rules and apply them to game situations Communication with a partner and group MATHS Adding scores in the tournament to get a final placing Creating goals set distances apart	ENGLISH Learning of key vocabulary - Fielders, batters, striking, tracking, bowling Understand and follow instructions Understand rules and apply them to game situations Communicating ideas and discussing what made them successful Spelling the word 'WICKET' in a scoring game MATHS Counting the number of objects thrown on each side of the court Keeping the score Degrees of release in throws and bowling Creating goals set distances apart SCIENCE Exploring overarm throwing and discussing their findings relating to technique and accuracy
P.E Unit 4	Physical Activity	Team Building	Invasion	Net and wall	Team Building	Invasion	Net and wall	Fundamentals	Handball	Tennis
	Disciplinary Skills	Physical: Balancing Physical: Travelling actions Social; Communication Social: Sharing ideas Social: Inclusion Social: Encouraging and supporting others Emotional: Confidence Emotional: Trust Emotional: Honesty Thinking: Decision making Thinking: Using tactics Thinking: Providing instructions Thinking: Planning Thinking: Problem solving	Physical: Throwing and catching Physical: Kicking Physical: Dribbling with hands and feet Physical: Dodging Physical: Finding space Social: Co-operation Social: Communication Social: Supporting and encouraging others Social: Respect and kindness towards others Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Connecting information Thinking: Decision making Thinking: Recalling information	Physical: Throwing Physical: Catching Physical: Hitting a ball Physical: Tracking a ball Social: Respect Social: Communication Emotional: Honesty and fair play Emotional: Determination Thinking: Decision making Thinking: Using simple tactics Thinking: Recalling information Thinking: Comprehension	Physical: Travelling actions Physical: Jumping Physical: Balancing Social: Communication Social: Listening Social: Leading Social: Inclusion Emotional: Trust Emotional: Honesty and fair play Emotional: Acceptance Thinking: Planning Thinking: Decision making Thinking: Problem solving	Physical: Throwing and catching Physical: Kicking Physical: Dribbling with hands and feet Physical: Dodging Physical: Finding space Social: Co-operation Social: Communication Social: Supporting and encouraging others Social: Respect and kindness towards others Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Connecting information Thinking: Decision making Thinking: Recalling information	Physical: Throwing Physical: Catching Physical: Hitting a ball Physical: Tracking a ball Social: Respect Social: Communication Emotional: Honesty and fair play Emotional: Determination Thinking: Decision making Thinking: Using simple tactics Thinking: Recalling information Thinking: Comprehension	Physical: Balancing Physical: Running Physical: Hopping Physical: Jumping Physical: Dodging Physical: Skipping Social: Supporting and encouraging others Social: Respect Social: Communication Social: Taking turns Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying skills Thinking: Observing others and providing feedback Thinking: Identifying strengths and areas for development	Physical: Ball control Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Shooting Social: Working Safely Social: Communication Social: Respect Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies Thinking: Observing and providing feedback	Physical: Forehand Physical: Backhand Physical: Throwing Physical: Catching Physical: Ready position Social: Collaboration Social: Respect Social: Supporting others Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Understanding rules Thinking: Using tactics
	Substantive Skills	I can communicate simple instructions. I can follow a simple diagram/map. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.	I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I know when I am successful. I move my feet to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.	I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.	I understand how to use, follo I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.	I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I know when I am successful. I move my feet to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.	I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.	I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.	I am learning the rules of the game and am beginning to use them honestly. I can defend an opponent to slow them down. I can find space away from others and near to my goal. I can provide feedback using key words. I can throw, catch, dribble and shoot the ball with some control. I understand my role both as a defender and as an attacker. I work co-operatively with my group to self-manage games.	I am learning the rules of the game and I am beginning to use them to play fairly I can provide feedback using key words. I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
	Horizontal/Vertical/Diagonal Curriculum Links	ENGLISH Learning vocabulary – teamwork, communication, planning	ENGLISH Learning vocabulary: dodging, defence, attack, possession, interception	ENGLISH Learning vocabulary – accurate, tactics, continuously, target, opponent	ENGLISH Learning vocabulary – teamwork, communication, planning	ENGLISH Learning vocabulary: dodging, defence, attack, possession, interception	ENGLISH Learning vocabulary – accurate, tactics, continuously, target, opponent	MATHS Counting Measuring distances Understanding scales	ENGLISH Learning of key vocabulary: grip, attack, interception, opponent, defend, possession.	ENGLISH Learning of key vocabulary – Opponent, consecutive, forehand, backhand, outwit

HPS Middle Phase Curriculum Map

		Listening to and following instructions Communicating with others Giving simple instructions Expressing ideas MATHS Creating shapes Counting Using directions	Listening to and following instructions Expressing ideas of how to lose a defender, what a good space looks like Communicating with a partner to move away from defenders MATHS Counting Keeping score Estimating distances to create goals set distances apart SCIENCE Exploring dribbling a ball, how to make it bounce high, low Understanding changes to the body during exercise	Listening to and following instructions Expressing ideas MATHS Counting Keeping the score Estimating distances SCIENCE Discussing how a release point affects where the ball will go Understanding changes to the body during exercise	Listening to and following instructions Expressing ideas to solve a problem Communicating with others in their group or team Using vocab to navigate a blindfolded partner MATHS Creating shapes with their body Adding values together	Listening to and following instructions Expressing ideas of how to lose a defender, what a good space looks like Communicating with a partner to move away from defenders MATHS Counting Keeping score Estimating distances to create goals set distances apart SCIENCE Exploring dribbling a ball, how to make it bounce high, low Understanding changes to the body during exercise	Listening to and following instructions Expressing ideas MATHS Counting Keeping the score Estimating distances SCIENCE Discussing how a release point affects where the ball will go Understanding changes to the body during exercise	ENGLISH Communicating with others Expressing ideas Learning key vocabulary: accelerate, decelerate, dodging, sprinting Listening to and following instructions SCIENCE Understanding changes to the body when exercising	Understand and follow instructions. Communicate with team-mates, opponents and officials. MATHS Estimating distances.	Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful MATHS Adding numbers in 'Rally 2,4,6,8'
PSHE & Relationship Education	Theme	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Living in the Wider World	Relationships
	Vocabulary	Goal Healthy Teeth Unhealthy Medicine Safe Voting Bullying Unkindness Emotions Positive Negative Allergic	Fundraising Charity Wants & needs Self confidence Celebrating Keeping safe Feeling safe Good secrets Bad secrets Trust Personal information	Friend Compliment Achievement Pride Safe Trusted adult Qualities Secrets Help and support Keeping clean Hygiene Differences Family Clean Hygiene Healthy Family Grown Changed	Goal Achieve Healthy Unhealthy Balance Portion Managing risks Smoking Parliament Bulling Unkindness Conflict Resolve Hazardous substances Keeping safe	Fundraising Charity Wants & needs Human rights Differences & similarities Hazards Managing risks Stereotypes Job roles Trust Personal Information	Differences Boy Girl Male Female Penis Vagina Pride Achievements Friendship Qualities Good friendship Conflict Resolution Different Similar Stereotype Private Boundaries Baby Adult Toddler Child Elder	Goal/target Food groups Tooth decay Drugs Legal and illegal Caffeine Passive smoking Democracy Forms of bullying Resolving conflict Escalation Healthy Unhealthy Balance Healthy lifestyle Active Allergy Physical activity Exercise	Charity Fundraising Human rights Wants & needs Earning money Jobs Safety Managing risks Stereotypes Challenging stereotypes SMART rules Help and support	Penis Vagina Private Positive thinking Self-talk Healthy friendship Skills and attributes Good influence Differences Personal space Personal boundaries Good friendships Peer pressure Unhealthy friendships
	Mind Up	Getting focused (Lessons 1 – 3	Sharpening your senses (Lessons 4 – 9)	It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15)	Getting focused (Lessons 1 – 3	Sharpening your senses (Lessons 4 – 9)	It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15)	Getting focused (Lessons 1 – 3	Sharpening your senses (Lessons 4 – 9)	It's all about attitude (Lessons 10 – 12) Taking action mindfully (Lessons 13 – 15)
R.E	Big Questions	Autumn 1: AS: What do Christians believe about God? RET: Who is a Christian and what do they believe? (Believing strand) 1.1 Autumn 2: AS: What can we learn from creation stories? RET: What can we learn from sacred books? 1.4	Spring 1 AS: What is Islam? RET: Who is a Muslim and what do they believe? 1.2 Spring 2 AS: Why is prayer important for many people? Planning from the AS	Summer 1 AS: What does it mean to be a member of the Jewish community? RET: Who is Jewish and what do they believe? 1.3 Summer 2 AS: What roles to festivals and holy days play in the life of faith? RET: What roles do sacred places play in the life of each faith? KS1 1.5	Autumn 1 AS: What is Buddhism? RET: What does it mean to be a Buddhist? Unit 1 Autumn 2 AS: What is the place of the church in Christianity?	Spring 1 AS: How can Humanism help us to care for one another? RET: What does it mean to be a Humanist? Unit 2 Spring 2 AS: How do we mark stages in human journey? RET: Why do some people think that life is a journey? L2.6	Summer 1 AS: What does it mean to be Hindu? RET: What does it mean to be Hindu? Unit 3 Summer 2 AS: What does it mean to be a Sikh? RET: What does it mean to be a Sikh? Unit 4	Autumn 1 AS: What is the significance of Easter within Christianity? RET: How & why do we celebrate special and sacred times? 1.6 Autumn 2 AS: How do sacred scriptures inform religious beliefs? RET: Why is the Bible important for Christians today? L2.2	Spring 1 AS: Why is pilgrimage important in some religious traditions? RET: Why do people pray? L2-4 Spring 2 AS: What does Sikhism teach us about selfless service? Planning from the agreed syllabus.	Summer 1 AS: What can we learn from different symbols? Planning from the agreed syllabus. Summer 2 AS: Why are festivals, celebrations, and High Holy Days so important in Judaism? RET: Why are festivals, celebrations, and High Holy Days so important in Judaism? Unit 5
	Threshold Concepts	Belief and teaching Practices and lifestyles Human experiences Similarity and differences	Belief and teaching Practices and lifestyles Human experiences Similarity and differences	Belief and teaching Practices and lifestyles Human experiences Similarity and differences	Belief and teaching Practices and lifestyles Human experiences Similarity and differences	Belief and teaching Practices and lifestyles Human experiences Similarity and differences	Belief and teaching Practices and lifestyles Human experiences Similarity and differences	Belief and teaching Practices and lifestyles Similarity and differences Reflect	Belief and teaching Practices and lifestyles Similarity and differences Reflect	Belief and teaching Practices and lifestyles Similarity and differences Reflect
	Substantive Knowledge	A1- Children will need to know that: - Christians believe in only one God and that Jesus is the Son of God.	A1- Children will need to know that: - Muslim believe in one God Allah.	A1- Children will need to know that: -Jewish people believe that there is a single God. - Shabbat (Sabbath) is a Judaism's Day of rest on the	A1- Children will need to know that: - Peace, calm, compassion, cooperation, and community are very	A1- Children will need to know that: - The values important to Humanists are responsibility, truth, honesty, integrity,	A1- Children will need to know that: - **Hindus believe in one God but that God is known to worshippers through many different images (murtis),**	A1- Children will need to know that: - Christians celebrate Christmas, Easter, Harvest and Pentecost.	A1- Children will need to know that: - Muslims, Christians and Hindus all pray different; however they all believe similar and different ideas	A1- Children will need to know that: - Each religion has a religious symbol.

		- The holy bible includes important scriptures that outline Jesus's teachings, the lives and teachings of major prophets and disciples, and offer instructions for how Christians should live. - The cross is a symbol of Christianity. - Both Christians and Jews follow the Old Testament of the Bible. - The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live. A2- Children need to know that: - A sacred text is a book that a religion follows. - There is different sacred text for Christians, Muslims, and Jewish people. - The Bible is a sacred text for Christians. - The Holy Qur'an is a sacred text for Muslims. - The Tenakh is a sacred text for Jewish people. - The Tenakh is written in Hebrew. - The Quran is written in Arabic.	- Allah has 99 names that are in calligraphy and shown in mosques. - Muslims learn Arabic to be able to read and remember the teachings from the Holy Qur'an. - Prophet Muhammed (Peace be upon him) is the messenger and taught all Muslim how to follow God. - Eid-ul-Fitr is celebrated at the end of Ramadan. - There is a certain way to worship to Allah. A2- Children need to know that: -Muslims, Christians, and Jewish people pray in different ways. -The importance of the Shacharit (morning pray) in Judaism, the lord's prayer, the Gloria, and Eucharistic prayers in Christianity. The Shahada and the five daily prayers in Islam. - The importance of private prayer as well as the place of prayer within worship in a religious building. - The difference between prayer and meditation.	seventh day of the week (Saturday). - Jewish people prepare a lot of work in their homes for Shabbat. - A mezuzah is a small case that is hung to the right if one's door, outside and or inside, slanted towards the greater part of a room. Inside this case is a scroll with a command of God. A2- Children need to know that: -Different places/things can be special and holy to them and their families. - Places of worship is very important to Christianity, Muslims, and Jewish people. - The similarities and differences between the places of worship and how they are used. - The meanings of signs, symbols, artefacts, and actions and how they help in worship.	important values to Buddhists. - Some of the celebrations and ceremonies of Buddhists. - Buddhists are followers of the Buddha, and they meditate using images of Buddha. - Kathina day is when monks receive their new robes from the community. - Dalai Lama is a Buddhist who has made a difference in our world today. A2- Children need to know that: - The church is where God's people are taught God's word so they can grow spiritually. -The features of a church (The altar, lectern, pulpit, and crucifix). - Sunday is regarded by Christians as the Sabbath because Jesus' resurrection happened on Sunday. - Christians worship on Sunday as a reminder that God rested on the seventh day of creation.	cooperation, thoughtfulness, and compassion. - Humanist weddings are very different than a civil wedding. They are non-religious wedding. - Humanist celebrates ceremonies for new-born babies, toddlers, and older children. - This is an opportunity where the parents sign a certificate witnessed by family of their commitments to the child. - Numbers of people have raised in the UK to live a non-religious way of life. - Michael Rosen and David Attenborough are Humanist who have made a big difference in our community. A2- Children need to know that: - Life is a journey and that it is seen different in all religions. - Christians, Hindus, and Jewish people believe there is life after death. - The meaning of ceremonies mark the commitments of a loving relationship between two people.	**Brahma (Creator), Vishnu (Preserver) and Shiva (Destroyer) (known as the Trimurti) and their consorts, Saraswati, Lakshmi and Parvati; also Krishna, Rama, Ganesha.** **- Lakshmi is the consort of the god Vishnu. She is one of the most popular goddesses of Hindu mythology and is known as the goddess of wealth and purity.** **- Krishna, the eternal ruler of hearts, stole butter from the neighbourhood.** **- Krishna stole hearts that were as pure and soft as butter. Just the way butter is white; our hearts need to be spotless. One must not nurse anger, pride, greed, envy, hatred and ego in the heart.** **- Hence, Krishna is also known as Chittachora (one who steals hearts).** A2-Children need to know that: - Sikhs believe that Waheguru created the world and everything in it. They believe in the 'oneness of creation' – that is, Waheguru created the world and is present in every part of creation. -Sikhs also believe that Waheguru is present within the universe (or Sargun, meaning immanent). God fills or is part of his creation. This means that God is not distant from worshippers. Waheguru is personal and interested in human beings. - Guru Nanak was the founder of Sikhism. As he travelled, he started to gather people together to sing hymns, worship and learn about the oneness of humanity and the one true God Waheguru. - The sangat is formed by any religious people who come together in the presence of the Guru Granth Sahib. This can be anywhere, but it mainly happens in the gurdwara.	- Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). - Muslims wear their best clothes, decorate their homes, and spend time celebrating with their friends and family. - Christians celebrate easter with special church services, music, candlelight, flowers and ringing the church bells. A2- Children will need to know that: - In the Christian bible there are two testaments, Old and New Testaments. - The bible is like a big story of God's dealings with human beings. - **This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.**	about how God hears prayers. - Some people are spiritual and pray in their own way. - Some people are atheists who believe it is more use to be kind or to help someone than to pray for them. A2- Children will need to know that: -Selfless service (sewa) is a key belief within Sikhism. - The distinctions and connections between Tan (Physical service), man (mental service) and Dhan (material service) as aspects of sewa. - Helping the sangat and the local community, helping at the gurdwara, and cleaning, washing dishes or serving in the langar (relates to tan, man and dan). - performing sewa is important because it demonstrates belief in equality and the importance of all people.	- The star and crescent symbol most associated with Islam. - The cross is one of the earliest and most widely used by Christians. - The structure of the star, with two overlapping triangles, represents the relationship between God and the Jewish people. - The star that points up symbolises God, and the star that points down represents Jews on Earth. A2- Rosh Hashanah is the Jewish New Year festival which usually takes place in September or October. - Yom Kippur is the day of Atonement during which Jewish people fast, pray, and atone for their sins, asking God for forgiveness. This happens tens days after Rosh Hashanah. - All Jewish holy days begin at sundown and end at sundown. - The shabbat begins at sundown each Friday and lasts until dark on Saturday. - There is a special sabbath meal which includes special foods, songs and readings and prayers. - Families hold this ceremony together, beginning with the blessing of Shabbat candles, wine, and bread (Challah).
	NC Links	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference	A1. 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Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

		using words, music, art or poetry. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response	identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews.	belonging to a community might make. B3. Notice and respond sensitively to some similarities between different religions and worldviews.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3. Notice and respond sensitively to some similarities between different religions and worldviews. C2. Find out about and respond with ideas to examples of co-operation between people who are different. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.			
	Disciplinary Knowledge	-Describe some of the teachings of a religion. - Recognise, name, and describe some religious artefacts. -Recognise, name, and describe places. -Recognise, name, and describe practices. Name some religious symbols. -Identify the things that are important in their own lives and compare these to religious beliefs.	-Describe some of the teachings of a religion. - Recognise, name, and describe some religious artefacts. -Recognise, name, and describe places. -Recognise, name, and describe practices. Name some religious symbols. -Identify the things that are important in their own lives and compare these to religious beliefs. - Explain how actions affect others.	-Describe some of the teachings of a religion. - Recognise, name, and describe some religious artefacts. -Recognise, name, and describe places. -Recognise, name, and describe practices. Name some religious symbols. -Identify the things that are important in their own lives and compare these to religious beliefs. - Explain how actions affect others. -Identify similarities and differences between three different places of worship. - Identify that they make their own choices in life.	A1- Describe the main events in the life of the Buddha. Recall and discuss the Four Noble Truths as they related to the Human Suffering. - Identify and talk about the elements of the Eightfold Path. - Identify the Three Jewels (or Three Refuge); the Buddha, the dharma, and the Sangha. - Explain why Buddhism is growing within the world today. A2 - Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings. - Identify the meanings associated with the features of the church. - Reflect on the feelings and emotions generated by significant Christian buildings, including ancient churches, cathedrals, and abbeys. - Identify the roles played by different people involve in the life of a church.	A1- Identify some values important to Humanists: e.g., responsibility, truth, honesty, integrity, cooperation, thoughtfulness, and compassion. - Respond respectfully to examples of what Humanist's value and believe. - Consider ways in which Humanist ideas make a difference to behaviour. - Identify and respond simply to key Humanist ideas. A2- Describe how life is seen as a journey by some people - Think of reasons why some people have rituals to mark important life events. - Recall and name two different Christian celebrations of belonging/initiation. - Recall and name aspects of a Jewish Bar or Bat Mitzvah ceremony. - Recall and name aspects of the Hindu sacred thread ceremony. - Recall and name parts of a wedding ceremony for two different religions. - Identify at least two promises made at an initiation ceremony for Hindus, Christians or Jewish people and say why they are important. - Identify at least two promises made at a marriage ceremony for Hindus, Christians or Jewish people and say why they are important.	A1- Recall and name some Hindu gods/goddesses and say something about what Hindus believe. - Retell a Hindu story and identify which festival it links with. - Identify some ways Hindus celebrate Diwali and Holi and talk about how this might make them feel. - Summarise the stories about Hindu gods and goddesses and give examples of what Hindus learn from them. - Discuss their own ideas about how stories, celebrations, and actions (rituals) can help people to get along with each other. A2- Name some symbols they are aware of or know about in their daily lives. - Identify and recall a Sikh story. - Recognise what the 5Ks are, why some Sikh children wear them and why they are important to them. - Respond sensitively to the ideas of being generous, being equal and being fair.	A1- **Describe how a festival is celebrated.** **- identify some ways Christians celebrate Easter.** **- similarities and differences between different festivals.** **- Describe similarities and differences different services celebrated at holy week.** **- Identify a special time they celebrate and describe its importance.** **A2- Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'** **- similarities and differences between their own ideas about God and some Christian ideas.** **- Explain why some people find the bible can help them to live a better life.** **- Explain the Christian belief that God loves to forgive people who are truly sorry. Link this to the big story of the bible and salvation.** **- Identify at least two ways Christians use the Bible in everyday life.**	A1- **Describe and outline some ways Christians pray, including using the Lord's Prayer.** **- Explain similarities and differences between how people pray.** **- Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray.** **A2- Explain what is meant by sewa and explain why it is so central within Sikhism.** **- Identify other ways in which Sikhs practice sewa, either individually or collectively.** **- Reflect on the duties all people must serve others and identify what the class or school might be able to learn from Sikhism.** **- identify what members of other faiths can learn from Sikhs who put God at the heart of their lives and seek to follow all the teachings of the Gurus (a Gurmukh).**	A1- Describe the significance of symbols in mediating the mystery of God. - Discuss why gestures, actions, words, numbers, people, animals, and images can carry symbolic meaning in addition to physical objects. - Explain what is meant by a religious symbol. - Describe the role of artefacts within religious ceremonies and acts of worship. - Explain the symbolic importance of religious buildings as well the objects and artefacts contained within them. A2- Explain what are meant by High Holy Days and festivals within Judaism. - Be aware that the period of High Holy Days each autumn extends over the Ten Days of Repentance, from Rosh Hashanah ('head of the year') to Yom Kippur (the Day of Atonement). - Recognise the importance of celebration within Judaism and be able to identify when this takes place (e.g. Shabbat, festivals, weddings and Bar/Bat Mitzvahs).
	Vocabulary	<u>Substantive Vocabulary</u> Cross, crucifix, vicar, priest, kenning, Holy Spirit, Trinity, Old Testament, New Testament, Lord's prayer. Sefer Torah, Allah, Nile, Pharaoh, Trustworthy, Black stone, <u>Disciplinary Vocabulary</u> Compare, contrast, reflect, similarities and differences. Compare, contrast, reflect, similarities and differences.	<u>Substantive Vocabulary</u> Prayer, salah, contemplation, silence, the Shahada, prayer book, prie-dieu (prayer desk), prayer beads, prayer mat, Mecca, Qibla. Shema Yisrael, aarti, mantra, puja, ritual, Eucharist, prie-dieu (prayer desk), prayer shawl (tallit), the Amidah. reflection, meditation, the lord's prayer, prayer shawl (tallit), <u>Disciplinary Vocabulary</u> Compare, contrast, reflect, similarities and differences. Compare, contrast, reflect, similarities and differences.	<u>Substantive Vocabulary</u> Jewish, Judaism, scroll, sofer (scribe), Torah, TaNaKh, The ten commandments, Shabbat, synagogue, rabbi, yad, Tallit (Prayer shawl), mezuzah, celebration, festival. Memorial, ceremony, scripture, tradition, ritual, prayer, worship, identity, synagogue, worship, sacred, mosque, community. <u>Disciplinary Vocabulary</u> Compare, contrast, reflect, similarities and differences. Compare, contrast, reflect, similarities and differences.	<u>Substantive Vocabulary</u> A1- Budda, Buddhism, Bodhisattva, dharma, Four Noble Truths, Eightfold Path, Five Moral Precepts, enlightenment, Four Sights, Three Jewels, Three Poisons, Sangha, Sa s ra, puja, stupa, nirvana, anicca, anatta, karma dukkha, meditation, lotus flower, eight-spoked wheel symbol, monastery, whara. A2- Church, abbey, cathedral, monastery, nave, aisles, stained-glass windows, graveyard, monuments, reredos, font, alter, Bible, prayer book, chalice, Eucharist, chancel, sanctuary, pulpit, tower, spire, lectern, candles, vicar, dean, bishop, congregation, church, and hall.	<u>Substantive Vocabulary</u> A1- Humanist, Humanism, ethics, morality, fairness, compassion, empathy, society, social engagement, responsibility, equality, reason, logic, curiosity, critical thinking, evidence, freedom, celebration, non-religious ceremonies, value, beauty, self-reliance, independent thought, ceremony, truth, honesty, behaviour., open-mindedness, respect, science, evolution. A2- Human life, journey, moving, transition, transformation, event, threshold, birth, birthday, coming of age, childhood, adolescence, adulthood, old age, death, initiation rite, baptism, naming ceremony, confirmation, bar and bat	<u>Substantive Vocabulary</u> A1- Hinduism, Hindu, deity, avatar, Brahman, Trimurti, Brahma, Vishnu, Shiva, murti, story, celebration, Diwali, Holi, Aum, Upanishads, Bhagavad Gita, the Vedas, mandir, temple, shrine, mandala, Sanskrit, Lord Krishna, incense, puja, ritual, prashad (offerings), mantra, Gayatri mantra, good, evil, light, compassion, kindness, Ahimsa, Ramayana, karma, dharma, the Sanatana Dharma. A2- Sikh, Sikhism, Amritdhari Sikhs, Khalsa (Sikh brotherhood), kesh, kanga, kachera, kirpan, kara, turban, patka, gurdwara, guru, Guru Nanak, Guru Granth Sahib, langar, granthi, keertan, Khanda, panth (organised	<u>Substantive Vocabulary</u> A1- Ash Wednesday, imposition of ashes, Lent, Mothering Sunday, Passiontide, Palm Sunday, Holy Week, Stations of the Cross, Maundy Thursday, the Last Supper, Garden of Gethsemane, betrayal and arrest, Judas, the Eucharist (Mass, or Holy Communion), Caiaphas, Good Friday, Holy Saturday, vigil service, fire, Paschal candle, Easter Day, crucifixion, sacrifice, Golgotha or Calvary, salvation, redemption, resurrection, Mary Magdalene, the disciples or apostles, Bible, the gospels, sorrow, joy, celebration, renewal, hope, commitment. A2 - Sacred text, Scripture, holy book, Bible, Gospels, Greek., Latin, Vedas, the	<u>Substantive Vocabulary</u> A1- Pilgrimage, spiritual journey, pilgrim, shrine, tomb, sacred place, 'thin' place, Lourdes, Santiago de Compostela, the Camino, Rome, Walsingham, Westminster Abbey, Iona, Canterbury, holy person, saint, miracle, healing, the Holy Land, Jerusalem, Bethlehem, Taizé, Hajj, the Fifth Pillar of Islam, Mecca, Ihram, Dhu al-Hijjah (the final month of the Islamic calendar), miqat, niyyah, Mina, Medina, Kaaba, Tawaf. A2- Sikhism, Sikh, Gurus, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, granthi, Gurmukhi (the language, created by the Gurus, to write the Guru Granth Sahib), Pajj Kakaar (five Ks), kesh, kara, kachera,	<u>Substantive Vocabulary</u> Symbol, symbolic, object, artefact, sign, mystery, action, gesture, clothing, food. Christian symbols: cross, crucifix, sign of the cross, stations of the cross, empty tomb, sacrament, bread, wine, altar, incense, relic, oil, water, light, star, halo, candles, Paschal candle, sanctuary lamp, dove, lamb, pelican, Icthys (fish), crown of thorns, vestments, statue, icon, priest, colours (especially those used in the liturgy – white/gold, green, purple, red and black), bells, Chi Rho, Good Shepperd, anchor, shamrock, lily, vesica piscis (the shape created by two overlapping circles, representing the union of heaven and earth), alpha, omega, the Lion of St Mark,

					<u>Disciplinary Vocabulary</u> A1- explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.	mitzvah, engagement, marriage, wedding, illness, suffering, death, passing, loss, grief, bereavement, mourning, funeral, thanksgiving service, year's mind, requiem, reincarnation, karma, commemoration, memorial, gravestone, soul, heaven, judgement, life after death, remembrance, relic, burial, cremation, All Saints' Day, All Souls' Day. <u>Disciplinary Vocabulary</u> A1- explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.	body of Sikhs), raagi, sangat, shabad, Mool Mantar. <u>Disciplinary Vocabulary</u> A1- explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.	Upanishads, Bhagavad Gita, the Mahabharata, the Puranas, Ramayana, Sanskrit, the Qur'an, Arabic TaNaKh, Torah, Haftarah, Hebrew, sofer (ritual scribe), Sefer Torah (Torah scroll), aron kodesh (Torah ark), Buddhavacana (the words of the Buddha), the Guru Granth Sahib, the Agam Sutras (Jainism), the works of `Abdu'l-Bahá (Bahá'í), the Avesta (Zoroastrianism), rehal (book rest for the Qur'an), lectern, legilium, ambo, bimah, yad, tallit, kippah, incense, lectionary, Simchat Torah, portion, chapter, verse, surah, the Basmala, or Bismill h ('In the name of God, the Most Gracious, the Most Merciful' – the phrase recited before each surah of the Qur'an, except for the ninth, is read). <u>Disciplinary Vocabulary</u> A1- explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.	kanga, kaccha, kirpan, turban, patka, gurdwara, amrit, karah parshad, langar, Amritsar, Kalsa, khanda (the Sikh symbol), sewa, Tan, Man, Dhan, Ik Onkar ('There is only one God'), Waheguru (the most common Sikh name for God), Mool Mantar (the opening text of the Guru Granth Sahib and the most important composition in Sikhism), naam japna (repeating the name of God as an act of worship), Singh ('lion' – the title given to a make Khalsa Sikh), Kaur ('princess' – the title given to a female Khalsa Sikh), karma, maya (the notion that all that seems real is in fact an illusion), mukti (the escape from the cycle of birth, death and rebirth and gain union with Waheguru), Gurmukh (someone who puts God at the centre of their life and follows the teachings of the Gurus), atma (the soul). <u>Disciplinary Vocabulary</u> A1- Compare and contrast, explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.	the Ox of St Luke, the Angel of St Matthew, the Eagle of St John. Jewish symbols: menorah, chanukiah, Star of David, Lion of Judah, bread, wine, salt, candles, candlesticks, the Ner Tamid, shofar, Shin ('El Shaddai' in Hebrew or God Almighty), rainbow, olive branch, stone tablets, the Lion of Judah, mezuzah, Chai ('life' in Hebrew), circumcision (symbolic of the Covenant between God and Abraham), numbers (e.g. 1, 6, 7, 12, 40), colours (e.g. blue as the connection between heaven and earth), tallit, tefillin, tzitzit, hamsa (God's protective hand), kippah, Seder plate. Islamic symbols: star and crescent, colours (e.g. green, brown, black, white), gestures and positions adopted in corporate prayer, calligraphy, 'Allah' in Arabic, the Rub el Hizb (two overlapping squares), geometric design, tile tesselation. Hindu symbols: puja, aum, offering, shrine, pras da, murti, avatar, mandala, Sri Yantra, lotus, swastika, bindi, tilaka, veena (an Indian stringed instrument that represents art and learning), fire, fire altar, dhvaha flag, The Trishula (or the Trident, which is associated with Lord Shiva), saffron (the colour, also found in Buddhism and Sikhism, denotes sacrifice, religious abstinence and the spiritual quest for light and salvation). Buddhist symbols: the Buddha, the eight-spoked Wheel of Dharma, bhodi tree, lotus flower, conch shell (represents the thoughts of the Buddha), endless knot, mandala, prayer wheel, mudras (the Buddha's hand gestures). Sikh symbols: kesh, kachera, kara, kirpan, kanga, turban, dastaar (a symbol of spirituality, holiness and humility), patka, khanda, the Nishan Sahib (the Sikh triangular flag). Humanist symbols: Happy Human, Leonardo da Vinci's human, outstretched hand, flower, light bulb, heart. A2- Festival, Yamim Tovim (Jewish festivals), celebration, holy day, holy season, Yamim Noraim (High Holy Days), Rosh Hashanah, Kol Nidre (either the entire evening service before Yom Kippur or an Aramaic declaration recited in the synagogue before the beginning of the evening service on Yom Kippur), Yom Kippur, shofar, Aseret Yemei Teshuvah (the 'Ten days of Repentance' or the 'Days of Awe'), Sukkkot, sukkah, Shavuot (Pentecost and the giving of the Torah), Simchat Torah (a celebration to mark the end and beginning of the annual cycle of Torah readings), Chanukkah (Festival of Lights), Purim,

										Shabbat, blessing, Kiddush cup, Kiddush wine, Shabbat candles and candle sticks, salt, Challah bread, Havdalah, Havdalah candle, spices, the Exodus, Pesach (Passover), the Haggadah (a book that tells the story of Pesach), Seder meal, roasted egg, roasted lamb, bitter herbs, green vegetables, salty water, Charoset (a mixture of nuts, raisins, cinnamon, apples and wine or grape juice), unleavened bread, Tu B'Shvat (the celebration of nature), Bar Mitzvah, Bat Mitzvah, the Covenant, circumcision, mohel (someone who is medically and religiously qualified to perform a circumcision), home, family, synagogue, rabbi, Bible, Torah, TaNaKh, prayer, fasting, Shoah (Holocaust), State of Israel, Yom Ha'atzmaut (Israeli Independence Day), pilgrim festivals (Sukkot, Pesach and Shavuot), commandments (Mitzvot). <u>Disciplinary Vocabulary</u> A1- Compare and contrast, explain, identify, reflect and differences. A2- Discuss, compare, contrast, reflect, similarities and differences.