Federation of Grewelthorpe and Fountains C of E Primary School

						Assessment	Half term moderation	Pupil Review
Aut1 8						Assessment	Half term moderation	Pupil Review
Aut2 7					Assessment	Half term moderation	Pupil Review	
Spr1 6				Assessment	Half term moderation	Pupil Review		
Spr2 6				Assessment	Half term moderation	Pupil Review		
Sum1 5				SATS				
Sum2 7		Assessment	Moderation	Final data input	Pupil Review	Reports out		

Federation of Grewelthorpe and Fountains C of E Primary School

Class 2 YB	Autumn	Spring	Summer
Learning Challenge	**Wonderful World**	**We are all unique**	**Rules for life**
RE	• 1.7 What does it mean to belong to a faith community? • UC 1.1 What do Christians believe God is like?	• 1.3 Who is Jewish and what do they believe?	• UC 1.2 Who do Christians say made the world? • 1.7How should we care for the world and for others, and why does it matter? (C, J, NR)
Learning challenge	**Time Travellers**		**Our local history**
History	• Events beyond living memory that are significant nationally or globally.		• Significant historical events, people and places in own locality.
Learning Challenge		**Lets explore**	**Take a bird's eye view of the world**
Geography		• Use simple fieldwork and observational skills to study school grounds and key human and physical features. • Use geographical vocabulary. • Use world maps, atlases and globes.	• Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. • Simple maps and keys.
Learning Challenge	**Wonderful World**	**Lets explore**	**Living Things**
Science	• Animals Inc Humans (Old A) • Living things & Habitats • Seasonal change	• Everyday Materials and their uses	• Plants & Living Things (structure, grow, dead/alive)

Class 2 YB	Autumn	Spring	Summer
Learning challenge	**Wonderful World**	**Lets explore**	
Art	• Artists, craft makers and designers.	• Sculpture • Art and design techniques	• Drawing
Learning Challenge	**Christmas**	**Lets explore**	
DT	• Explore and use mechanisms.	• Cooking and nutrition	• Design, make, evaluate

Book ideas:
-Major glad, major dizzy by Jan Oke.
-Daisy saves the day by Shirley Hughes.

Class 2 YB	Autumn	Spring	Summer
Units			
PSHE	• My healthy lifestyle • Keeping myself safe	• Me and my relationships. • Being an active citizen.	• Moving on. • Me and my future.
Units			
PE	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co=ordination, and begin to apply these in a range of activities.	• Perform dances using simple movement patterns.	• Participate in team games, developing simple tactics for attacking and defending.
Swimming	• Swim competently, confidently and proficiently over at least 25m • Use a range of strokes efficiently. • Perform safe self—rescue in different water based situations.		
Units			
ICT	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Understand what algorithms are ; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programmes. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Units			
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Listen with concentration and understanding to a range of high-quality live and recorded music.	• Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music.	• Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Listen with concentration and understanding to a range of high-quality live and recorded music.

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Class 3 YB	Autumn	Spring	Summer
Learning Challenge	**What is Belief?**	**Lets explore**	**Rules for life**
RE	• UC L2.1 What do Christians learn from the Creation story? • UC L2.2 What is it like for someone to follow God?	• L2.4 Why do people pray? (M/C) • L2.5 Why are festivals important to religious communities? (J/M)	• L2.4 What kind of world did Jesus want? • L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR)
Learning challenge	**Time Travellers**		**Our local history**
History	• .Ancient Greece		• Local history study
Learning Challenge	**Where in the world?**	**Lets explore**	
Geography	• Locational knowledge; position and significance of latitude, longitude, Equator etc.	• Human and physical geography • Geography skills and fieldwork	
Learning Challenge	**Wonderful World**	**Lets explore**	**Living Things**
Science	• Sound • Rocks	• Electricity	• Plants • Animals including humans (digestion,teeth,foodchains)

Class 3 YB	Autumn	Spring	Summer
Learning challenge	Lets explore		
Art	• Clay • Painting	• Painting • Sketch books	• Sculpture
Learning Challenge	Lets explore		
DT	• Design, make, evaluate	• Understand and use electrical systems in their products.	• Nutrition

Book ideas:
-Who let the gods out? By Maz Evans.
-Greek Myths retold by Marcia Williams.
-Percy Jackson and the Greek heroes/ gods by Rick Riordan.

Class 3 YB	Autumn	Spring	Summer
Units			
PSHE	-My healthy lifestyle -Keeping myself safe	-Me and my relationships. -Being an active citizen	-Moving on -Me and my future
Units			
PE	-Develop flexibility, strength, technique, control and balance (through gymnastics). -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate (for example, basketball, football, netball or hockey) and apply basic principles suitable for attacking & defending. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	-Perform dances using a range of movement patterns. -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate (for example, badminton or tennis) and apply basic principles suitable for attacking & defending. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	-Develop flexibility, strength, technique, control and balance (through athletics). -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate (for example, cricket or rounders) and apply basic principles suitable for attacking & defending. -Take part in outdoor and adventurous activity challenges both individually and within a team. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming	• Swim competently, confidently and proficiently over at least 25m • Use a range of strokes efficiently. • Perform safe self—rescue in different water based situations.		
Units			
ICT	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
Units			
Music	-Listen with attention to detail and recall sounds with increasing aural memory. -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	-Develop an understanding of the history of music. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	-Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Use and understand staff and other musical notations.

Federation of Grewelthorpe and Fountains C of E Primary School

Class 4 YB	Autumn	Spring	Summer
Learning Challenge	**Wonderful World**	**We are all unique**	**Rules for life**
RE	• UC U2.1 What does it mean if Christians believe God is holy and loving? • UC U2.3 Why do Christians believe Jesus was the Messiah?	• U2.6 What does it mean to be a Muslim in Britain today?	• UC U2.4 Christians and how to live: 'What would Jesus do?' • U2.7 What matters most to Humanists and Christians? (C, M/J, NR)
Learning Challenge	**Time Travellers**		**Our local history**
History	• Mayan civilisations.		• An aspect of British history that extends beyond 1066.
Learning Challenge	**Wonderful World**	**Lets explore**	
Geography	• Locational knowledge; position and significance of latitude, longitude, Equator etc.	• Human and physical geography • Geography skills and fieldwork	
Learning Challenge	**Wonderful World**	**Lets explore**	**Living Things**
Science	• Earth and Space • Living things in their habitats.	• Electricity	• Animals including humans • Evolution and inheritance

Class 4 YB	Autumn	Spring	Summer
Learning challenge	**Wonderful World**	**Lets explore**	
Art	• Clay • Painting	• Painting • Sketchbooks	• Charcoal
Learning Challenge	**Christmas**	**Lets explore**	
DT	• Design, make, evaluate	• Understand and use electrical systems in their products.	• Nutrition

Book ideas:
-The chocolate tree by Linda Lowery & Richard Keep.
-The corn grows ripe by Dorothy Rhoads.

Class 4 YB	Autumn	Spring	Summer
Units			
PSHE	-My healthy lifestyle -Keeping myself safe	-Me and my relationships. -Being an active citizen	-Moving on -Me and my future
Units			
PE	-Develop flexibility, strength, technique, control and balance (through gymnastics). -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate (for example, basketball, football, netball or hockey) and apply basic principles suitable for attacking & defending. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	-Perform dances using a range of movement patterns. -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate (for example, badminton or tennis) and apply basic principles suitable for attacking & defending. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	-Develop flexibility, strength, technique, control and balance (through athletics). -Use running, jumping, throwing and catching in isolation and in combination. -Play competitive games, modified where appropriate (for example, cricket or rounders) and apply basic principles suitable for attacking & defending. -Take part in outdoor and adventurous activity challenges both individually and within a team. -Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Swimming	• Swim competently, confidently and proficiently over at least 25m • Use a range of strokes efficiently. • Perform safe self—rescue in different water based situations.		
Units			
ICT	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
Units			
Music	-Listen with attention to detail and recall sounds with increasing aural memory. -Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	-Develop an understanding of the history of music. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	-Improvise and compose music for a range of purposes using the inter-related dimensions of music. -Use and understand staff and other musical notations.