

# Federation of Grewelthorpe and Fountains C of E Primary Schools

## Long Term Curriculum Plan Year A

Year A	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
			<b>What impact did the Roman Empire have on Britain?</b>
<b>Autumn 1</b>	<p><b>History -Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>DT- Structures</b></p>	<p>History - Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><b>DT- Structures</b></p>	<p><b>History -The Roman Empire and its impact on Britain</b> <b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar’s attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• British resistance, for example, Boudica</li> <li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>DT- Structures</b></p>

Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Autumn 2</b>	<p><b>Art- Painting and observation</b></p> <p><b>Everyday Materials</b> -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.</p>	<p><b>Art- Painting and observation</b></p> <p><b>Science – Rocks</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within the rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p><small>Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between</small></p>	<p><b>Art- Painting and observation</b></p> <p><b>Science - Light</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>

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		<p>them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>	<p>Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils should explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.</p>
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RE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>1.7 What does it mean to belong to a faith community?</p> <p>UC 1.1 What do Christians believe God is like?</p>	<p>UC 2.3 What is the Trinity? Why is it important for Christians?</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p>	<p>UC 2b.1 What does it mean if Christians believe God is Holy and Loving?</p> <p>UC 2b.4 Was Jesus the Messiah?</p>

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<b>PSHE</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	<p><b>Being me in my world</b>                      Feeling special and safe                      Being part of a class                      Rights and responsibilities                      Rewards and feeling proud                      Consequences                      Owning the Learning Charter</p> <p><b>Celebrating difference</b>                      Similarities and differences                      Understanding bullying and knowing how to deal with it                      Making new friends                      Celebrating the differences in everyone</p>	<p><b>Being me in my world</b>                      Setting personal goals                      Self-identity and worth                      Positivity in challenges                      Rules, rights and responsibilities                      Rewards and consequences                      Responsible choices                      Seeing things from others' perspectives</p> <p><b>Celebrating difference</b>                      Families and their differences                      Family conflict and how to manage it (child-centred)                      Witnessing bullying and how to solve it                      Recognising how words can be hurtful                      Giving and receiving compliments</p>	<p><b>Being Me in my World</b>                      Planning the forthcoming year                      Being a citizen                      Rights and responsibilities                      Rewards and consequences                      How behaviour affects groups                      Democracy, having a voice, participating</p> <p><b>Celebrating difference</b>                      Cultural differences and how they can cause conflict                      Racism                      Rumours and name-calling                      Types of bullying                      Material wealth and happiness                      Enjoying and respecting other cultures</p>

<b>PE</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	<p>Gymnastics                      Games (developing simple tactics for attacking and defending)</p>	<p>Gymnastics                      Invasion games (eg football, hockey, netball, rugby and basketball)</p>	<p>Gymnastics                      Invasion games (eg football, hockey, netball, rugby and basketball)</p>

<b>Music</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
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### Long Term Curriculum Plan Year A

<b>ICT</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	1.1 Online safety & Exploring 2.5 Effective searching 1.4 Lego builders 1.9 Technology outside school 1.2 Grouping and sorting	3.1 Coding 3.2 Online safety Internet Research and Communication (Twinkl Year 3 unit)	5.1 Coding 5.2 Online safety Spreadsheets (Twinkl Y6 units)

<b>MFL</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	Shapes	Phonics lesson 1 & 2 I'm Learning French Animals	Phonics lesson 1 & 2 Fruit (E) Vegetables

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Year A	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Spring 1	<p><b>Geography-Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Art- Printing and pattern</b></p>	<p><b>Geography -Locational Knowledge</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Physical geography</b> including: rivers, mountains and the water cycle</p> <p><b>Geographical skills:</b></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Art- Printing and pattern</b></p>	<p><b>Geography -Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human geography</b> : types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills:</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries</p> <p><b>Art- Printing and pattern</b></p>

Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Spring 2	<p style="text-align: center;">What do we need to survive?</p> <p><b>DT- Textiles</b></p> <p><b>Science -Animals inc humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><small>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should</small></p>	<p style="text-align: center;">Do living things need different things to survive?</p> <p><b>DT- Textiles</b></p> <p><b>Science -Animals including humans</b></p> <ul style="list-style-type: none"> <li>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</li> <li>identify that humans and some other animals have skeletons and</li> </ul>	<p style="text-align: center;">What would life be like without electricity?</p> <p><b>DT Electricity</b> <b>DT- Textiles</b></p> <p><b>Science -Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>

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	<p>also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p> <p>Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions. *</p>	<p style="text-align: center;"><b>muscles for support, protection and movement.</b></p> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>• <b>compare and group materials together, according to whether they are solids, liquids or gases</b></li> <li>• <b>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</b></li> <li>• <b>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</b></li> </ul> <p>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p><b>Note:</b> Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p> <p>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p>	<p><b>Use recognised symbols when representing a simple circuit in a diagram</b></p> <p>Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity. Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>
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<b>RE</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	<p>L1.3 Who is Jewish and what do they believe?</p> <p>L1.3 Who is Jewish and what do they believe?</p>	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>L2.5 Why are festivals important to religious communities? (J/M)</p>	<p>L2.6 What does it mean to be a Muslim today?</p> <p>UC 2b.7 What difference does the resurrection make for Christians?</p>

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PSHE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p><b>Dreams and Goals</b>                      Setting goals Identifying successes and achievements                      Learning styles                      Working well and celebrating achievement with a partner                      Tackling new challenges                      Identifying and overcoming obstacles                      Feelings of success</p> <p><b>Healthy Me</b>                      Keeping myself healthy                      Healthier lifestyle choices                      Keeping clean                      Being safe                      Medicine safety/safety with household items                      Road safety                      Linking health and happiness</p>	<p><b>Dreams and Goals</b>                      Difficult challenges and achieving success                      Dreams and ambitions                      New challenges                      Motivation and enthusiasm                      Recognising and trying to overcome obstacles                      Evaluating learning processes                      Managing feelings                      Simple budgeting</p> <p><b>Healthy Me</b>                      Exercise                      Fitness challenges                      Food labelling and healthy swaps                      Attitudes towards drugs                      Keeping safe and why it's important online and off line scenarios                      Respect for myself and others                      Healthy and safe choices</p>	<p><b>Dreams and Goals</b>                      Future dreams                      The importance of money                      Jobs and careers                      Dream job and how to get there                      Goals in different cultures                      Supporting others (charity)                      Motivation</p> <p><b>Healthy Me</b>                      Smoking,including vaping                      AlcoholAlcohol and anti-social behaviour                      Emergency aid                      Body image                      Relationships with food                      Healthy choices                      Motivation and behaviour</p>

ICT	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	2.6 Creating Pictures 1.8 Spreadsheets	Word Processing (Twinkl Year 3 unit) 3.5 Email	5.5 Game Creator Internet research and webpage design (Twinkl Y5 unit)

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Music	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2

MFL	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	I Can	I Can Fruits	Weather Family

<b>PE</b>	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Dance Games (developing simple tactics for attacking and defending)	Dance Net and wall games (eg badminton and tennis)	Dance Net and wall games (eg badminton and tennis)



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<b>Summer 1</b>	<p><b>History -The lives of significant individuals in the past who have contributed to national and international achievements.</b> Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><b>Geography - Use simple compass directions</b> (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</p> <p><b>DT- Food</b></p>	<p><b>History -The achievements of the earliest civilizations –</b> an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p> <p><b>DT- Food</b></p>	<p><b>History -Britain’s settlement by Anglo-Saxons and Scots</b> <b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> <b>Examples (non-statutory)</b> This could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <p><b>DT Food</b></p>

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Year B	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<b>Why do we investigate?</b>		
<b>Summer 2</b>	<p><b>Art- Sculpture</b></p> <p><b>Science - Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li><b>Living things and their habitats</b></li> <li>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.</li> </ul> <p>Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.  <b>Note:</b> Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.  Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>	<p><b>Art- Sculpture</b></p> <p><b>Science -Light</b></p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul> <p>Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.  <b>Note:</b> Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.  Pupils might 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.</p> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p>Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary</p>	<p><b>Art- Sculpture</b></p> <p><b>Science -Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> </ul> <p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.  Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.  Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p> <p><b>Animals including humans.</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.  Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.  Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>

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		<p>(for example, opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).</p> <p>Pupils might 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.</p>	
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RE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p>UC 1.2 Who do Christians say made the world?</p> <p>L1.7 How should we care for the world and for others and why does it matter? (C, J, NR)</p>	<p>UC2a.4 What kind of world does Jesus want?</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong? (C M/J NR)</p>	<p>UC 2b.4 What would Jesus do?</p> <p>L 2.7 What matters most to humanists and Christians? (C H NR)</p>

PSHE	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	<p><b>Relationships</b>                      Belonging to a family                      Making friends/being a good friend                      Physical contact preferences                      People who help us                      Qualities as a friend and person                      Self-acknowledgement                      Being a good friend to myself                      Celebrating special relationships</p> <p><b>Changing Me</b>                      Life cycles –animal and human                      Changes in me                      Changes since being a baby                      Differences between female and male bodies (correct terminology)Linking growing and learning                      Coping with change                      Transition</p>	<p><b>Relationships</b>                      Family roles and responsibilities                      Friendship and negotiation                      Keeping safe online and who to go to for help                      Being a global citizen                      Being aware of how my choices affect others                      Awareness of how other children have different lives                      Expressing appreciation for family and friends</p> <p><b>Changing Me</b>                      How babies grow                      Understanding a baby's needs                      Outside body changes                      Inside body changes                      Family stereotypes                      Challenging my ideas                      Preparing for transition</p>	<p><b>Relationships</b>                      Self-recognition and self-worth                      Building self-esteem                      Safer online communities                      Rights and responsibilities online                      Online gaming and gambling                      Reducing screen time                      Dangers of online grooming                      SMARRT internet safety rules</p> <p><b>Changing Me</b>                      Self-and body image                      Influence of online and media on body image                      Puberty for girlsP                      ublicity for boys                      Conception (including IVF)                      Growing responsibility                      Coping with change                      Preparing for transitio</p>

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<b>PE</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	Athletics Games (developing simple tactics for attacking and defending)	Athletics Striking and fielding games (eg cricket and rounders)	Athletics Striking and fielding games (eg cricket and rounders)

<b>ICT</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	1.7 Coding 2.1 Coding	3.6 Branching databases Animation (Twinkl Y4 unit) 3.8 Graphing	5.6 3D Modelling Scratch programme (Twinkl Y5 Unit)

<b>Music</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>

<b>MFL</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
	Ice-cream	Presenting myself Family	Clothes At school