Year 1 - 6 Curriculum Map 2025-2026

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Curriculum		1	1	2	2	3	3	4	4	5	5	6	6
Area Inner Curriculum	Core Values	respect, empathy, resilience, reflection	<u> </u>			· ·	· ·	1	<u> </u>	· ·	· ·		, ,
Values, MindUp,			Texture and the second	I.e.	Spring 2 How to be a lion - Ed Vere	I and the second second	Productive Committee	In the second se	Spring 2 My besutful voice - Joseph Coelho	I and the second second	Territor Salama Industrial and Anna State Contract		Feeter Materia De Manda Marka Reports 18 Trains
Outsiders	No Outsiders	Autumn 1: Elmer-David McKee Autumn 2: I love me - Manyn Harrison & Diane Exan Outland 4: Calma to May unknown. Auth-Ostation Out four prop unknown (annies and propresentive) School generations (first with	Spring 2: Errol's garden - Gillian Hobbs Summer 1: The boy who loved everyone - Jane Porter Homework & Outstand of Add Add McCode	Autumn 1: Can I join your club? John Kelly Autumn 2: Splainh - Chire Cashmore Wastes 1: Assession - Others Authors		Autumn 1: This is our house - Michael Rosen Autumn 2: We are all wonders - R.J. Palaino Gealess 4: This holds delegated state assess. Class Chin.	Spring 21 am Nidertit - Annemaria Anang Summer 1: Shi Linh Candiga - Mart Coordinion Summer 1: Shi Linh Candiga - Mart Coordinion Summer 2: This Interes in the nate instruct, Chilary Interes February - Resilience, 1852 - reliated value coorage March - Carpolio, 1852 - reliated value - do-operation	Adultime To Alling came a different folion. Tem fall applies Administration of the Alling and Conference of the Alling and Administration of the Alling and Alling an	Summer 1: Remised - Areas Chang Rommer 2: Addison and Ashard - Mineral House	Autumn 1: The girls - Lauren Ace & Jerny Lovie Autumn 2: The boys - Lauren Ace & Jerny Lovie Pendan 5: And Young makes from Autin Dishardon	Spring 2 How to heal a broken wing - Bob Ceahem Summer 1: Mind - Anne Chrong Genman 7: Mind - Anne Chrong February - Residence KS2 - related white occurage March - Emptylin, KS2 - related value -co-operation Belonging (P4C)	Authorn Y. The Island: Amend Gester Service S. The Island: Amend Gester Service S. The Standard Standard Standard Service S. The Standard Standard Standard Service S. The Standard Standard Standard Service S. The Standard S	Summer 2: You've so amazing - James & Lucy Catchpole Summer 2: Review the hydrafts - Halan Conner
	Values	Out four one values (spins self, others and community) School expectations (link with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sense of	February -Resilience, KS1 - related value perseverance March - Empathy, KS1 - related value love, happiness	Our four core values (explain self, others and community) School expectations (link with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sense	February -Resilience. KS1 - related value perseverance March - Empathy. KS1 - related value -love, happiness Releasing (PM*)	Our four core values (explain setf, others and community) School expectations (link with golden rules) Sectember - Respect - (self) kindness to vourself, knowing you are special (sense	February -Resilience. KS2 - related value courage March - Empathy. KS2 - related value -co-operation Selection (PM7)	Our four core values (explain self, others and community) School expectations (int with golden rules) September - Respect - (self) kindness to vous-elf, knowing you are special (sense	Rk February -Resilience. KS2 - related value courage March - Empathy. KS2 - related value -co-operation	Our four core values (explain self, others and community) School expectations (lini with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sens-	February - Resilience. KS2 - related value courage March - Empathy. KS2 - related value -co-operation Delegating (PMC)	Our four core values (explain self, others and community) School expectations (ink) with golden rules) September - Respect - (self) kindness to yourself, knowing you are special (sense	February -Resilience. KS2 - related value courage March - Empathy. KS2 - related value -co-operation Determine. PM**
			Bislonging (P4C) May - Respect: KS1 - related value - Freedom & Justice June - Resilience KS1 - related value - independence July - Erripathy KS1 - related value - forgiveness Final reflection - reflections for the year - Values bissed living, Wildom star	Assistant a System - Latter Lastronian On the crose values against and, others and community School expectations (bit, and galantina) And plantina (a) The community of the community of the community of the community of self-cities.) October - Resilience (self) (SC1 - lot is resided values - and-bodic (PVLC beauto) Coctober - Resilience (self) (SC1 - lot is resided values - and-bodic (PVLC beauto) Coctober - Resilience (self) (SC1 - lot is resided values - and-bodic (PVLC beauto) Coctober - Resilience (self) (SC1 - lot is resided values - and bodic values) January - Respect ((Pvers) (lothors to chims. KC3 - related value - fiserdate) Extraport - Solventina - Resilience (self) (self) (self) (self) Assistant - Resilience (self) (self	May - Respect. KS1 - related value - Freedom & justice June - Resilience KS1 - related value - independence	Assistant - Live via all asticonisti - A. Frazzo - Configuration - Configurati	Materia - Employs in State value - do-portation Soluting (in (IPC)) May - Respect rSS2 related value Liberty & rule of law June - Resilience rSS2 related value determination July - Employ rSS2 related value - humor Final reflection of the year - Values based living, Wildom star Final reflections of the year - Values based living, Wildom star	of self-intues) October - Resilience (self) KS2- link to related value - postivity & Optimism (P4C	May - Respect KS2 related value Liberty & rule of law June - Resilience KS2 related value determination	And the second of the second o	May - Respect KS2 related value Liberty & rule of law June - Resilience KS2 related value determination	of self-intees) October - Resilience (self) KS2-link to related value - postivity & Optimism (P4C	May - Respect KS2 related value Liberty & rule of law June - Resilience KS2 related value determination
		self-infase) Crobber - Resilience (self) KS1 - Ink to related value -self-belef (P4C lesson) November - Empathy, KS1 - Inklad value - kninss, caring, letoduce wisdom star December - Reflection January - Respect (pfires) kindness to others, KS1 - related value - friendship Edelinging - Belinging to my school, what urbins us.	July -Empathy KS1 - related value - forgiveness Final reflection - reflections for the year - Values based living, Wisdom star	November - Empathy, KST - related value - kindness, caring, Introduce wisdom site December - Reflection January - Respect (others) kindness to others. KST - related value - friendship	July -Empathy KS1 - related value - forgiveness Final reflection - reflections for the year - Values based living, Wisdom star	November - Empathy. KS2 - related value - compassion,humility Introduce wisdom star star	July -Empathy KS2 related value - humor Final reflection - reflections for the year - Values based living, Wisdom star	insuch) November - Empathy. KS2 - related value - compassion, humility introduce wisdom star.	July -Empathy KS2 related value - humor Final reflection - reflections for the year - Values based living, Wisdom star	season) November - Empathy. KS2 - related value - compassion, humility Introduce wisdorstar	July -Empathy KS2 related value - humor Final reflection - reflections for the year - Values based living, Wisdom star	November - Empathy. KS2 - related value - compassion humility introduce wisdom star	July -Empathy KS2 related value - humor Final reflection - reflections for the year - Values based living, Wisdom star
		Belonging - belonging to my school, what unites us.		Belonging - belonging to my school, what units us.		Sur December - Reflection January - Respect (others) kindness to others. KS2 - related value - tolerance Belonging - belonging to my school, what unites us.		sur December - Reflection January - Respect (others) kindness to others. KS2 - related value - tolerance Belonging - belonging to my school, what unites us.		sear December - Reflection January - Respect (others) kindness to others. KS2 - related value - tolerance Belonging - belonging to my school, what unites us.		Star December - Reflection January - Respect (others) kindness to others. KS2 - related value - tolerance Belonging - belonging to my school, what unities us.	
						Debugue - Debugue & my school, mak dinks de.		Security County and Security 2000, was used us.		Descript Control of the Control of t		belonging - belonging to my actions, while unless us.	
	Mind Up	Autumn term	Spring 2	Autumn term	Spring 2 Lesson 7: Mindful tasting	Autumn term	Spring 2	Autumn term	Spring 2	Autumn term	Spring 2	Autumn term	Spring 2
		Autumn term Lesson 1 - How out brains work Lesson 2 : Mindful Awareness Lesson 3: Focused awareness - the core practice (brain break) Lesson 4: Mindful Listening	Spring 2 Lesson 7: Mindful tasting Lesson 8: Mindful movement 1	: Mindful Awareness Lesson 3: Focused	Lesson 8: Mindful movement 1		Spring 2 2 Lesson 7: Mindful tasting d Lesson 8: Mindful movement 1		Spring 2 Lesson 7: Mindful tasting Lesson 8: Mindful movement 1	Autumn term Lesson 1 - How out brains work Lesson 1 - How out brains work Lesson 3 - Focus awareness - the core practice (brain break) Lesson 4: Mindful Listenin	Spring 2 2 Lesson 7: Mindful tasting d Lesson 8: Mindful movement 1	Autumn term Lesson 1 - How out brains work Lesson 2 : Mindful Awareness Lesson 3: Focused awareness - the core practice (brain break) Lesson 4: Mindful Listening	Spring 2 Lesson 7: Mindful tasting Lesson 8: Mindful movement 1
		Spring 1	Summer form Lesson 9: Mindful movement 2 Lesson 10: Perspective taking Lesson 11: Choosing optimism Lesson 12: Choosing optimism Lesson 12: Appreciating happy experiences	Spring 1	Summer term	Spring 1	Summer form Leason ½: Mindful movement 2 Leason 10: Perspective taking Leason 11: Choosing optimism Leason 11: Choosing optimism Leason 12: Appreciating happy experiences	Spring 1	ng Summer term Lasion 9: Mindful movement 2 Lasion 13: Expressing gratitude Lasion 14: Performing Acts of kindness Lasion 14: Tailing mindful action in the world	Spring 1	Summer term Leason ® Mindful movement 2 Leason 10: Perspective taking Leason 11: Choosing optimizer Leason 11: Choosing optimizer Leason 12: Appreciating happy experiences	Spring 1	Summer term Lesson 9: Mirdful movement 2 Lesson 13: Expressing gratitude Lesson 14: Performing Acts of kindnass Lesson 15: Talking mindful action in the world
		Spring 1 Lesson S: Mindful seeing Lesson 6: Mindful smelling	Lesson 10: Perspective taking Lesson 11: Choosing optimism	Spring 1 Lesson 5: Mindful seeing Lesson 6: Mindful smelling	Lesson 13: Expressing gratitude Lesson 14: Performing Acts of kindness	Spring 1 Lesson S: Mindful seeing Lesson 6: Mindful smelling	Lesson 10: Perspective taking Lesson 11: Choosing optimism	Spring 1 Lesson 5: Mindful seeing Lesson 6: Mindful smelling	Lesson 13: Expressing gratitude Lesson 14: Performing Acts of kindness	Spring 1 Lesson 5: Mindful seeing Lesson 6: Mindful smelling	Lesson 10: Perspective taking Lesson 11: Choosing optimism	Spring 1 Lesson 5: Mindful seeing Lesson 6: Mindful seeing	Lesson 13: Expressing gratitude Lesson 14: Performing Acts of kindness
			Lesson 12: Appreciating happy experiences		Lesson 15: Taking mindful action in the world		Lesson 12: Appreciating happy experiences		Lesson 15: Taking mindful action in the world		Lesson 12: Appreciating happy experiences	/ J	Lesson 15: Taking mindful action in the world
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Trips and Visits		Where is my school located? Lammas/Walpole park	London Transport museum River Thames trip, Kew Bridge	Great fire of London: St Paul's	Art. National Portrait gallery (temp. closed)	Camp-out Stone Age workshop	British museum - link to Ancient Egypt	British Museum -Greece PLG Marcharts HII	Science Museum - earthquakes and volcances	IOW Vising ships at the National Maritime museum.	V & A - middle Eastern Art designs	London Museum of Water and Steam France (and point for Languages, to be able to converse in French with	Parliament (built in Victorian times)
					Science: science story-telling - Gunnersbury museum. Music Link: World music workshop linked to 7 continents and 5 oceans challenge)?				· ·			confidence)	, · · · · · · · · · · · · · · · · · · ·
Production/Show	rs .		Carol Concert in Church		Diwali Showcase		Easter		Religious showcase		Eid		Production/Art exhibition (Art Exhibition is the ultimate end point for art! -
Celebrations												<u> </u>	design and produce a series of art based on everything learned, able to give reasons for medium and style)
English	Genre (Writing)- see IAACW termly	Narrative retells, diary entry, instructions	Poetry, narrative retells, character description, instructions, informal letter, diary, recount, non-chronological report, riddles	 Narrative retells, recounts, poetry, diary entries, instructions, non-chronological report, riddle 	Narrative retells, character description, diary entry, informal letter, formal letter, instructions	Namative retells, diany entries, instructions, non-chronological report, setting description, character description	Namative retells, character description, non-chronological report, poetry, instructions, formal letter, informal letter, explanation, recount	Narrative retells, character descriptions, diary entry, setting description, non- chronological report, instructions, poetry	Narrative retell, biography, non-chronological reports, recount, setting description, diary entry, poetry	Narrative retels, diary entries, biography, character description, poetry, persuasive letter, non-chronological report	Namative retells, setting description, informal persuasive letter, fact file, character profile, travel review, diary entry, information guide, biography,	Narrative retells, diany entries, poetry, non-chronological report, persuasive advert, instructions, setting description, balanced argument	Diary entries, informal letter, biography, explanation, narrative retells, setting description, explanation, non-chronological report, informal letter
	details.										Piseudoria, poetry		
	Key Texts (Reading) - story time and whole	50 Recommended Reading Books for Yr 1 - story time RWI Texts appropriate for reading level	50 Recommended Reading Books for Yr 1- story time RWI Tests appropriate for reading level	50 Recommended Reading Books for Yr 2- story time The Clockwork Dragon, The Giraffe, the Pelly and Me, a selection of related nor	50 Recommended Reading Books for Yr 2- story time Arthur and the Golden Rope, a selection of related non fiction/ fiction extracts	50 Recommended Reading Books for Yr 3- story time, Flora and Ulysses, Eyewitness Ancient Egypt	50 Recommended Reading Books for Yr 3-story time, key texts under review	50 Recommended Reading Books for Yr 4- story time, The Borrowers, Eyewitness Ancient Greece	50 Recommended Reading Books for Yr 4- story time, key texts under review	50 Recommended Reading Books for Yr 5- story time, The 1000 Year Old Bo The Incredible Ecosystems of Planet Earth, a selection of non fiction/ fiction	 50 Recommended Reading Books for Yr 5- story time, The Incredible Ecosystems of Planet Earth, a selection of non fiction/fiction extracts and poetry 	50 Recommended Reading Books for Yr 6- story time, Eyewtness Victorians, Letters from the Lighthouse, a selection of non fiction/ fiction extracts and poetry	50 Recommended Reading Books for Yr 6- story time, Skellig, a selection of non fiction/ fiction extracts and poetry
	class guided reading			fiction/ fiction extracts and poetry	and poetry					extracts and poetry	second text under review		
Mathematics	Challenge	Science: How do the changing sessions affect ms?	Art: What shapes and patterns represent London?	Geography: What is the United Kingdom? Computing: Can I Code?	Science: What lives in our forest?	Arthur and the Golden Rope, a selection of related non fiction extracts and	Science: What do we know about plants? Plant a seed and observe changes	History: Why should we thank the Roman Empire? Exploring life in Roman Brits	itain Science: What impact do humans have locally? explore and use classification	Science: What's in Space? and Computing: Can't use Excel to present data	Art: How is Islamic art distinctive?	Geography: What impact are humans having on the world's biomes?	Science: What is light and what does it do? / PE
Links See mathematics		Making observations of the weather and recording data into simple prepared tables.	Scupture (college, moulding materials) Exploring 2D and 3D shapes in different sizes and orientations.	Geography: What is the United Kingdom? Computing: Can I Code? Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a tun and in terms of right angles for quarter, half and three-quarter turns (clockwise	interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple respectives by consider the many construction of the	postry		and Momari legacy, identifying Roman Numerals in both. Identifying dates in Roman numerals	itain Science: What impact do humans have locally? explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Collecting Data and presenting a line Graph comparing survise and sunset times in London and Cape Town Presenting data different charts and graphs	Creating a geometric pattern to use on a printing plate	Collating and presenting data and drawing obersvations from the data	Creating an experiment which requires collecting, collating and presenting data, drawing observations.
Mathematics Links See mathematics progresson map Maths taught	for			and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	Ask and answer simple quastions by counting the number of objects in each category and sorting the categories by quantity Ask and answer quastions about totalling and comparing categorical data								
curriculum													
	Knowledge	Cather, record and compare data Think mathematically to answer subject-specific questions / data-specific questions Sequence events in chronological order usin+H28+C12	Recognise and name common 2D and 3D shapes. 2. Recognise 2D and 3D shapes in different sizes and orientations, 3. Making and identifying patterns with	Use practical contents to understand the concept and language of angles in th order to describe 'turn' by applying rotations. Using observations and ideas to problem solve and suggest answers to questions related to position, location and direction.	Record, interpret, collate, organise and compare information Think mathematically and scientifically to answer subject-specific questions /	Categorise and compare the number of rock in each category Interpret and present data using bar charts, pictograms and tables	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions (for example, "How many more?" and	1 read Roman numerals to 100 (I to C) and know that over time, the numeral system	Interpret and present discrete and continuous data using appropriate graphic methods, including bar charts and time graphs.	all 1. Interpreting graphs, constructing and interpreting data. Compare and interpret information in below, including interestables. 2. Add or subtract whole numberswith more than 4 digits including using formal written methods. 3. Add and subtract numbers mentally with increasinglyine prumbers. 4 Add and subtract numbers mentally with increasinglyine prumbers. 4 Add and subtract numbers mentally with increasinglyine prumbers. 4 Add and subtract numbers mentally with increasinglyine prumbers.	Recognise and name common 2D and 3D shapes. Asking and identifying patterns with shapes. St. be language relative to shapes and the language relative to shapes and their properties. A. Distinguishing between regular and irregular polygons identifying lines of symmetry of 2D shapes presented in difference orientations 6. Compare a simple symmetric figure with respect to a specific line of symmetry.	Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average	Knowing when it is appropriate to find the mean of a data set Calculating and interpreting the mean as an average
		Supplied With it changes over din 450+C12	shapes. 4: Use language relating to shapes and their properties.	Using observations and ideas to problem solve and suggest answers to questions related to position, location and direction.	data - specific questions	Some one-step and two-step questions (for example, "How many more?" and How many fewer?") using information presented in scaled bar charts and information and tables.	Yow many fewer?] using information presented in scaled bar charts and pictograms and tables.	changed to include the concept of zero and place value.		methods successment more size 4 digits including using formal written methods 3. Add and subract numbers mentally with increasingly large numbers. 4 Solving Problems	language relating to shapes and their properties. 4. Distinguishing between regular and irregular polygons 5. Identifying lines of surregular and properties.	2. Calculate and interpret the mean as an average	 solving context-specific problems to explain and reason with mathematical and scientific vocabulary
										Solve comparison, sum and difference problems using information presented in a line graph	Compare a simple symmetric figure with respect to a specific line of symmetric		
Palar	Challe	A1. The Human Body	Sp2. Caring for the planet	A1. Animal needs for survival	Sed Living things and their habitate	at Steletons	SpC Links	At. Grouping and classifying living things	Sp2. Electricity	A1. Forces	Sp2. Animals including humans and life cycles	&1 Julin things and their habitats	Sp2. The circulatory system and Diet. Druos and Lifestyle
Science	Challenge	A1. The Human Body A2. Materials Sp1. Animals Seasonal changes (weeks 6 and 12)	Sp2. Carning for the planet Su1. Plants Su2. Growing and Cooking Seasonal changes (weeks 6 and 12)	A1. Animal needs for survival A2. Humans and Materials Sp1. Plants (light and dark)	Sp2. Living things and their habitats Su1. Plants (bulbs and seeds) Su2. Growing up and Wildlife	A1. Statistions A2. Nutrition and diet and Rocks Sp1. Fossils and Soils	Sp2. Light Su1. Plants A Su2. Forces and Magnets	A1. Grouping and classifying tiving things A2. States of matter Sp1. Sound	Spz. Electricity Sut. Habitats Sut. The Digestive System and Food Chains	A1. Forces A2. Space Sp1. Properties of materials	Sp1. Animats including framans and life cycles Su1. Reproduction A Su2. Reversible and irreversible changes and Reproduction B		Sp2. The circulatory system and Deet, Drugs and Lifestyle Su1. Variation and Adaptations Su2. Fossils and Themed Projects
		Seasonal changes (weeks 6 and 12)	Seasonal changes (weeks 6 and 12)										
		A1	902	A5 Asimal papers for supplier	God I him thing and their reason	At Staleton	99 Liste	At Counting and should be a second	Ser? Classicity	A. Former unappropriate (a) and the content of the lors of gravity, underly by without of an evaluative, such resistance and federa. A. Speak of the content of the conten	Sp2. Animals including humans and life cycles	At 1 kins thing and their be 2 mg	Sec The consistent nature of Co. Co.
	Knowledge	Identify, name, draw and label the basic parts of the human body and say which part of the human body and say which part of the human body and say which part	CDZ. Linderstand the current issues around sustainability and climate change. Intertify that they have a role to ricy in reaction a more sustainable ficture for	A1. Annual needs for survival unsens, have offspring which grow into adults recision that seimals, including humans, have off sermals, recising humans, for survival (values, noted and sir) as survivals (values, noted and sir) disorrible the importance for humans of exercise, eating the right amounts of different types of foot, and hygiene A2. Humans and Materials and A2 for the sire of the survival of the survi	SpC. Lining through and their habitation. The control of the cont	Identify that humans and some other animals have skeletons and muscles for sunnort nonterfor and movement	oz. Lugs: recognise that they need light in order to see things and that dank is the absence of light notice that light is reflected from surfaces	A1. Crouping and classifying strings recognise that fixing things can be grouped in a variety of ways emirror and use risposification keys to halo remain intentity and name a variety of	Sp2. Electricity Sp3. Electricity of control applicates that our on electricity of control applicates that our on electricity of control applicates that our our electricity descript whether on rick a large will gight in a simple series circuit, based on whether or not fail the pair big of a complete boy with a belief to execupite that is which upon and closes a circuit and easonate that with recognise that is which upon and closes a circuit and easonate that with recognise control common conductions and finalization, and easonate metals with	unsupported objects fall towards the earth because of the force of gravity.	describe the changes as humans develop to old age. Sud Remondurtion A	In Lings (region, and they habitate. Activative to the layer by a uniforder followed program according to common discretion to the layer by an uniforder with described broad program according to common discretion. Activative the layer by a common discretion of the layers, including a common discretion. All Execution All Execution All Execution of the layers of the volume of a bitzar with the number and company and pion reasons for the originate and a bitzar with the number and company and pion reasons for transferring to the continuent of a bitzar with the number and company and pion reasons for transferring to the continuent of a bitzar with the number and company and pion reasons for visualization in these company and pion reasons for visualization in these company and pion reasons for visualization in these company and pion reasons and the pion of the company and pion reasons and the pion of the p	Spz: The circulatory system and Line; briggs and Lineacyte identify and name the main parts of the human circulatory system, and describe the functions of the heart. Name leases and knowl.
		Identify, name, dow and lakel the basic parts of the human body and say which part of the body a associated with each series. A2 distinguish between an object and the material from which it is made laterily and name a variety of everyday materials, including wood, plastic, glass, matal, water, and a variety of everyday materials, including wood, plastic, glass, matal, water, and a variety of everyday materials, including wood, plastic, glass, matal, water, and a variety of everyday materials, including wood, plastic, glass, matal, water, and a variety water and water an	themselves and others. Think of ways to make a positive impact on their local and wider environments.	survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of	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	A2. Nutrition and det and Rocks identify that animals, including humans, need the right types and amount of	notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to	living things in their local and wider environment A2. States of matter	including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on	recognise some mechanisms, including levers, pulleys and gears. A2. Space	describe the life process of reproduction in some plants and animals. Su2. Reversible and irreversible changes and Reproduction B giv	microorganisms, plants and animals e give reasons for classifying plants and animals based on specific characteristics.	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
		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	Su1. identify and name a variety of common wild and garden plants, including	different types of food, and hygiene A2. Humans and Materials	animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including	nutrition, and that they cannot make their own food; they get nutrition from what they eat.	protect their eyes recognise that shadows are formed when the light from a light source is blocked	compare and group materials together, according to whether they are solids, liquids or gases	whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with	describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic compare	A2. Electricity associate the brightness of a lamp or the volume of a buzzer with the number and	describe the ways in which nutrients and water are transported within animals, including humans.
		compare and group together a variety of everyday materials on the basis of their simple physical properties	Sut identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants including the second of the second of the plants including the second of the	A2. Harms and Materials school of a variety of energy property and school of charged and congress the school of the property and school of the processor feet of the the school of the processor and the school of the feet out how the school of school of the school of the school of charged by squaring, bearing, school of an add schooling Spt. Flarts (light and dark) coheren and discribe how seeds and bulbs grow into mature plants field out and describe how seeds and bulbs grow into mature plants field out and describe how seeds and bulbs grow into mature plants field out and describe how plants need water, light and a validable temperature to grow and days healing	describe how animals obtain their food from plants and other animals, using the	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms have found on formed when thinks that have fined on.	Incognise that deadlows are formed when the light from a light course is blooked for plastimes in the way but the last of sithercook charge. SI. Plastia, Amount to the function of efficient parts of flowing plants most, and most of the section of efficient parts of flowing plants most, and most of experiments of plastia for the end growth just right, water, nativers investigate the way in which water is transport within plants, ending explore the part of the flowing play in the life cycle of flowing plants, rectaining the part of the flowing play in the life cycle of flowing plants, rectaining the part of the flowing play in the life cycle of flowing plants, rectaining the part of the flowing play in the life cycle of flowing plants, rectaining	observe that some materials change state when they are heated or cooled, are measure or research temperature at which this happens in degrees "c intensity the nort allowed by exposuration and confinentials in the water could not	whether or not a lamp tights in a simple series circuit recognise some common conductors and insulators, and associate metals with the series and conductors.	describe the movement of the Moon as approximately spherical bodies	and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	voltage of cells used in the circuit compare and give reasons for variations in how components function, including the institutions of later. The localistic of further residence of later the social condition of	Suff. Variation and Adaptations recognise that living things produce offspring of the same kind, but normally affection you and one out identical to their occurre.
		Identify and name a variety of common animals including fish, amphibians, reptiles,	942.	changed by squashing, bending, twisting and stretching Sp1. Plants (light and dark)	Suf. Plants (bulbs and seeds) observe and describe how seeds and bulbs grow into mature plants	trapped within rock recognise that soils are made from rocks and organic matter	identify and describe the functions of different parts of flowering plants: roots, stemstrunk, leaves and flowers	associate the rate of evaporation with temperature. Sp1. Sound	to wenture for this, alse place in a lample states cross, and associate metals with being good conscious. Surface and insulations, and associate metals with being good conscious. Surface and associate for a surface of the conscious and associate the lamp steps can be grouped in a worldy of ways expire and use classification layer to their proxy, identify and name a warlety of single things in the local and side or reinforment recognise that environments can change and that this can sometimes pose dangers to being things.	movement of the sun across the sky. Sp1. Properties of materials	result in the formation of new materials, and that this kind of change is not usual reversible, including changes associated with burning and the action of acid on	switches use recognised symbols when representing a simple circuit in a diagram.	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
		birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omekones identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each series	climate change. Identify that they have a role to play in creating a more sustainable	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	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	S1. Fossils and Soils describe in simple terms how fossils are formed when things that have lived are	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	identify how sounds are made, associating some of them with something vibrating	explore and use classification keys to help group, identify and name a variety of swing things in their local and wider environment	f know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	bicarbonate of soda.	Sp1. Light recognise that light appears to travel in straight lines	Su2. Fossils and Themed Projects recognise that living things have changed over time and that fossils provide
		identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		grow and stay healthy	St.2. Growing up and Wildlife notice that animals, including humans, have offspring which grow into adults	trapped within rook recognise that soils are made from rocks and organic matter.	investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including selfortion and formation and acoustic control	recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that anythord 2	recognise that environments can change and that this can sometimes pose dangers to fiving things. Su2. The Digestive System and Food Chains	use knowledge of solids, figuids and gases to decide how mixtures might be separated, including metals, wood and plastic demonstrate discalains mixture and showers of chate one supervisite.		recognise that light appears to travel in straight lines recognise that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light courses to exhibit our out they for see so.	information about living things that inhabited the Earth millions of years ago
	Skills	Solution indirects across the disasters. Assign printip explainment and recognising the they can be answered in different ways otherwise globally calculated and recognise explainment performing simple simple explainment performing simple and causalying and causalying used the control of th	SC. asking simple questions and recognising that they can be answered in different	asking simple questions and recognising that they can be answered in different	asking simple questions and recognising that they can be answered in different	intergrate rate local set interministica et organic masse; autorg rateaut questions and using different types of scientific enquiries to extribing a simple practical enquiries, comparative and thir host- making sprimetic and countil observations and, where appropriate, taking actuate measurements using practical evince grange or enquiries; qualificative, recording, cleanlying and presenting data in a watery of ways to help an assessing qualities.	82 Forces and Mannets	recording findings using simple scientific language, drawings, labelled diagrams	So. The Openine System and Food Openin controlled and Secretary Assessed. Food Openine sept. Sec. of Carlot. And Edition and Sec. of Carlot. And Edition sept. Sec. of Carlot. And Edition sept. Sec. of Carlot. And Edition sept. Sec. of Carlot. And Edition and Sec. of Carlot. And Edition sept. Sec. of Carlot. And Edition and Sec. of Carlot. And Edition and adopt results for sec. of Carlot. And Edition of Carlot. Sec. of Carlot. And Edition and Edition and Edition and Edition of Carlot. And Edition and adopt results and Edition and	compare and group together everyday materials on the basis of their propertie	, Compare and observe the life cycle of different animals.	because they give not or infecting the first the eyes could give a consequence of the con	Observe and devise/answer questions about changes of living things through
		observing closely, using simple equipment performing simple tests	ways observing closely, using simple equipment	ways observing closely, using simple equipment	ways observing closely, using simple equipment	answer them setting up simple practical enquiries, comparative and fair tests	answer them setting up simple practical enquiries, comparative and fair tests	keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations,	keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations,	 compare and group together everyday materials on the basis of their propertie and response to magnets. Simple experiments related to dissolving materials. give reasons, based on evidence from comparative and fair tests, for the 	Gathering scientific evident to support ideas or arguments. Explain day and night through the Earth's rotation. Use scientific evidence gather	simple practical enquiries (design and make: circuits, alarm) Classify and compare living things including plants. Observe characteristics and	fossils. Identify and classify characteristics of offspring.
		istentifying and classifying using their observations and ideas to suggest answers to questions nathering and recognition data to help in pressuring questions	performing simple tests identifying and classifying using their phoenutions and ideas to suppost answers to meetings	performing simple tasts identifying and classifying usinn their observations and ideas to suppost answers to mentions.	performing simple tests identifying and classifying issian their inhamations and irleas to sunnect answers to meetings	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers, and data invoices.	making systematic and careful observations and, where appropriate, taking accurate the accurate the standard units, using a range of equipment, inhibition thermometers and data inners.	displays or presentations of results and concusions using results to draw simple conclusions, make predictions for new values, sunner immunerate and rake further merclines	displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, sunnest immirrogenests and raise further meetings.	per reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials performing and recognition results of water resistance, air resistance and frinting	to support your argument.	behind the classification of plants and arritan explanations for the choices behind the classification of plants and animals Observe liabel and draw discrepant of circulators system. Evident the research of	Carry out research on the findings of Charles Darwin (record findings using simple scientific language) Desire and emeriment with light naming out pagetit observations (record data)
		, , , , , , , , , , , , , , , , , , , ,	gathering and recording data to help in answering questions	gathering and recording data to help in answering questions	gathering and recording data to help in answering questions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	identifying differences, similarities or changes related to simple scientific ideas and processes	 identifying differences, similarities or changes related to simple scientific ideas and processes 	experiments. explain day and night through the Earth's rotation. Use scientific evidence gaths	,	scientists and make comparisons between the relationship of dist, exercise, drugs etc.	Investigate light sources, objects and shadows
								using straightforward scientific evidence to answer questions or to support their findings.	 using straightforward scientific evidence to answer questions or to support their findings. 	to support your argument.		(*)	
												1	
	Vocabulary	Materials: wood, plastic, glass, metal, water, and rock, properties Seasons: winter,	Plants: deciduous, evergreen, stern, leaves petals, roots, flower, plant cycle,	Living Things: habitats, food chains, micro habitat, basic needs, fiving, alive,	Plants: bulbs, water, light, temperature, healthy, germination, reproduction,	Rocks: Igneous, metamorphic, sedimentary, fossils, crystal, grain	Forces: push, pull, pullies, gravity, air resistance, magnets, attract and repel,	Living Things: lowering/non flowering, ecologically, population, development and	nd	Properties: insoluble, soluble, dissolving, solution, evaporation, filtering, sieving	Emironment, flowering, vertebrate, amphibians, mammals, asexual, prehistoric.	Living things: microorganisms, vertebrates and invertebrate human circulatory	Evolution: evolution, breed, fossils, offspring, variation, environment, adaptation
		spring, summer, autumn.	blossom, fruit, bulb, seed, trunk, branches Animals: Carmiores, omnivores, herbivores, amphibians, reptiles, fish, birds and	dead, environment d Animals: offspring, basic needs, exercise, survival, nutrition, hygiene, growth	polination Materials: wood, plastic, materials, properties e.g. squashing, bending, twisting	Light: reflection, shadows, light source, natural and manmade light, opaque, translucent and transparent,	north/south pole, bar, ring, button, horseshoe magnet. Plants: light, water, oxygen, carbon diceide, nutrients, pollination, leaves, stem,	deforestation, ferns and mosses, vertebrate and invertebrates State of matter: solid, liquid, gas, temperature (degrees Celsius), condensation	Animals: molars, canine, incisors, large and small intestines, stomach, digestive tract, eesophagus	conductivity, rusting, irreversible Forces: levers, pulleys, mass, air resistance, water resistance, friction, surface	Animals: puberty, gestation, length, development, baby, toddler, child, teenager adult.	system, heart, blood vessels Arimals: internal organs (skeletal, muscular and digestive system), drugs,	Light: reflect, light sources, travel, shedows, periscope
		Materials: wood, plastic, glass, metal, water, and rock, properties Seasons: winter, spring, summer, autumn.	marrinas, eyes, ears, moun, now, ingeramanssities reet		and stretching.	carbohydrates, protein, roughage, fibre, sugar, fat, dairy, sikeleton, bones, muscles, loints, ribs, heart, skull, brain, backbone, seine, vitamins, minerals.	Plants: plant, roots, stem, trunk, leafleaves, flower, leaflet, stalk, veins, surface, edge, lobes, to, food root hair, rutrients, anchor, support, seed, germination.	exeptrators, butter, butter, switches and buzzers, circuits, conductors, insulators, battery	Arimatic features, sequence, key, similarities, differences, vertebrate, fish, ambibian reotile, bird, mammal, backbone, hair, scales, feathers, eoos, winor	accentual, occurrate, spring	Jupier, Saturn, Uranus, Neptune, Pluto, rotate, orbit, axis, celestial body, eclose: satellite, solar, shadow clock.	Electricity: voltage, cells, circuits, switches, bubs, buzzers, motors	
Computing	Challenge	(Au1) 1. Computing systems and networks — Technology around us 1.1 DL (Au 2) 2. Creating media — Digital painting 1.2 □ (Sp1) 3. Programming A — Moving a robot 1.3 ○S	(Sp2) 4.Data and information – Grouping data 1.4 IT (Su1) 5. Creating media – Digital writing 1.5 IT (Su2) 6.Programming 8 - Programming animations 1.6 C3	(Au1) 1. Information technology around us (2.1) DL (Au2) 2. Digital photography (2.2) IT (Sp1) 3. Robot algorithms (2.3) CS	(\$92) 4. Pictograms (2.4) IT (\$u1) 5. Digital music (2.5) IT (\$u2) 6. Programming quizzes (2.6) CS	(Au1) 1. Connecting computers (3.1) DL (Au2) 2. Stop-frame animation (3.2) IT (Sp1) 3. Sequencing sounds(3.3) CS	(Sp2) 4. Branching databases(3.4) IT (Su1) 5. Desktop publishing (3.5) IT (Su2) 6. Events and actions in programs (3.6) CS	(Au1) 1.The Internet (4.1) DL (Au2) 2.Audio production (4.2) IT (Sp1) 3.Repetition in shapes (4.3) CS	(Sp2) 4. Data logging (4.4) IT (Su1) 5. Photo editing (4.5) IT (Su2) 6. Repetition in games (4.6) CS	(Au1) 1. Systems and searching (5.1) DL (Au2) 2. Video production (5.2) IT	(Sp2) 4.Flat-file databases (5.4) ∏ (Su1) 5. Introduction to vector graphics (5.5) ∏ (Su2) 6. Selection in quizzes (5.6) ⊜	(Au1) 1.Communication and collaboration (6.1) DL (Au2) 2. Web page creation (6.2) IT (Sp1) 3. Variables in games (6.3) CS	(Sp2) 4.Spreadsheets (6.4) ∏ (Su1) 5.3D modelling (6.5) ∏ (Su2) 6.Sensing movement (6.6) ◯S
Information	Skills	1. Montify evamples of technology used in the school environment and demonstrate	4. Sort and rigselfy objects into organs based on observable properties, using	(Sp1) 3. Robot algorithms (2.3) CS 1. Identify and describe the use of information technology in school and the wide	4. Collect, organise, and present data using digital software to answer specific	1. Identify, describe, and explain how digital devices work by recognising their inputs.	4. Design, build, and use branching databases to sort and classify objects using	(Sp1) 3.Repetition in shapes (4.3) ○8 1.Explain how the internet is a global network of networks, including the role of the	(Su2) 6. Repetition in games (4.5) CS 4. Collect, monitor, and analyse data over time using digital data logging equipment to surround variantine and monitormachine insensitivations.	(Sp1) 3. Selection in physical computing (5.3) CS 1. Identify and describe IT systems in the wider world, including those that support	(Su2) 6. Selection in quizzes (5.6) ©S 4. Use databases to organise, order, and interpret data to answer specific question. What Pupils Need to Se Able to Do:		(Su2) 6.Sensing movement (6.6) CS 4. Use spreadsheets to organise, calculate, and analyse data to answer specific
Computer Science	ie .	responsible and safe use of technology in familiar contexts. (What pupils need to be able to do: and use technology safely and ourcosefully in real-world settings. (Computing and	digital bools to present, organise, and explain groupings. What Pupils Need to Bis Able to Do: Identify and able clojects based on specific properties. Group and sort objects using software (e.g. PowerPoint). (Data and Information	Identify and describe the use of information technology in school and the wide world, and explain how its responsible use can improve everyday life. What Pupits Need to Be Able to Do:	questions and support decision-making. What Pupils Need to Be Able to Do Gather data using tally charts.	processes, and outputs, and how devices can be connected to form networks. What Pupils Need to Be Able to Do Identify the input, process, and output of digital devices. Explain how digital devices use input to produce an output.	yeahn questions to support efficient data retrieval. What Pupils Need to Bu Abis to Dro. Plan and design branching databases using clear, yeahn questions. Opposition objects by their artibules to create logical data structures. In Use branching databases to search for, sort, and retrieve information accurately.	Explain how the internet is a global rethank of networks, including the role of the World Wide Web, and ortically evaluate ordine content for reliability and accuracy. What Pupils Need to BA Able to Dic. Describe how the retermine connects national second the world. Explain the difference between the internet and the World Wide Web.	It is support scientific and problem-solving investigations. What Pupils Need to Be Able to Do: Plan and carry out data collection using digital tools (e.g., data loggers).	Netrolly and describe IT systems in the wider world, including those that support intermis searching, and regions how they function and are used. What Pupils Need to the Able to Do. Recognise and describe a range of IT systems and their real-ends applications. Explain to lot IT systems can be connected to the Internet to enable searching. Understand and describe how search engines due to book and saw information. Exclusion the United Searching of Commission and	What Pupils Need to Be Able to Do: Access and navigate databases effectively. Enter and creamse data using sorting and filtering tools.	*Work collaboratively using online platforms or tools.	questions. What Pupils Need to Be Able to Do: Input and organise data effectively in screadsheet software.
		System Networks) DL	Group and sort objects using software (e.g. PowerPoint). (Data and Information	Recognise and give examples of IT used in school and in the community. Explain how IT supports learning, communication, and work. (Computing and System Nethamorica) To	Organise data based on chosen attributes. Use distal tools (J2E Pictocram and J2E Chart) to create visual representations	Explain how digital devices use input to produce an output. Describe how digital devices can be connected to share information and form simple		Explain the difference between the internet and the World Wide Web. Identify and apply strategies to evaluate the reliability of online information and	Monitor and record changes over time. Analyse and interpret logged data to draw conclusions.	Explain how IT systems can be connected to the internet to enable searching. Understand and describe how search engines work to locate and rank information.	Use database functions to generate charts or reports that answer particular questions.	Communicate and share digital information securely and responsibly. *Reflect on how online collaboration tools facilitate data exchange (Computing and	Input and organise data effectively in spreadsheat software. Use formulas and functions to perform calculations and analyse data. Create charts and graphs to visualise data clearly. Interpret spreadsheat outputs to answer questions and support decision-making.
		Select and use appropriate digital tools to create original digital artwork, make purposeful design choices, and compare digital and non-digital processes.	5. Use word processing software to create, edit, and format text for different	2.Use digital tools (Microsoft PowerPoint) to present their understanding of IT's	Organise data based on chosen attributes. Use digital tools (JEE Pictogram and JEE Chart) to create visual representations (charts and pictograms). Interpret and compare results from digital data representations. (Data and	networks. Understand and explain the purpose of networks in connecting devices. (Computing and System Networks) DL.	Test and refine databases to ensure efficient classification. (Data and Information) If 5. Create, format, and edit documents by combining text, images, and page layouts to achieve a specific communication purpose.	Sources. Recognise the importance of questioning the credibility of digital content. (Computes and System Natsorks) Dt.		Evaluate the effectiveness and reliability of online search results. (Computing and System Networks) Dt. 2. Plan, capture, edit, and produce dioital video content for a specific audience and	Interpret and draw conclusions from the organised data. (Data and Information) IT 5. Create and manipulate digital images using drawing programs, including working with larens and groups of objects.		
		purposeful design choices, and compare digital and non-digital processes. (What pupils need to be able to do: Use digital tools to create content with intent and critically evaluate the differences between digital and non-digital methods. (Creating Media) IT	5. Use word processing software to create, edit, and format tee for different purposes, and compare digital teel creation to writing by hand. What Pupils Need to Be Able to Do: Type, edit, and format sted using computer. Soliect appropriate formating tools (first also, colour, bold, alignment). Compare the benefits and instancing of writing digitally and non-digitally.	role and responsible use. Capture, edit, and manipulate digital photographs to create purposeful content for different audiences and purposes.	Etha diable main software to compare sequence and self-marinel extrans-	 Capture, sequence, and edit digital still images to produce a purposeful stop frame animation that communicates a story. 	What Pupils Need to Be Able to Do: Create documents with a clear audience and purpose.	2 Capture, edit, and produce audio recordings for a specific purpose, considering	Manipulate, edit, and enhance digital images for a specific purpose, evaluating it effectiveness and ethnical considerations of the charges made. What Pupils News to Be Allvis to Dr. What Pupils News to Be Allvis to Dr. What Pupils News to Be Allvis to Dr. What Pupils News of the Pupils of the Control of the Pupils of the Pupils of the Control of the Pupils of the Control of the Pupils of the Pup	w purpose. What Pupils Need to Be Able to Do: Plan and storyboard a short film for a perticular purpose.	with layers and groups of objects. What Pupils Need to Be Able to Do: Lise digital drawing tools to create images with multiple layers.	What Pupis Need to be Abis to bo: Plan and design webpage layouts with clear navigation structures. Create and organise content using appropriate software or web design tools.	Piter, develop, and evaluate 3D computer models of physical objects. What Pupils Need to Be Able to Do: Plan a SD modelling project considering design requirements. Use 3D modelling software to create accurate digital representations of physical
		L	Select appropriate formatting tools (fort size, colour, bold, alignment). Compare the benefits and imitations of writing digitally and non-digitally.	What Pupils Need to Be Able to Do:	for specific creative purposes. What Pupils Need to Be Able to Do	fame selmation that communication as alony. What Pupils Need to be Abit to Do Plean and storyboard a stop forms ammation. Capitum a sequence of still images using a digital device. Edit images and adjust fame timing to create smooth ammation. Market the ammation to effectively sit a story or communicate an idea. (Overlang Market the ammation to effectively sit a story or communicate an idea. (Overlang	Insert and format bed and images to enhance meaning. Modify page layout, text styles, and image placement to improve readability and visual impact.	Zuignze, ext., are produce suppose contents for a species purpose, considering copyright and ownership of digital content. What Pupis Need to Be Able to Do: Plan and record high-quality audio content (e.g., a podicast) for a clear audience an appearance.	Select and apply digital image editing tools to achieve a clear purpose. Modify and enhance digital images (e.g., cropping, filtering, adjusting colour).	I was and surposes a sent ten to a percusar purpose. Use digital devices to capture video footage. Edit and enhance video content using appropriate software. Combine video, audic, and transitions to create a coherent final product. Evaluate the effectiveness of the video in meeting its intended purpose. Creating	water Projects Need to the Action to 100: Use digital drawing tools to create images with multiple layers. Caropy and organisa objects for efficient editing. Modelly images by adding, removing, and adjusting layers or objects. Evaluate that roots to ensure it ments to frame the framedor purposes. Evaluate that roots to ensure it ments program staining assections to create interactive E. Dwarger with, last, and obdough groups assections to create interactive.	Apply principles of good design to enhance user experience. Respect copyright by sounding and citing digital content correctly. Test webcooks to ensure usability and accessibility. (Creating Media) III	Modify and refine models based on evaluation and feedback.
		S. beage, write, and debug short algorithms and programs to central floor robots, including practicing, sealing, and refining outcomes, (Using Earl of Hoor Robots) (What pupils need to be able to do: Sequence instructions accurately, test outcomes, identify errors, and make corrections in physical computing contents. (Programming A) CS	(many many)	Select and apply basic editing tools to change, improve, or adapt images. (Creating Media) IT	Explore and create rhythmic and melodic patterns using Chrome Music Lab. Sequence sounds to form a complete musical composition. Edit, improve, and purposefully arrange digital sounds. Make creative decisions about tempo, rhythm, and melody to produce a finished	Edit images and adjust frame timing to create smooth animation. Raifne the animation to effectively tell a story or communicate an idea. (Creating	Review and refine documents to ensure they meet their intended purpose. (Creating Media) IT. 6. Design, write, test, and debug algorithms and event-driven programs that use a	purpose. Edit and enhance audio recordings using digital tools. Assist constitution and relief or the experience of the	Evaluate whether edits fulfit the intended purpose. Reflect on the potential impact and ethical implications of manipulating digital content (Country Media) (Country Media) (Country Media) (Country Media) (Country Media)	Combine video, audio, and transitions to create a coherent final product. Evaluate the effectiveness of the video in meeting its intended purpose. (Creating	Design, write, test, and debug programs using selection to create interactive quizzes or similar applications. Most Busile Mind to Re Male to De.	Design, write, test, and debug programs using variables to control elements within a	Reflect on the effectiveness and accuracy of their models against the original design goals. (Creating Media) IT
		Sequence instructions accurately, test outcomes, identify errors, and make corrections in physical computing contexts. (Programming A) CS	Design, write, and debug simple programs that control the movement of on- screen characters and physical robots to sequence actions and tell stories. What Pupils Need to Be Able to Do:		Make creative decisions about tempo, rhythm, and melody to produce a finished finibal niene (Creative Meria) (T	3.Design, write, test, and debug block-based programs that sequence musical sounds to achieve a purposeful musical outcome.	range of user and system events to control sequences of actions. What Pupils Need to Be Able to Do: Design algorithms that respond to multiple types of events (e.g. key presses, clicks,	Produce a polished audio product that respects intellectual property rights (Creating Media) (T	Design, write, test, and debug block-based programs that use count-controlled and infinite boos to develop functional, interactive games.	 Design, write, test, and debug programs that use conditions and selection to control outputs in a physical system using a programmable microcontroller (e.g., 	quizzas or similar applications. What Pupils Need to Be Able to Do: Design algorithms that include conditional statements (filese). Write code implementing selection to respond to user inputs. Test renovans to manuar process functionality and februs among	garre or simulation. What Pupits Need to Be Able to Do: Understand and use variables to store and manipulate data in programs.	Design, write, test, and debug programs that capture and respond to inputs from physical devices (e.g., sensors, microcontrollers/Microbits).
			Create algorithms to control movement and sequence events. Program on-screen characters in Scratch Jr to follow instructions.	logical reasoning to predict and improve outcomes. What Pupils Need to Be Able to Do:	6.Design, write, test, and debug event-driven programs to create interactive	What Pupis Need to Be Able to Do Seign an algorithm that sequences musical sounds or beats. Write block-based code to produce programmed music sequences.	Energy agontums true respond to musple types or events (e.g. key presses, circle, timers). Write event-driven code that triggers appropriate sequences of actions.	Design, write, test, and debug test-based programs that use count-controlled loops to produce precise geometric shapes and patterns.	What Pupils Need to Be Able to Do: Design algorithms that use both count-controlled and infinite loops to control game.	Crumble or Microsoft. What Pupils Need to Be Able to Do: Design algorithms that use conditional (fields) statements and selection.	Test programs to ensure correct functionally and debug errors. Like logical reasoning to predict program behaviour and improve code. (Programming SLCS)	Design game logic that uses variables to track scores, lives, or other dynamic elements. Write and less code that updates variables based on user input or game events. Debug programs to ensure connect use of variables and game functionality.	What Pupis Need to Be Able to Do: Understand how to nead inputs from physical devices. Write code that processes inputs to control outputs or tripper actions.
			Program on-acreen characters in Scratch Jr to follow instructions. Program physical devices (Earl V2 robots) to move in a planned way. Test and debug programs to achieve the desired storytelling outcome.	Sequence instructions to program floor robots to follow specific paths or achieve set goals.	digital content that responds to user inputs. What Pupils Need to Be Able to Do Design alreadhers that include user trippered exects (e.e. truck effeks)	With block-based code to produce programmed music sequences. Test the program to ensure the sequence plays correctly. Debug errors to improve timing, structure, and sound combinations. (Programming	Test programs to ensure correct responses to different events. Debug errors in event-driven sequences to improve functionality and accuracy.	What Pupils Need to Be Able to Do: Design algorithms that use loops to create repeating patterns.	elements. White block-based code to create an interactive game with loop-based structures. That and debugged codes to create an interactive game with loop-based structures.	Write and test programs for a programmable microcontroller. Use inputs (e.g., sensors, buttons) to control outputs (e.g., lights, motors) based o		Use logical reasoning to improve game design and user interaction. (Programming A) CS	Test and debug programs to ensure correct interaction with physical systems. Solve problems by designing programs that simulate or control real-world devices.
				signal associated to product and represe electrons. What Prujah Newto fol & Aleks to Do. Bequares instructions to program floor relocts to follow specific paths or schlews stergosis. Predict the automos of a program before testing. Debug and convect serves to improve program participances. (Programming A) 2.1 2.1 2.1 3.1 3.1 3.1 3.1 3.1	Write event-driven code in Scratch Jr that triggers sequences of actions (e.g. quiz answers, feedback loops).		(Programming B) CS	3. Design, write, text, and debug text-based programs that use count-controlled loops to produce percise generate shapes and patterns. White Pupils Needs to be Albeit to the Count of the County of	and infinite loops to develop functional, interactive games. What Pupis have to Be Able to Dr. Design algorithms that use both count-controlled and infinite loops to control game without the country of	Debug programs to ensure the correct sequence and response to different inputs Solve problems by controlling or simulating physical systems through code.			
	Knowledge	Use technology purposefully to create, organise, store, manipulate, and retrieve Colon account.	4.Use technology purposefully to create, organise, store, manipulate and retrieve	1. Use technology purposefully to create, organise, store, manipulate and	Test interactive dultres to ensure the program responds correctly to user inputs. 4. Use technology purposefully to create, organise, store, manipulate, and	Understand computer networks including the internet and how they provide	4. Select, use, and combine a variety of software (including internet services) to	1.Understand computer networks including the internet, how they can provide	4. Select, use, and combine a variety of software (including collecting, analysing	I. Use technology safely, respectfully, and responsibly.	 Select, use, and combine software on a range of digital devices to collect, analyse, evaluate, and present data. 	Computer restacels, including the internet; how they provide multiple services such Week Wide Web	Select, use, and combine a variety of software (including internet services) on a map of distributions to reflect positions and object and operand data and
		(Recognise common uses of information technology beyond school. Use technology safety and respectfully, keeping personal information private.)	manipulate and retrieve digital content. (Creating and formatting text directly fulfils this requirement.)	Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information crivate.	Recognise common uses of information technology beyond school.	Understand how digital systems work.	5. Use technology purposefully to create, organise, store, manipulate, and	Use search technologies effectively and appreciate how results are selected an ranked.	Use technology purposefully to support learning across the curriculum.	Use search technologies effectively, understanding how results are selected a ranked.	5.Use technology purposefully to create, organise, store, manipulate, and	Use search technologies effectively and appreciate how results are selected and sarked.	information.
		2. Use technology purposefully to create, organise, store, manipulate, and retrieve	5. Select, use and combine a variety of software on a range of digital devices.	2. Use technology purposefully to create, organise, store, manipulate and	5. Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.	2 Use technology purposafully to create, organise, stone, manipulate, and retrieve digital content.	Select, use, and combine a variety of software to design and create digital	Be discerning in evaluating digital content.	 Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Colori, vine, and contents in 	2. Use technology purposefully to create, organise, store, manipulate, and	Retrieve digital content.	behaviour ordine.	digital content. Select, use, and combine software on a range of digital devices to accomplish olven.
		(Select, use, and combine a variety of software (including internet services) on different digital devices to design and create contest.)	content.) Recognise common uses of information technology beyond school.	Select, use and combine a variety of software on a range of digital devices.	different digital devices to design and create content.	design and create digital content.	6. Design, write and debug programs that accommish specific coals. Profession	retrieve digital content. Select, use, and combine a variety of software on different digital devices to	accomplish given goals, including collecting and presenting information.	Select, use, and combine software on digital devices to accomplish given goals	controlling or simulating physical systems.	Use such cology purposefully to create, organise, store, manipulate, and retrieve tigible content. Select, use, and combine software on a server of signal designation.	6. Design, write, and debug programs that accountable and selections
		3. Understand what algorithms are and how they are implemented as programs on	(Understanding that technology can be used to sort and present information is a transferable skill.)	 3. Understand what algorithms are and how they are implemented as programs on digital devices. 	Understand what algorithms are, and how they are implemented as programs on digital devices.	 3.Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. 	controlling or simulating physical systems. Use sequence, selection, and repetition in programs.	design and create content that accomplishes given goals.	 Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems. 	 Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems. 		goals. Understand the importance of copyright and use digital content responsibly.	controlling or simulating physical systems. Use sequence, selection, and repetition in programs, including inputs and outputs.
		digital devices. Create and debug simple programs.	6.Understand what algorithms are and how they are implemented as programs on rightal devices.	Use logical reasoning to predict the behaviour of simple programs.	Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs.	Work with visites and various forms of input and output. Like logical reacting to explain how some simple algorithms work and to detect and nomest arrows in absorbtimes and nonverse.	S. Design, write and debug programs that accomplish specific goals. Solve problems by desprosing them into smaller parts. It is semanne, selection, and condition in neverance, work with variables and	Use sequence, selection, and repetition in programs. Solve problems by decomposing them into smaller parts. I like invinal responsion to available how allowabless, work and detect and connect.	Use sequence, selection, and repetition in programs. Solve problems by decomposing them into smaller parts. Use londing reasonable to detect and remark arrors.		Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and repetition in	Solve problems by decomposing them into smaller parts.
			(Pupils design and write algorithms for on-screen characters and robots.) Create and debug simple programs.					various forms of input and output. Lise logical reasoning to explain how some simple algorithms work and to deter	errors in programs.			programs, including variables. Use logical reasoning to explain how algorithms work and detect errors.	
			the logical reasoning to predict the behaviour of simple programs. (Public predict robot renowments and recommends behaviour of simple programs.)					activities areas in agarelias and programs.					
			code.)										
	Vocabulary	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing. Program, command, predict, floor robot paint program, tred, painthrush, coop. 68	4. object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	1. Information technology (IT), computer, barcode, scanner/scan.t 2. music, quiet, loud, feelings, emotions, pattern, rhuther, relate, nitrib. Technology	4. more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, commons objects may be applied to the common objects.	1.digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access	1.attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organice, cultural information	1.internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, router, with horwiser 160-of WAS	data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, excert, loosed collective, racios, constraint.	1 system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, orderino. Iriks, alpositive, count archive process	4 database, data, information, record, field, sort, order, group, search, value, criteria graph, chart, axis, compare, filter, presentation. 5.microcontroller USB.	1.communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, armine, data dark, research	4 data, collecting, table, structure, spreadsheet, cell, cell reference, data item, format, formula, calculation, spreadsheet, input, outres mercalion range.
		undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers. 3.word processor, keyboard,	 Robot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program. 	rhythm, notes, create, emotion, beat, instrument, open, edit. 3 device, camera, photograph, capture, image, digital, landscape, portrait,	attribute, group, same, different, conclusion, block diagram, sharing. 5. instruction, sequence, clear, unambiguous, algorithm, program, order,	point, cables, sockets 2 text, images, advantages, disadvantages, communicate, font, style, landscape	decision tree. 2 Scratch, programming, blocks, commands, code, sprite, costume, stage,	Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts. 2 audio,	 Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, court-controlle 	(SED), web crawler, content creator, selection, ranking. 2 vector, drawing tools, object, toolbar, vector drawing, move, resize, colour,	components, connection, infinite loop, output component, motor, repetition, count- controlled loop, Crumbile controller, switch, LED, Speride, crocodile clips, connect, battery box, program, condition, larget, griefer selection, action, debut con-	remis, collaboration, internet, public, private, one-way, two way, one-to-one, one- to-many. 2 website, web page, browser,	duplicate, sigma, propose, question, data set, organised, chart, evaluate, results, sum, comparison, software, tools. 5.variable, change, name,
		https, resers, type, numbers, space, backspace, foot cursor, capital letters, toolbar, bold, italic, underline, mouse, select, fort, undo, redo, format, compare, typing, writing.	 ocravinit, command, sprise, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change value, instructions, design. 	raming, adoject, compose, sgrt sources, flash, focus, background, editing, filter, format, framing, lighting.	prescuent, arthorix, design, note, mar, debugging, decomposition, 6. sequence, command, program, run, start, outcome, predict, blocks, design, actions, scribe, project, modify inhance advertible. In the motion comments of the project, modify in the comments of the project modify.	porum, orantation, place noticer, template, layout, content, dealthing, copy, paste, purpose, benefits. a stoofisme. frame, sequence, more stoofswards, collection, deposits.	design, run the code, order, note, chord, algorithm, bug, debug, code.	micropromit speaker, headprones, input device, output device, sound, podcast edit, trim, align, layer, import, record, playback, selection, load, save, export. MP3, evaluate, few-horis	 sop, wate trace decompose procedure. Soratch programming sprite blocks, code loop, repeat, value, infinite loop, court-controlled loop, copymer sensition forester admits a part of the loop. 	group, urgroup, reuse, reflection Gamera, talking head, parpine rides on video constants.	cell, buzzer 6. Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task	purpose, copyright, fair use, home page, preview, evaluate, decide, media, purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadorumb trail, naviewing homestic surpress.	test, debug, improve, evaluate, share, assign, declare
					features, evaluate, decomposition, code.	orion skinning, consistency, evaluation, delete, media, import, transition	3 motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code test, debus actions	3 image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignatie, image, retouch, clone, select.	duplicate, modify, design, algorithm, debug, refine, evaluate.	range, long shot, moving subject, side by side, angle (high, low, normal), static zoom, pan, tit, storyboard, faming, review, import, spit, trim, clip-edt, reshool	orange, impairment, and turk wellsp, operator	external link, embed. 3.TinkerCAD, 2D, 3D, shapes, select, move, perspective, view, handles, resize.	6. Microrbit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value.
		I berholzig compiler mosa harbyst baybord svere diaba-did. Spile 2. Rogine, comment predict for independing per pages, top particular seas, 68, and to depend to page						combine, made up, real, composite, cut, copy, paste, aiter, background, foreground, 200m.		delete, reorder, export, evaluate, share.		lift, lower, recolour, rotate, duplicate, group, cylinder, cube, cuboid, aphere, cone, prism, pyramid, placeholder, hollow, choose, combine, construct, evakuate,	compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug
History	Challenge	Traditional Stories: what do they tell us about the distant past (England, Scotland and Wales)?	Photographs from history: what can they tell us about Britain's recent past?	What did we learn from the Great Fire of London?	Significant individuals who changed Britain: how did they fight for change	? What happened in the UK 3 million years ago? (Stone Age - Iron Age)	Ancient Egypt: what stayed the same across 3 million years?	What is the legacy of the Ancient Greeks?	What impact did the Romans have on Britain?	Anglo-Saxons and Vikings: Conquerors or Settlers?	Why was Baghdad an important city during the Ancient Islamic civilisation		Significant turning points: how did experiences differ during WWIP?
	Knowledge	Social and we'llwaig? Ankabether knowledge; Understand that England, Socialed and William was separate continued the knowledge; Understand that England, Socialed and William was selling of the Socialed England, Socialed and Socialed Soc	Substantive knowledge: Photography is the process of capturing an image using camera. Photography has only been used for about 200 years. Cameras and	a Key events of the Great fire of London. Samuel Pepys - source (dairy). The plague - health and hygiene, key dates, expansion of London, timber frame	Substantive Knowledge: Emily Davison was a suffragette and fought with others for d women's right to vote. The suffragettes were militant and Emily was arrested many times	Sustantive Knowledge: Natural climate change has meant that different groups of furnans have come to and left Britain at different times. The Paleolithic Ens look place	Substantive Knowledge: The Ancient Egyptian civilisation began in 3,000 BCE. They lived near a large iner called the Nile, which protected them from enemies and	Substantive Knowledge: The Ancient Greek civilization began c. 900 BCE and laster until roughly 31 BCE. Arcient Greece was in the eastern Mediterranean and spread to	and Substantive knowledge: Before the Roman Empire was founded in 27BCE by Augustus, Rome was first ruled by kings and then became a republic To be a	Substantive Knowledge: The Romans left British in 410 CE due to problems elsewhere in the empire and they could no longer maintain control. Angles, Saxons are	Substantive knowledge: Mecca is the religious centre of blam. The latenic Empire rose and covered the Middle East, parts of Asia as far as India, North Africa, and most o	Industrial inventions, why was this period so progressive? Industrial revolution, CWR railway, steam engine, invention, Brunel, Paddington-Ealing, trade routes	Substantive Knowledge: Key facts about WWII (where, when, who and why). Women's traditional roles changed in WWII, partly due to conscription. WWIII
		apider. To know about the early life of Aethelited and how she became an Angio-Sason ruler. Owain Glynder was a Weishman who decided to light to by and make Weise free from English.	proxygraphy have changed over time. A family portrait from 140 years ago can tell under a bot about that time (fashion, interests, pastimes and family sizes.) Victorian seasiful photographs can tell us about things that have changed or staved the same most	nouses, individual shop makers se	uses one-con-enrounce trans arene fighting for women's rights and being hit by a horse. The Final World Wiler started in 1914 and women had to take men's jobs while they were at war. Women became more appreciated in society and got the right to vols. Paul	Paleotithic humans who lived in Britain used atone tools. The modern humans who lived in Britain used atone tools. The modern humans who appeared in Britain star the last los Age were skilled hurter-gatherers. The Mesoli	mace me soil fertile. The ruler of Ancient Egypt was called the phason who owned all the land, made all the lans and based their subjects. Ancient Egypt had an Old [2] Kingdom, Middle Kingdom and New Kingdom shich each had their own.	using yets or currops, wince and Asia. Afterin was an important objectate and was a democracy where men debated and voted on Isans. Sparts was a militaristic objectate a was stuctured differently than Atheria (they ser	and Roman was often linked with power and military strength. Emperor Claudius and ordered the successful invasion of Britain in 43 CE to secure his position as	established seven kingdoms in Strain and they fought for power over each other. In Scotland, the Picts were joined by Irish Scots who brought Geslic culture with them. At	wyse controller a large nestork of trade routes, allowing wealth and knowledge to spread throughout blamic civilisation. Baghdad was founded in 762 CE during blams or Golden Age and became the richest, most populous city in the world. Islam scread due to	between Bristol and West-London, change in Northfields from agriculture to housing. Increased infrastructure in West-London - building of the viaduot for the	was fought by soldiers from all over the British Empire which brought ethnic diversity to Britain. Many children were evacuated out of cities during WWIII due
		rule. To consider how these events impact us today. Disciplinary knowledge: Significant events beyond living memory and the lives of significant individuals. Spotificant historical and appropriate control of the con	time. Photographs of Britain from the 1940s and 1950s can tell us a lot about that time and the way people lived. Photographs of bomb damage and new types of		Stephenson fought for equal rights for people of colour. Many Elack people bravelled from the Caribbean to Shitain to help the country recover after the war but they were not treated well. People of colour were not allowed to he be the control.	m began around 12,000 years ago. The first evidence for houses in Britain comes from the Mesolithic Ers. The Neolithic Ers began around 5,000 years ago and saw lots of change for early humans in Britain, People haven downstination and the second second of the transparence of the second	characteristics. Howard Carter and his team discovered the tomb of Tutarkhamun or 8 November 1922. Scribes wrote in hisroglyphs to record things and compose	goddesses and lots of stories and myths that surrounded them. Ancient Greece was made up of different city-states and people with many differences between them but the were many aminatives in their collector. The Traine Western	imperor. Boudca was the queen of the loan tribe in East Angla; she rebelled against the Roman invasion but was defeated. The Romans slowly changed relicious beliefs in Britain. The Romans introduced different conditions.	the Romans left, Christianity declined in Britain so the Pope sent Augustine to convert Anglo-Sason kingdoms to Christianity in 597CE. One of the main sources of evidence and sectionists use to investigate the Andro-Navara or Maria Sason.	strong leadership, military strength, opponents' weaknesses and tolerance shown to captured other. Beginded was connected to Asia and the East through trade and exchanges of knowledge. It was shown connected to the Wheat should be to the connected to the whole the connected to the whole the connected to the Wheat should be to the connected to the whole the connected to the whole the connected to the whole the connected to the Wheat should be to the connected to the whole the whole the connected to the whole the whole the whole the connected to the whole the	,	so company, -turning in WWII brought new people to Britain and helped new medical techniques to succeed, including plastic surgery. WWII permanently channed the way of life in Britain
		chronology of individuals and events.	nousing can tell us about the effects of the Second World War. Photographs of Britain from the 1960s and 1970s can tell us about things that have changed. Photographs of profession can show as how some people were not beyond failer in the		others organised a boycott of city buses. The bus company agreed to let everyone become a driver. Paul was arrested for refusing to leave a pub. In 1965 and 1965, new	Archaeologists have discovered many different artificats from across the Stone Age. The Stronze Age began nearly 4000 years ago in Britain. Populations grew as the land could	mergous messages. Heroglyphs were pictures and there were over 1,000 of them. The Rosetta Stone helped archaeologists translate hieroglyphs because there was Creek witting on E. They believed that when they ded they would no fine	Homer in The Illad. Ancient Greece was home to many philosophers including Socratics Plato and Aristotic, who all left a legacy to the modern world. The first Olympic Games	 buildings to Britain, including Hadrian's Wall. Towns connected by roads were first created in Britain by the Romans. Many Cettic people adopted Ancient 	Hoo burist mound was discovered in East Angle in 1928. Most of our sources for Angle Sation Britain are artefacts, with some writing. The first resjor Wking raid on the British	Muslim acholers were influenced by Ancient Creek ideas and knowledge. The caliphs paid acholers to come to the House of Wadom to translate Greek, Persian and Indian	l l	Disciplinary Knowledge: Cause and consequence, including impact on people and society. Compare and contrast. Historical significance of events and secole.
			1960s and 1970s. Disciplinary knowledge: Photographs (sources) are interesting to historians because they have captured ways of life that have now disappeared.	g .	are recognised today as brave people or costar could not be breated unfairly. Paul and Emily are recognised today as brave people who helped to change Britain. Disciplinary Knowledge: Significant events beyond living memory and the People of	y mappes must people. The ron rige in ornant began about 2000 years ago. During this time, modern day England was inhabited by the Cellic people. For familing bols were stronger and more settlements developed, from Age hillforts were built bloom from more	afterlife if they had pleased the gods. By the end of the Old Kingdom they had started to embalin and murmnify bodies and place organs in caropic jars.	The first direct democracy started in Athena and left a leating legacy in the form of modern British democracy. The Ancient Greek language has influenced English and	Roman ways of life, but some resisted. Roman settlement meant that people a goods from many countries travelled to Britain. Disciplinary knowledge:	nd widely across Europe. Wing raids increased in number throughout the 800s CE, and to 500 by had begun to make whiter camps in Britain. The Vikings overcame all of the	Condobs was another major blamic city which was similar to Beginded. Beginded in House of Windom and its universities made it a centre of scientific discovery and environment.	/ ·	Chronology. Sources.
			Chronology.		significant individuals. Significant historical events, people and places in their own locality. Basic chronology of individuals and events. To know that events in the past affect our lives loday (cause and consequence).	previous settlement. Coins were imported to Britain which encouraged trade. There were many similarities and differences across prehistoric Britain Disciplinary Knowledge: chronology, exploring primary sources (safetiacid). Common workersheet countries	cause and consequence, develop perspective and judgement, drawing comparison	other languages. Features of Ancient Greek architecture can still be seen on buildings lodes, Disciplinary knowledge: chronology, compare and contest, explain historical significance of people, events and innovations, cause and conservations.	people, events and innovations, cause and consequence, sources people, events and innovations, cause and consequence, sources	poson singdoms spart from Wesser, which came to be ruled by King Affect. King Affect and peace with the Vicings and allowed them to rule an area known as the Danelaw. Disciplinary Knowledge: Ohronolous, Primary and wownfew swarzes. Crossing of the Control of the Control of the Control	provess. Disclipinary knowledge: Make comparisons and connections. Historical significance of events, innovations, knowledge and people. Ohronology. Sources. Caus and consequence. Compare and confertant.		
	Skille	To unfortant where the name and outpet thou shall	Intertify different ways in which the nact is reconnected	Remerise why nervise did thims and why wearth business and will be	Talk short who was important recognition who seems did things	Chaste a timpline from Strone dine to large Ann Dictain autoblish a di-	Understand how innulating of the root is constructed from a source of	Establish a risor narrative within the provid intercolons.	To compare and contract the main grante and developments are	consequence. Compare and contrast. Historical significance of events, innovations,	To understand how our knowledge of the cost in constructed from	Unferstant how our immediate of the part is constructed from a grant	To unforstant how our invadedop of the next is constructed from a great
	OMIIS	To understand where the popule and events they study if which is about chromological framework. To recopping some similarities and differences between individuals and events. To identify similarities and differences between individuals and events. To identify similarities and differences between ways of life in different products. To recoppine unique contain individuals are significant in history (achievements and impact). To retail and use traditional stories to they understand the history of Erginal, Wales and Scotting (secondary source).	Identify different ways in which the past is represented. Identify similarities and differences between ways of life at different times. Make simple observations about different periods of time.	as a result. Identify different ways in which the past is represented.	sources as evidence and by using a wide variety of common words and phrases related to the passing of time.	within the period. Identify similarities and differences across prehistoric Britain. Understand how knowledge of the past is constructed from a rance of sources.	Establish a clear narrative within the period and make comparisons (Oid, Middle and New Kingdom), Identify historically significant events and secole.	Understand how knowledge of the past is constructed from a range of sources and ask questions about these, identify similarities and differences. However, and	s periods/societies, especially between the Ancient Romans and the Ancient directs. To address historically valid questions about change, cause directs and	sources. Understand how people's lives have shaped Britain.	sources. Question why things have happened and give explanations using thoughtful selection and organisation of relevant historical information	Understand how our knowledge of the past is constructed from a range of sources. Device historically valid questions about why things have happened and construct informer responses. Understand how people is less have shaped Strain. Understand cause and consequence by looking at the reasons for a dustriation, the risk which is historically and reasons for a good in his historical part of the shape of the officered resident in dustrial, cause and consequence by looking at the reasons for a good in historical in historical parts of the historical parts of the parts of the officered contents using strends parts of the parts of the officered contents using strends parts of the	sources and to draw logical conclusions from examples. Discuss why things have happened and give explanations using facts. Understand how social religious and
		between ways of life in different periods. To recognise why certain individuals are significant in History (achievements and impact). To retell and use traditional stories to	100	Choose and use parts of stories and other sources to show understanding.	Compare aspects of life in different periods and make connections between events and people.	Identify and explain the impact of historical events, innovations and changes.		discuss how the past has influenced modern day. Identify and explain the impact of historical events, innovations and changes.	and difference, and significance. To investigate the consequences of events in the past. To understand how knowledge of the past is constructed from a range of	he Answer and devise questions about cause and consequence. Compan- and contrast different groups who have settled in Britain.	Understand how social, religious and ethnic diversity has occurred in the world. Understand cause and consequence. Gain historical perspective by placing their	Britain. Understand cause and consequence by looking at the reasons for ubanisation, the drive in technology and reasons for a growth in industry. Gain	ethnic diversity has occurred in Britain and wider world. Discuss how people's lives have shaped Britain. Gain historical perspective by
		reep unoversand the History of England, Wales and Scotland (secondary source).			make simple observations, ask and answer questions, recognising why people did things and what happened as a result.			rownsy restricted significant events and people.	yources. To develop a chronologically secure understanding of events in world history.	Develop internologically secure knowledge and understanding of events in Briti- history, establishing clear narratives within the periods studied.	Nonemage into different contents.	resorrow perspective by placing their knowledge into different contests using chronological knowledge of British and world history.	psecing iner-knowledge into different contexts.
	Vocabulary	significant, separate, noble, invade, leganyl nersewere mural. April, Symon. Visions.	photograph, photography, camera, Historian developed namera film control	Pudding Lane, Bread, Baker, Oven, The Miniment humans Leather handed	tragedy, vote, diphtheria, literature, degree, suffracettes, colitician, militarii arrantarii	homo sapiens, archaeologist, prehistoric. Ice Ace. Paleolithic Era. nomeric. filet	civilisation BCBCE fertile laws taxes subjects ruramids charis' connection	city-state, polis, colony, democracy, Athens, Assembly, englayed person. Sharts	Romans founded republic province ritizen interierry discriminal assesses	Hadrian's Wall, frontier, Romanisation, Romano-British, micrate, sephone	Islam, revelation, Our'an, migration, Medina. Arabian, truce, pilorimage, Sorie, reliefs	Infrastructure. Urban suburban urbanigation industrial resolution come channel	Nazi Germany, Poland, ration, domestic, domestic service, conscription, emvire
	Vocabulary	significant, separate, noble, invade, logend, persovere, moral, Anglo-Sizona, Vilinga, court, victory, respect, siaint, marches, descended, band, bird, štie, army, uprising, years, decarbo, century	, photograph, photography, camera, Historian, developed, camera film, portrait, wealthy, fashion, fashionable, pastimes, Victorian, changed, pier, Second World War, prefabricated, transport, childhood, protest	Pudding Lane, Bread, Baker, Oven, The Monument, burning, Leather bucket, d (timber framed houses), The Plague, dairy.	tragedy, vote, diphtheris, literature, degree, suffragettes, politicier, militant, amested, lise, funeral, pay respect, procession, factory, pub, manager, police officer, executed, countryside, RAF, youth worker, Caribbean, protest, boycott, bus conductor, management examine.	homo sapians, archaeologist, prehistoric, loe Age, Pakeolithic Era, nomadic, fint, hand ase, hunte-gatherer, Miscolitric Era, settlement, Neolitric Era, domesticated, pottery, ateriant, Store Age, Bonose Age, smelting, melding, agriculture, Iron Age, Cosh, tribe, crens, and relevant hards.	civilisation, BCBCE, fertile, laws, taxes, subjects, pyramids, chariot, excavation, Valley of the Kings, hierophyphics, tomb, Rosetta, translate, scribe, religion/religious, atterfile, sout, ba, mummification, canopic jars, continuity	cly-stale, pola, colony, democracy, Athena, Assembly, enalawed person, Sparta, militaristic, council, Peloponnesian War, myh, culture, Mourt Olympus, Underworld tempie, Troy, The Iliad, philosophy, philosophera, morality, legacy, Olympia, Olymp Cames alert counts arribberta; scionfi	Romans, founded, republic, province, citizen, ideology, disciplined, emperor, ld., dictator, invade, legionaries, tactics, Cetic, rebellion, client ruler, polytheiem, repic druids, berbarians, thatched, wattle and daub, Hadrian's Wall, hypocaust syste	Hadrian's Wall, fronder, Romanisation, Romano-British, migrale, seaborne, settlement, extebish, kingdom, pagan, convert, missionary, Caelic, grave goods, linkinstrohy, monastery, longboat, seafaring, heathen, Danetaw, raid	hiam, revelation, Cor'am, migration, Medina, Arabian, truce, pilgrimage, Syria, caliph, ss. Jerssalem, dynastic, Silk Roada, lucrative, populosa, public facilities, Golden Age of hiam, astronome, Siddharsta, decimal, observatory, incerne, House of Wiladom, opensferir, disar acholar, commens, altertard was servine marketean and security.	Infrastructure, Lirban, suburban, urbanization, industrial revolution, smog, steam power, labour, Trade union, reform, locomotive, Isambard Kingdom Brunel, Bristol, trade, Paddington.	Nazi Germany, Potand, raśce, domestic, domestic service, conscription, empire, Atlied Forces, ethnic diversity, civilan, bombing, evacuse, morele, plastic surgery, Nigeria, civilian, turning point, permanant, conscripted

Year 1 - 6 Curriculum Map 2025-2026

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Curriculum		1	1	2	2	3	3	4	4	5	5	6	6
Aroa Geography	Challenge	Where is my school located?	What is the United Kingdom?	Does everyone live in the same place?	Where are the seven continents and five oceans in the world?	The Water Cycle: Why is it important?	What makes rivers special?		Would you choose to live next to a volcano or in an earthquake region?	Why is Dubai important for trade?	Can we time travel on Earth?	What impact are humans having on the world's biomes?	Where would you rather live, Ealing or Burgundy? (taught by French
	Knowledge	Aerial photographs, maps and addresses tell us where a place is located. Know their		Know 4 compass points. Understand that people live in different places. Know	Know most of the surface of the world (over 70%) is covered with water, which	Name the four main processes in the water cycle. Know that water is a natural	Know OS maps have a series of grid lines that help you to pirpoint an exact		Know how mountains are formed, know that Ordnance Survey maps use contour	Name and locate biomes and ecosystems. Examine the different factors that	Day and night result from Earth's rotation in relation to sun, which appears to ris	ie	specialist to link with residential, include vocab) Field Trip Burgandy to pull Describe the LK and know it has a range of landscapes, settlement types, land
		home address. Use photographs and sketches with labels to share opinions, information and ideas about places. Use locational vocabulary to describe where	Name and identify characteristics of the four countries and capital cities of the U and surrounding seas. A capital city is where a country's government has its	K that people live in a range of homes. Understand that people travel to visit different countries for a range of reasons. Understand the seasonal weather	is why Earth is known as the Blue Planet. The colours on a globe or satellite image give us information. We call large blocks of land continents and there are	resource and humans need it to survive. Most settlements were built around rivers for access to fresh water and trade. People around the world do not have	location anywhere on the map, vertical lines are called 'eastings' and horizontal lines are called 'horthings'. Know what a river is and describe the course of a		lines that show the shape of the land and the closer contour lines are, the steeper the slope of the land, identify the effects of volcances and earthquake	affect an ecosystem, including rainfall, temperature and sunlight. Explore how human activity affects an ecosystem. Explore how biomes have distinct climatic	in the east and set in the west. Lines of longitude are all the same length, and give our position in degrees east or west of the Prime Meridian. Time zones are	Understand that data can be collected, recorded and analysed can be communicated through a map and/or graphs. Understand that global trade incluse appring goods from one courtry and importing them sto other courtries. Know that commodities are raw materials which can be bodgit and	Describe the LK and know it has a range of landscapes, settlement types, land uses and industries. Know Paris is the capital of France and Dijon is the capital of Burgundy. Undestand that Europe has a diverse range of physical g and human geographical features. Know that the climate in Europe is seasonal and
		Assis photographs, maps and addresses let is where a place is boated. From their norms address, the photographs and sixthess with basis to place opinion, information and ideas about places. Use locational recolablary to describe where things are. There are four seasons, and signs of each of them can be seen in the school grounds.	through some of England including London. Understand that people visit London for different reasons	passers in chaze and districts from show in the UK.	sever or unser on Earth Collaborate are very important for all the on Earth. Name the world's continents and oceans. Confinents are divided into smaller areas known as countries. The LK is a country located in Europe. Know the	equa access to clear, saint water.	happens when a river floods		on numan law. Compare and contrast the catales of vocambles and earthquakes. Describe and understand the key aspects of volcames and earthquakes. Identify the Tropics of Capricorn and Cancer on a world map.	conditions, note and learns. Orderstand the way it which the world's crimate is changing and the effects humans are having on it.	Co-ordinated Time (UTC). Some countries, including the UK, adjust their time in certain seasons to maximise the hours of daylight.	courtries. Know that commodises are raw materials which can be bought and sold. Describe stages and patterns of production. Know natural resources are	very varied. Compare and generalise climate London and Burgundy.
	Skills	Aerial photographs and maps to recognise landmarks. Describe a route using locational language. Observational skills to study school and grounds. Devise a sketch map using a key to map the school and local environment. Locate places on a map of the local area using symbols og a nême, a church, lose studion.	Locate the countries, capital cities and seas of the UK on a map. Use	Locate places using 2 figure grid reference and compass points. Locate Locate	geographical North and South Poles mark where Earth's axis meets Earth's Locate the world's continents and oceans on a world map. Consider and suggest	Describe the water cycle, review maps for different reasons, explore how we	Locate places using four figure grid references on an OS map, use 8 compass		Use a range of maps for different reasons to find information including topgraphy.	Compare the features of biomes. Consider the impact humans are having on	Describe why we have night and day. Identify and comapre times across the	sorts. Loudcates staged and patients of production knots natural reductions the important to use and our delijk host, some are renewable and some are Expire why data presentation is important. Collect, analyse, reflect and present data to answer an enquiry question. Expire maps to describe trade routes.	Use statistics to investigate differences between countries in Europe. Use atlas
		map using a key to map the school and local environment. Locate places on a map of the local area using symbols eg. a river, a church, tube station.	UK. Use the 4 compass points to describe location, identify seasonal and daily weather patterns in the United Kingdom	Compare geographical similarities and differences of the London, UK and Rio De Janerio, Brazil	oceans. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.		settlements are often near rivers using maps, Locate the River Nile on a map of Africa, name the countries the River Nile flows through, carry out a geography		atlases, globes and digital mapping to locate volcance and earthquake areas, structure of Earth	to investigate the location of North and South America. Consider how biomes are being protected and preserved.	World Control of the	ная от выписы выпанды у физики. Едине нара от ован по ваше полав.	the counties that border France. Compare and contrast a European region to a UK region. Compare locations of Burgundy (location of chateau) and London
							equ)						using a range of maps including using 6 figure grid references.
	Vocabulary	address, postcode, buildings, field, land, map, 2D, Bird's eye view, route, aerial photograph, journey, symbol, land use, plot, read, nas, far, between, above, globe, 3D, land, features, landmarks, park, school, main road, ahops, flats, housee, church, park, skatch map, riak, opinion, skatch map	London, River Thames, scale, capital city, Government, satellite image, settlement, scatellite image, settlement, scatellite bidy, country, runsi, urban, ocean, take, farmland, foreat, mountain, border, scatellite bids.	Large-scale plan, grid references, ocean, contintent, South America, Rio De Janerio rainforest, Amazon river, tourist, tourist, larguage, Portuguese, climate,	Asia, Africa, Europe, Australia, North America, South America, Antarctica,	Water cycle, condensation, evaporation, precipitation, natural resources, vegetation, weather, water waste, settlement, disease, trade, energy, poverty,	Northings, eastings, stream, drainage basin, course, reservoir, source, mouth, confluence, erostion, landform, tributary, irrigation, transportation, deposition,		contour lines, topography, thematic maps, Volcano, composite, shield volcanoes, earthquake, tectoric plate, Lava, Magma, dormant, extinct, eruption, ash, crater,	biome, flora, fauna, ecosystem, polar, taiga, temperate, arid, tropical rainforests, Arctic Tundra, grasslands, ocean currents, elevation,	Latitude, Longitude, Time Zones, Prime Meridian, Artimeridian, Rotation, Co- ordinated Universal Time, Greenwich Mean Time, Time Stamp, Eastern	Global trade, gloablisation, import, export, commodities, manufacture, profit, debt, primary activity, Secondary activity, Tertiary activity, Questionnaire, supply chain, natural resources, production, working conditions, extraction, renewable,	migration, population density, glacier, Avallon, Vermonton, Vézelay, Arcy-sur-cur, Marseille, Burgundy, Alps, Pyrenees, spatial patterns, toll roads,
		30, land, heatures, landmarks, park, school, main road, shops, flats, houses, church, park, sketch map, risk, opinion, sketch map	Europe, Scotland, England, Wales, Northern Instand, Isle of Wight, Orleney, Cardiff, Edinburgh, Belfast, compass points	natural beauty, climate, climate zone, flood	Attantic Ocean, Arctic Ocean, Indian Ocean, Huchic Ocean, Southern Ocean, Equator, North and South Pole, atmosphere, Blue planet, global view, country view, local view, surface, plastic waste, desert, temperature, Northern and	access, mans, utility, santiation,	waterfall, meander, floodplain, 8 complets portis, flood risk, deforestation, downstream, digital map, embankment, delta, River Nile		Longitude, Latitude, Tropics of Canoer and Capitcorn, hing of tire, minerals, geothermal energy, Lahar, fertile soil, magnitude, economy	Mediterranean, tundra, ecological, tundra, taiga, grasslands, savannah, desert, permafrost, terrestrial, global warming, greenhouse effect, climate change, evolution, desertification, carbon offsetting, sea levels.	Hemsphere, Western Hemsphere, Daytight Saving Time, International date line	trade routes trade routes	
Art & design	Challenge	Painting (trees and plants) Who is Georgia O'Keefe and and why is she		How can we depict Great Fire of London?	Southern hemisphere, Sit, axis Why is Frida Kahlo such a special person?	How does colour affect mood?	How do I make a Canopic jar?	How can nature inspire my art?	How can we renifrate our own non art?	Can we create our own mixed media jewellery?	How is Islamic artwork distinctive?	How do British artists' work influence the way we see things	How did William Morris inspire the Arts & Crafts movement?
	Knowledge			Drawing Stanshism Explore how secondary pictorial sources have been used to depict the GfoL	Painting Self portraits (Frida Kahlo)	Painting Create art inspired by Van Goght's Sunflowers creating their own using powder	Sculpture Know main features and purpose of Canopic jar. Use day as mouldable materia	(opportunity for Georgraphy field work, planning walk to Walpole Park, sellon, moneties, skille). Critque Monet's Water Lily Pond, discuss how colour and shading has been use		Sculpture Explore Anglo-Saxon and Viking art including jewellery, masks, swords, shields	Painting (printing) Explore the art of Eric Broug. Understand range of Islamic patterns and their		Painting (printing) Revise different printing techniques.
		Explore and learn about Georgia O'Keefe. Knowledge of different brush strokes. Name primary colours accurately. Why do trees change colour (Georgraphy) Disciplinary knowledge: invent and create their own works of art, think critically	Understand different sculpture techniques. Describe shapes and patterns.	Understand how to combine colour and mediums for effect Describe how different pencil grades can be used to represent different lines are	Explore the style and influences of artist Frida Kahlo I Identify the key elements of Kahlo's portraits that relate to her feelings. Self-nerthal that represents personal feelings from a riven time.	paint as a colour wash. Explore impact of colour on mood eg yellow - happy, blue - said, red - angry sitc Know what a colour wash is Understand that different brushes create different pattern and lines	to create a Canopic jur. Apply knowledge of colour wheel to decorate. Link to knowledge of Canopic jurs to preserve organs and hieroglyphics to decorate.	for tone and effect. Know how to use different penois and sketching for effect (show pwnoil drawing if a renfer start sertion of Minnet's work).	choices on colour and design. To design a large scale pop art print. Disciplinary gas knowledge: explore their own ideas and record their experiences.	and boats. Study intrinacies and make sketches of pieces of interest. Look at work of Alexander Calder. Investigate bending, strengthering and attaching will so a hools for scrienting. Collect variety of materials (stone, place, metal, place).	properties, such as shape, repetition and patterns. Plan, design and create the own piace of Islamic geometric work. Revisit and apply knowledge of colour on wheel for impart	is intensigate the partiting of crossis in Lowy's work, including perspective. Setch an outline of a playground urban landscape, but funding of a playground urban landscape. Disciplinary knowledge. Know how historical outsitue influenced Lowry's work. Evaluation and look critically at femous art. (add Lowy to History time time to place in time).	Know how to layer images in printing effectively adding pattern and layers of colour. Interestant impact of Morris on Arts & Crafts immement important language.
		Disciplinary showledge: inversions create their own works or air, timis critically	Investigate blending colours.	patters How colour reflects mood H pencils are hard and B pencils are soft	Tirts and tones. Primary, secondary, complimentary and opposite colours.	Understand that different brushes create different pattern and lines Understand that different paints are used for different purposes	decorate Disciplinary Knowledge: invent and create their own works of art, think critically through evaluation.	Visit Walpole park pond, to create own NSW sketches in the an impressionist style. Disciplinary Knowledge: invent and create their own works of art, think critically (add Monet to History time line to place in time)		to attach to sculpture for effect. Investigate ways of attaching using thread. Investigate hanging sculpture so that it leaps correct orientation. Disciplinary knowledge: explore their own ideas and record their experiences.	disciplinary knowledge: know about great artists and understand the historical and cultural development.	Evaluate and look critically at famous art. (add Lowry to History time line to place in time)	disciplinary knowledge know about the works of Monis and how the culture (and technology) of the time influenced his work. (add Monis to History time line to
			Disciplinary knowledge: invent and create their own works of art, how art and design both reflect and shape our history, and contribute to the culture of our nation.	Disopteary knowledge: experimenting, sharif and create their own works of art, know how art and design both reflect and shape our history	Trits and tonce. Primary, secondary, complimentary and opposite colours. Discipinary knowledge: experimenting-term and create their own works of art, this critically, serve how art and design both relified and shape our history, and which control is the colour of the colour and the colour and the colour server of the colour of the colour of the colour server of the colour of the colour of the colour server of the colour of the colour of the colour server of the colour of the colour of the colour server of the colour of the colour of the colour of the colour server of the colour of the co	Disciplinary Knowledge: shwift and create their own works of art, thrix critically through evaluation of peices., know how art and design both reflect and shape our history. (add Van Gogh to History time line to place in time)		Usoptinary Knowledge: meet and create their own works of art, thrik critically (add Monet to History time line to place in time)		knowledge: explore their own ideas and record their experiences.			place in time)
			or our reson.		History time line to place in time)								
	Skills	Develop of Interlocuse trough officers entirely produces, beauty, bear and use primary colonic action to less and use primary colonic action of less and describe effect. Investigate working in layers by adding to reason about act. Plant describes:	Create lines of different shapes and thickness. Look at patterns and shape in work by named artists. Encourage reasoning about colour shape and	s Use pencils, crayons, pastels and charcoal to create Great Fire of London scene. Explore teature using lines and dots. Make links with use of black when	Colour, pattern, texture, line, shape, form and space. Use drawing to develop and share their ideas and imagination.	They prefer year, welcondors are dusty based paint. We principle of Wespelph of texture along our copyrors for principles was received in welconject principles and consideration and consideration welcondors paint. Crustle budground week using submorbs and/or was. Explore forms for principles of better to be principles of the principles and Explore offerest model. Explore offerest model. Explore offerest model. See a submorbs to the principles of the princi		Sketch ideas accurately using different shades. Sketching forest based sketches. Use viewfinder to support sketching a small area. Use different	Epplore islass to improve mastery of art and dissign techniques (printing) using three or more colours. Develop their suchrique (of printing) including their control and use of materials (printing block, roller and truy). Begin to evaluate and analyse their work.	Select and mould materials Turn 20 into 30 sculpture	Creating patterns and designs printing. Looking at Islamic geometric designs an the fine detail within those. Improve children's mastery of art and design	Practise painting techniques to create the human form and buildings, using line, tros and texture to give the impression of movement, using delatorytics. Use a 5 of colour pakette to create a pointing. Paint a playground urban landscape using Lowry's style, techniques and approach as an influence	Compare impact, role and techniques of different printers in 1800's - eg Berwick. To use printing techniques - relief or impress methods
		mixing. Mix colours and describe effect. Investigate working in layers by adding detail once paint has dried. Paint observations. To reason about art.	To explore and experiment with collage. Sort and arrange collage materials	colour mong. Investigate how different colours in charcoal can be used for effect. Look at art depicting Great Fire of London, discuss composition. Composition before adding colour. Link to Y1, say how artists have used	Natiring different brush strokes, using and moring primary and secondary colours. Use firts and tones, mixing white and black. Compare creating lines and textures with paint (different brushes), pastels and	watercolour paint. Create background wash using watercolour and/or wax. Explore brush techniques (thin/thick brushes to produce texture, patterns and lines)	Blending day to stick. Use scoring and slipping to join day.	grades of pencil H6-36. Use different techniques such as hatching, cross hatching and contour hatching. Practice and apply techniques to draw forest inspired art eg leaves.	Three or more colours Develop their technique (of printing) including their control and use of materials (printing block, roller and tray). Begin to evaluate and analyse their work.	Make decisions about how to attach materials Variety of media to produce a sculpture Create a balanced hanging mobile sculpture	techniques, create an accurate print design, using given criteria and a choice of materials, printing using a range of colours and techniques. Replicate patterns using ICT	Colour palette to create a parting, Hart a payground urban landscape using Lowry's style, techniques and approach as an influence	Print with 2 colour overlays, repeating patterns Innestigate and research print making Make and use printing tools Print on to different media
			Cutting and tearing of textiles. Add texture using tools and techniques.	tenture, colour, pattern and shape in work. Develop a wide narge of art and design techniques in using colour, tone, pattern tenture for whose form and soon	three different grades of pencil.	Explore different media Experiment with colour Make a horizonament		Practice and combine lines and shapes. Compare ideas. Evaluate own work, improve and refine.					Print on to different media
			cultures.	Learn about the work of an artist describing the differences and similarities between their own work. Adding black and white to colour motures to create		Investigate brushstrokes Add finer detail							
	Vocabulary	artist, colour, blending, texture, brush stroke, tone, change, material	Wheel, pattern, collage, sculpture.	tints and tones Mixing secondary colours for printing. Repeating pattern. Trits and tone.	Frida Kahlo, style, influences, portrait, colour, drawing	Vincent Van Gogh, paint, mixing, colour, charcoal, chalk, crayons	Pharach, Egyptians, preserve, Canopic jar, imagination, create, hieroglyphics		mosaic, colour, border, print, pattern, technique	strengthen, sculpture	pattern, colour, Eric Broug, design, print, geometric, Islamic, repeating,	Lowry, crowd, London, sketch, design, colour, technique	house, chalk, water, bleeding, geometric, pattern, elief, press. Overlay. William
Design & technology	Challenge		How do the wheels turn on a bus?		Can I create a puppet?		Is a pulley or counterbalance more effective at transporting water?	Can I make my volcano erupt?		Can i create a motorised buggy?	Sytematry	What is the most effective type of bridge for a railway - suspension, arch,	Morris
technology												truss or beam?	
	Knowledge		Know how to make wheels turn in two different ways: wheel fixed to axie and moving wheel. (The axie may be fixed to the wheels, rotating with them, or fixed		Technical knowledge: Understand how simple 3-0 textile products are made, using a template to create two identical shapes. Understand how to join fathrics using different techniques e.g., numing stitch, glue, overatich, stuping. Exploring different frishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons, ribbons.		Know how a Shaduf was used in ancient Egypt to intigate land Know how to strengthen a structure to support the weight of a load	Now how a range of mechanisms are used to create a moving part and the direction of movement (care: pear, snall, eccentric and lever, tinkage). Oildigue, evaluate and test prototypes and final products for themselves and others.		Know how gears are used to after the speed of a turning part, build on previou knowledge of mechanisms (lever, Inikage, carn). Work to solve real and relevant problems considering what the product needs t do. understand how electrical circuits can be used in my product.	•	Understand how force works and its impact on materials, loads and shapes — how do these factors affect bridge design? Know how the structure of 4 different types of bridges differ and the purpose of each.	
			to the vehicle, with the wheels rotating around the axie) How to combine materials. How to use trade cafely		Understand how to join fabrics using different techniques e.g., nunning stitch, glue, oversitich, stapling. Federing rifflacent ficiolism techniques e.g. using painting fabric groups.		Know how a Shadd was used in arciner Egypt to intigate land Know how to shappfine a shutcher to support to expect of a load Understand how a country balance is used as a lover (pushpis) Understand how pulsey system works to braseline a force (pushpis) Build and apply a reperture of incontaigle, understanding and stalls in order to during and male high-quality prolepans to solve nearly problems.	Oritique, evaluate and test prototypes and final products for themselves and others.		Work to solve real and relevant problems considering what the product needs t do, understand how electrical circuits can be used in my product.		Know how the structure of 4 different types of bridges differ and the purpose of each. Environe histories on the Great Western Railway and look at the different types.	
			Know how to make wheals turn in two different ways; wheal fixed to sake and moving wheal. (If we also may be fixed to be wheals, relating with them, or fixed to the whicke, with the wheals rotating around the axis). How to combine materials. How to use tools safely. But are depth a repertorie of knowledge, understanding and skills in order to design and make high-quality prototypes and products.		stitching, sequins, buttons, ribbons		design and make high-quality prototypes to solve real problems.					Explore bridges on the Great Western Railway and look at the different types. (art - know about great designers in history)	
												Generate, develop, model and communicate ideas through discussion, annotated	
	Skills		Generatie ideas for design Evaluatis and expirer a range of existing products Evaluate their ideas and products against design criteria Expirer and use wheels and of expirer and use wheels and of the control of the c		Generate ideas for design Evaluate and explore a range of existing products Evaluate their ideas and products against design criteria Select and use tools safely: soissors, needle		Explore lever and linkage systems including counter balance and lever Combine materials to make a structure to support a Shadd Generate ideas for design including using construction kbs for prototypes	Research the features of an effective pop up toy. Generate ideas for a design for a structure with a upward linear motion (use of types of cam)	3	Investigate how goars are used to alter the speed of a turning part. Generate deas for design including using construction like for prototypes Combine materials in make a structure. Evaluation and explore a range of existing products Evaluate disea and protocts against design or feeting John materials safely using appropriate boots Storeghes, within earl evaluate on the safe or explored.		Clameria, develop, model and communicale iclaims brough discussion, amoidadd skelchies, cross-sectional and asploided disgram. Select from and use a wider range of maleratis and components, including construction malerials and tracilles, according to betr forecond properties and assistant qualities. Evaluate the will effectiveness of different bridge situatures. Ciritique, evaluates and test their ideas and products and the work of others Apply their undestanding of how to betrappine, stillen and environe more complex.	
			Explore and use wheels and ades Use scissors safely		Select and use tools safely: scissors, needle		Evaluate and explore a range of existing products Evaluate ideas and products against design criteria	Offique and fest their ideas and products and the work of others. Evaluate the final product against the design criteria.		Evaluate and explore a range of existing products Evaluate ideas and products against design criteria		construction materials and textiles, according to their functional properties and assifted qualities. Evaluate the effectiveness of different bridge structures	
			Case massed tape to comorse materials				Expires lever and linkings systems including counter balance and lover Combrie materials to make a structure to support a Shadid Generate ideas for design including using construction list for protetypes Evaluate and expires a range of examing products Evaluate is class and products against design orderial Chique, residual and test their files and products and the work of others Origan, residual and test their files and products and the work of others Strengthen, stiffen and reinforce a five standing structure.	Select and use a wide range of materials and components and evaluate their effectiveness		Strengthen, stiffen and reinforce a free standing structure			
												Select and use appropriate tools safely Evaluate design against design criteria	
	Vocabulary		London, bus, wheel, transport, axie, wheel, strengthen		Finger puppet, Glove puppet Stapler, needle, safety pin, thread, fabric Gking, stapling, pinning, sewing.		Counterweight, Shaduf, frame, suspension, level, irrigation, pulley, push, pull	pop up, volcano, material, tools, lever and linkages, cam (pear, snail, eccentric follower, direction, rotate, pivot	9.	Forces, levers and gears, rotate, resistance, wheel axel, battery, motor, crocod clip, wires	be .	bridge, suspension, weight, strength, design, support, structure, strengthen, reinforce, truss, beam, arch, load	
					Ghang, staping, prining, sewing.								
	Challenge	Parts of the body Tu as un anima? Do you have any pets?	Tu as des freres ou des soeurs? Do you have brothers or sisteers?	Quelle est la date de ton anniversaire? When's your birthday?	Qu'est-ce que tu veux? What would you like? Quelle heure est-it? What time is it?	Tu es comment? What are you like?	Tu parles français? Do you speak French? Qu'est-ce qu'il porte? What's he wearing?	Quelle est ta crêpe préférée? What's your favourite crêpe?	Quelle est la matière préférée? What's your favourite subject?	Ou-vas tu? Where are you going?	Quel temps fait-il? What's the weather like?	Would you rather live in London or Burgundy?	C'est combien? How much is it?
French	Knowledge	To recognise and name parts of the body.		To know the months of the year and numbers to 31.	To recognise and name some simple pionic foods/drinks.	To describe appearance and personality.	To know about Francophone countries	To know about French food culture	To learn school subjects; to express likes/dislikes; to learn about daily school	To recognise and name places around a town/city	To recognise and name different weathers	To know the regions of France, with a focus on Burgundy	To name and recognise market foods
		To recognise and name arimals/pets.	To present family members.	To present their birthday	To recognise and name some simple pionic foods/drinks. To offer and accept foodstrinks. To express their opinion about foods/drinks.		To know and describe items of clothing	To know about French food culture To name and recognise foods To order food in a restaurant	routines in France	To recognise and name places around a town/city To ask for and give directions To say where they are going		To know basic geographical features of France and Burgundy	To name and recognise market foods To know how to order food at a shop/market. To recognise and use Euros.
					To tall the time								
	Skills	To broaden voachulary, listen carefully to spoken language and show understanding by joing in; copy words accurately; develop accurate pronunciation and intonation; appreciate stories, songs and rhymes; ask and answer questions; understand basic grammar (maculineffermine); present ideas to an audience.	To broaden voacbulary; listen carefully to spoken language and show understanding by joing in; copy words accurately; develop accurate pronunciatio	To broaden voacbulary; copy words accurately; develop accurate pronunciation and intonation; appreciate explore patterns and sounds of language through	To broaden voachulary, copy words accurately, develop accurate pronunciation and intonation; appreciate explore patterns and sounds of language through	To broaden voachulary, develop accurate pronunciation and intonation, ask and answer questions, understand basic grammar (agreeing adjectives of size and	To broaden voachulary, develop accurate pronunciation and intonation, ask and answer questions; understand basic grammar (agreeing adjectives of size and	To broaden voacbulary, develop accurate pronunciation and intonation, ask and answer questions, understand basic grammar (masculine and feminine); to spea	To broaden voachulary, develop accurate pronunciation and intonation; ask and alk answer questions; understand basic grammar (masculine and feminine), to speak	To broaden dictionary using a dictionary, ask and answer questions; develop accurate pronunciation and intonation; write phrases from memory, describe	To broaden dictionary using a dictionary; ask and answer questions; develop accurate pronunciation and intonation; write phrases from memory; describe	See Year 6 georgraphy skills	To broaden dictionary using a dictionary; ask and answer questions; develop accurate pronunciation and intonation; write phrases from memory; describe places; use basic grammar (accurate use of 'some').
								in serumous, so title presses from memory					
	Vocabulary	les yeux, le nez, la bouche, les creilles, les cheveux, la jambe, le bras, le tête un chien, un chat, une tortue, un lapin, un oiseau, une souris, un dragon	ma mère, mon père, mon frère, ma sœur, mes parents	décembre	Je voudrais une pomme, une banane, une pizza, un gâteau, un sandwich, un jus d'orange C'est déficieur/bon/mauvais	je suis grandigrande, petitipette, drôle, sévère, timide Jai les cheveux marron; Jai les yeux bleu	la France, la Suisse, le Canada, la Martinique, le Maroc, le Sénégal, l'Algerie anglais, français Je parle, je ne parle pas		l'anglais, le francais, le sport, les sciences, les mathematiques, l'histoire, la geographie. J'aime, je rlaime pas, J'adore, je deteste,	la boulangerie, la patiseerie, l'egise, l'office de tourisme, l'ecole, le marche, le supermarche, le parc, la piscine,	il fait beau, il fait froid, il fait chaud. Il pleut, il neige	Geography: see year 6 geography French: Epoisses, Semur-en-Auxois, Vézelay, Avalion, Vermenton: Auxeme, Dijon, Beaune, région, département, Bourgogne	la cerise, la fraise, le melon, la pastèque, l'abricot, la pêche, la quiche, le poulet, la pizza, le fromage, le miel
				mon anniversaire	Lest detoieur/ton/mauses Il est cing heures Il est cing heures	Jan les cheveux marron; Jan les yeux bleu	If porte un partaion, une veste, une chemise, un t-shirt, un chapeau, une jupe		J'ame, je riame pas, j'adore, je deteste,	Tournez, a droite, a gauche, tout droit Je vais à		Dijon, Beaune, region, departement, Bourgogne	la gaufre, le macaron c'est cinq euros.
Music	Challenge	What is a christmas carol? How can you use an instrument to create a sound like the rain?	What does a double bass sound like?	How do you sing the song Zimbole? What orchestral instruments does Prokoviev use to tell the story of Peter and the Wolf?	What is Elgar's Engine Variations about? Where in the world is Samba drumming from?	How many different ways can I make 4 beats using the rythmic notation I know?	Do all songs have the same structure? What is a stave?	How can I use technology to make music?	What are the musical features of a waltz? How can I play an A minor Chord on the Ukuleis?	Who composed the planets suite? Where is middle C on the keyboard?	What does syncopation mean?	What is a pentatonic scale?	What is a chord sequence?
Music	Challenge					How do I play a C major chord on the Ukulele?	White is a solve?						
Music	Challenge					How do I play a C major chord on the Ukulele?	White is a solve?						
Music						How do I play a C major chord on the Ukulele?	White is a solve?						
Music						How do I play a C major chord on the Ukulele?	White is a solve?						
Music						How do I play a C major chord on the Ukulele?	White is a solve?					What is a pentatoric teals? What is Pentatoric teals? What a Pentatoric teals is set flow in rotate one in C major, Clemas Instituted in antiments such as Efric, Dot, Sons, Pipe, Recop state rotation.	
Music		Understand that a femous composer Visuals write mouth to depict the 4 assessment personation instances can discl. calcula, Swippl, sentenciers, African further para- cular paracular productions and calcular, Swippl, sentenciers, African further paracular Understanding between terms for generalization paracular African further para- tic scales and paracular paracular paracular paracular paracular damped to a proper production of the over-fire-formeror adoptate schading stoping with dynamics places and facility.	Sacreticly this dubble has a largest each based (Stouwer's the entiry being), (except solds, viola, calls and perceasion instruments from previous caulanges)	Lean But a formace Realized composer Problemed works a piece of made for the Woodward Date. Of the Composer Problemed works a piece of made for the Woodward Date. Child you find the Composer C	Races broadings from SPARX Alloan distance programms. Understand hose distances gains differ in the continues. Alloan and Statis. Americas as, dipolate under SPARX and STATIS. Alloan STATIS are statistic SPARX and SP	Now do jably a C major chard on the Uhubbi? Lamb the Biddings and wides controls, curvers, stroked sets, stroke, sets when C acts in two of Davids in a lighting and controls of Basis and 44 can admit a lighting and controls of Basis and 44 can admit a light in the part of the skelet, where it is from etc. The particular of the skelet, where it is from etc. They present early 4 alrays G.C.E.A. Play C a response.	Users that the germ of marked that is, seen a reportate of surge place the Engineers with developmental pure mode of the effector grant of a sony profit of which changes and instrumental are and the purposes in surge. Compare different with other and instrumental are seen the purposes in surge. Compare different departments created in defendants. These T is established as of purchase arrested as the end of demants. These T is established as of purchase arrested as the end of demants. These T is established as of purchase arrested as the end of the	Lean here Maals Indirectings can be used to create music in biology assisting flashing of Rephips make and basic Eurotice on software Canagaback. What a section 1. Tooks are make up of first of different layers Institut; Compare an association conducted performance with a No. Hop basic.	constructions are different direct in figure accord the world, ballet bodywood. Toly hopolises, Learn what is wait in financia price according to the description of the solidation of the soli	Learning about farmous composer Held? Identifying crothested institutents, 1989. Roution structure is, Righteric roles values contribut, quarear, crother less, writte market for plans. State resident in holds call, free to apply above relation to lossiphouted to play a roll, where middle Call in the loss guyly above relation to high-pound to play a roll, where middle Call in the loss play, and an anger that 6. C ringle, "Otherwise between region and misse."	Thirties sends is from, Statzer of sends music, learn names of social americal sends procession, what synopoletin is, reapy highlinic rode values introduced I Vair 2.	What a Pentatrinis sold is and five to relate one in C major, Chessa findificant sold in Effect State, State, Style Strang state salidate.	Talk about forms artists and snopellars of the 20th 8.2 this centuries, platting from one similar from 1950-present day a g EE Sheware, Bastina, ABA. Oxen. Learn what is closed sequence is. Relay and apply snowleight-shall of closed sequence is. Relay and apply snowleight-shall of closed sequence is. Relay and specific sometime of the shall be supported to the control of the shall be supported to the shall be shall be supported to the shall be shall be supported to the shall be
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Music	Knowledge Skills	Understand that a femous composers found works result to depict the 4 seasons. Production of the 4 seasons composers found which the seasons seasons relatively to the seasons. When there is possible to the seasons of the seasons o	Sending the death hase as largest and travel intervals in the arting bring, design edits, edits, calls and perception restricted from previous challenges) Phy based and untravel instruments research, and continued from the continued of the con	Learn But a formace Realization composer Photoside eroins a piece of made for the Woodwaled, Essai, Strings Personalize, Searing Sea Editoring instruments. Challe base, Chill, Volley Volley, Chook, Chiler, Falle, Silasson, Franch Kon, Timpsel, Sans, Chill, Volley Volley, Chook, Chiler, Falle, Silasson, Franch Kon, Timpsel, Sans, Chill, Volley, Silasson, Franch Kon, Timpsel, Sans, Child, Volley, Silasson, Franch Kon, Timpsel, Silasson,	Bases browledge from SPARY. Album courseing programs. Understand have exemited as AFA files program for the program of the control of the exemited as AFA files program from year 11, Sentia borns in Statis Americal. Learn album Clipus a strike composer after the file files are sent the Exposer and the STATE of the Exposer and the STATE of the Exposer proper or these in neutronests lever in Pater and the Visio Carbonages, proper or these in neutronests lever in Pater and the Visio Carbonages, proper or these in neutronests lever in Pater and the Visio Carbonages, proper or the Carbonages and the C	Name that displays a C major chand on the Utubato? Lama the Middlering site values criticals clauses, critical exist, revens, see There is, Lama the code has a leighting and marked at bean a KRL, there were considered at the code of	Charm double green of manded there's Learn's reporting of engage about the Engineers with charging place and and the officient pains of a surp recibillar green place and the company of	Learn New Mada: Inchnology can be used to create music in body's socially. Not National of Rything mada, and basic functions on software Congolated What a socials. Tooks are made up of this of different layers (include), Compare an exacutal contention preferences with a Rything Section (Compare an exacutal contention preferences with a Rything Section (Compare an exacutation of the Compared	Jean Dat Dere are differed dance byles around the world, ballet, bollyworld, which a 24 client agriphers means. Disse relation to table only fillings they be yelly fillings in the season to 15 clients, commerce, control and, mines, many A. Horse, Frights that what has 15 m 15 clients, many and the plants was reported and the season to 15 clients, and the plants was reported and reported and reported and produced and plants of the season to 15 clients are season to 15 clients and offered. Appropriate and understand a wide range of high-quality has and sounded manifested traditions and from year composers and manisters was and clients. The commerce of the plants of t	Learning about foreions composer Halls. Identifying collected instruments, 100 miles and the collected instruments, 100 miles, and bries, shall five significant SF Fereion. Settlivented foreions composed in the collected instruments composed in the collected instruments composed in the collected instruments collected instruments collected in the collected instruments collected instruments collected in the collected instruments collected in the	When sends is from, flushing of sends made, learn names of sodil americal sends perceived, and sends perceived and sends perceived and sends perceived and sends s	initia a Pariedario casta is sel har to instale on a it C regio; C'inside indifferent in estatemento soch as Diffe, Class. Sonne, Pipe. Resign clare netation. Appreciate and understand a wide range of high-guality less and recorded massive control of the contr	Tak short farmous action and comprehen of the 20th 8.2 Int contains platfoling from on a limited from 1905-by-sever day a g of thereon, fluid from Marian, ABMA, high control of the 1905-by-sever day a g of the fluid from 1905-by-sever day and post of the 1905-by-sever day, and the 1905-by-sever day of the 1905-by-sever
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Music	Knowledge Skills	Understand that is famous companies visuals write most to depict the 4 execution previous and the control of th	Shortedly the deaths have an impact and breast distanced in the dring being composed with solds, code and generalized instanced in the dring being code, solds, code and generalized instanced from previous codedings) They bread and various instanced instanced in the previous codedings of the previous code code code code code code code code	Learn Bad a formous Reasons composer Problemed works a piece of mass for the Woodness, Charge Pressuration, Naming the Edwards prestruents. Charle base, Chity Nick, Visio, Chick, Chine, Chine, Chine, Geolean, Chine, Baser, Chine, Chi	Recup browdegly from SPAPA Albam downeing programs. Understand how watersteep Albam Spape (1), Startes bears in Statis Albam Spape (1), Startes bears in Statis Albam Albam Spape (1), Startes bears in Statis and Spape (1), Startes bears in Statis and Spape (1), Startes bears in Information bears in Public and the Total Statistics of Spape (1), Startes bears in Statistics and collection of Spape (1), Startes in Statistics and collection and collection of Spape (1), Statistics of Spape (1), Spape (1), Statistics of Spape (1), Spape	Care the Group or water creative, queues, creative start, evens, services care the control of th	Cleam doub the gener of marcier theaters. Learn a reportise of anys, about the Engigetimes with interpreparity. Learn about the Miller of parts of a song include the grant and the song includes a song includes. Learn here to skip in 3 pains asceraally. Understand them but any about the song includes. Learn here to skip in 3 pains asceraally. Understand terms but any about the song includes a song includes any about the song includ	Learn New Make Technology can be used to create make in holdery sounder for the second of the company of of the compan	Learn fast three are different diseas agine amount the world, ballet bollywood, what 2 % the agenture means. Disea relation to helds of (Plaugh them) of the 2 % the agenture means. Disea relation to helds of (Plaugh them) can be also as the control of the 2 % the agenture means. Disea relation to helds of (Plaugh them) can be also as the control of them and them to the control of them and	carring short femous compound that is leaflying ordinated instances. This is considered in the control of the c	When switch is from, Sudane of sandle made, item mores of social amorpous works perceived and synopolatinia, vessp injoiner role values information and social amorpous vesses and soci	What a Periodizine spate is not have to install one in C major. Chance haddlower installments such as Effici. Data Stora. Pipe. Recognition seed installments and in a Effici. Data Stora. Pipe. Recognition seed installments are seen as the second of the seed of high-spatially last and recorded recognition and understand a self-storage activity. Spatially last and recorded recognition and understand haddless. Pipe and periodizes seed of the seed of	Table dood farmous action and compensation of the 20th 8.21th continues platfoling and continues platfoling and continues platfoling and continues platfoling and continues and an activation of continues and continues are and continues and continues and continues are and continues and continues and continues are a
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Music	Knowledge Skills	Understand that is famous companies Valual works make to despire the 4 executions previously and the control of	Secretary that deaths have an impact and branch distingued in the other being being composed with scale, code and particularly interest in the other being being composed with a code and particular included in the previous challenges). 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Music	Knowledge Skills	Understand that is famous companies visuals which must be depict the 8 assessment included as famous companies visuals are supply. See the control of the companies included as the companies which were the companies which were the companies which are designed as the companies which are designed as early designed as an extra companies which are designed as early designed	Secretary that deather have an impact and have of this work in the dring being composed with select and an amount of the dring being composed with a class and approximation instinantials. Even previous challenges in the composed of the class of the cla	Committee, the control of the committee	Recup invanising from SPARA Albam downing programs. 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Music	Knowledge Skills	Unusuated that is ferrious congressive visual works must be despit that it assessment of the control of the con	Warridly the dubb has a largest end have littered in the strip being. Ones yould, side, cole and generative harders from previous challenges; Proposed and strip and previous resident to the strip being considered. Proposed and strip and previous resident to the strip being resident challenges; Proposed and strip and interest annually sequenced with control selection and order to the strip the strip resident desiration. Clade with control selection and understanding to a range of high-quality fine and made. Clade with concept from and understanding to a range of high-quality fine and made. The strip is the strip in	Learn Bar & Samuel Assaults compour Problemed writes a passed of mass for the Woodbards, Elearn Bar & Samuel Assaults compour Problemed writes a passed of mass for the Woodbards, Elearn Bar Samuel Problemed	Recup invanishing from SPARA Albam disurring programms. Understand have exementated in Place (storage from year 11), Sanda havin in Statis Armania Chamber (storage from year 11), Sanda havin in Statis Armania Chamber (storage from year 11), Sanda havin in Statis Armania Chamber (storage from year 12), Sanda havin in Statis Armania Chamber (storage from year 12), Sanda havin for the lange of contacted international forces or chamber (storage from year 12), Sanda havin for the lange of contacted international forces or chamber (storage from year 12), and the lange of the lange of companies of contacted in chamber (storage from year 12), and the lange of companies of contacted in chamber (storage from year 12), and the lange of companies of contacted in chamber (storage from year 12), and the lange of companies of contacted in the lange of companies of companies of contacted in the lange of companies of contacted in the lange of companies of companies of contacted in the lange of companies of companies of contacted in the lange of c	Cann the Galaxy of Conject chard on the Unitaries. Lamn the Galaxy of Conject chard on the Unitaries. Lamn the Galaxy of Conject chard on the Unitaries. Lamn the Galaxy of Conject chard on the Conject chard of Lamn the La	Cleam should the gener of marked fibration. Learn a respective of along about the Engineers with interruptions, but an about the Engineers with interruptions and experiments of a song include the engineers of t	Laten how Mast Instruction years his world to create must in holdy's socially for important the control of the	Learn that these are different disens agrice should be until Salet. bolymout, what 2 % the appaint nears. Disen relation to trials of (Plaugh ton) or (All 2 % the appaint nears. Disen relation to trials out (Plaugh ton) or (All 2 % the appaint nears. Disen relation to trials out (Plaugh ton) or (All 2 % the appaint nears) are consistent to the consistent of the consiste	carring short famous compound that is ben'nying ordered in standards. Not included the control of the control o	Where aerities is from, Nutrities of sanities made, is some more of social emmorary was a construction, the depreciation is, reason projection to each service vision in the construction of the construction	what is Principles to said to set have to reade on a C major. Chance buildined in automates and as Effect. Data Stores, Piper Recop clase entation. Appreciate and understand a wide range of high-guildy loss and societade makes and automates and understand a wide range of high-guildy loss and societade makes and automates and understand a set of societade and automates and understand a set of societade and automates an	Table should amount action and comparation of the 20th 8,21st continues platfoling Charles and comparation of the 20th 8,21st continues platfoling Charles (Lame should a chard desegrates in Rhosp and copyly transferightables of temphrane charges and comparation are greaters developed Prosophoid Child by pullotion, making and comparation are greaters developed Prosophoid Child by pullotion, managers and comparation are greaters developed Prosophoid Child by pullotion, managers and comparation are understanded as wider range of Inginises and Child and Child Proposition of the Child Propositi
Music	Knowledge Shills Vocabulary Challenge Knowledge	Understand that is furnise compressed visual areas much in depot that it assessment of the compression of th	Secretary that deather have an impact and have of this work in the dring being composed with select and an amount of the dring being composed with a class and approximation instinantials. Even previous challenges in the composed of the class of the cla	Learn Bast & Samuel Australia composer Problemed whole a passed of mass to the Woodsteek, Easter, Storing Processors, Namery See Science; See See See See See See See See See S	Recup invanishing from SPARA Albam disurring programms. 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Music	Knowledge Shills Vocabulary Challenge Knowledge	Unablander that is femous conception Visual works move to depoir the 4 execution procession in the control of t	United by the death hase as largest and breast litterand in the other bring bring, crossly solds, solds, cold and percession restaurants from previous challenges). Play brand and verticated instruction from the first bring brings of the cold of	Learn Bast & Samuel Australia composer Problemed whole a passed of mass to the Woodsteek, Easter, Storing Processors, Namery See Science; See See See See See See See See See S	Recursional depth from 1974/06 Albam discretely programms. Understand however the 24 Albam discretely programms. Understand however the 24 Albam discretely programms. Understand however the 24 Albam discretely programms are supported by the 24 Albam discretely programms. Albam discretely are supported by the 24 Albam discretely are supported and the force of the finding of increases the programms are supported by the 1974 and and are supported discretely are supported by the 1974 and and are supported discretely are supported by the 1974 and and are supported discretely and are supported by the 1974 and are supported discretely and are supported by the 1974 and 1974	The final of the second of the United States of the States	Case doubt the gener of marcier flexible. Learn a respective of surge, about the Engineers with intermopping. Learn about the efficient point of a surge point of the property	Learn how Make Indirectory per site used to create must in tologity anothing for surprised and along has and the difference belowers professional and another surprised and along has and the difference belowers professional and another surprised and along has an another surprised and another surprised and another surprised and another surprised and another surprised and another surprised and surprised another surprised and understand a water surge of high- ter surprised and surprised	Learn Start Dates are different dison adjust amount the world, battle, independent with a 38 few appearance makes. Dates relation in trible and Fillurgh ben you will a 38 few appearance makes. Dates relation in trible and Fillurgh ben you will also a series of the property of the series of the s	Carring short famous omyower Mad. Startflying ordered instances, TW orders in section of the second	Where are the in the control of anothe made, bearn carrier of such enrormer was a few or the properties in vesses injuries each service state of the control of anothe made, bearn carrier of such enrormer was a few or the control of another was a few or the control of a few or the control of another was a few or the control of a few or the control of another was a few or the control of a	what a Portulation state is not have to install or an in C rappe. Channels buildined in automated and the C rappe. Channels buildined in automated and Effect. Class Science, Piper Recop date endedines. Approximate and understand a wide range of high-quality loss and sounded masses. Approximate and understand a wide range of high-quality loss and sounded masses. Approximate with the receiving accuracy, fluency, control and experience of control and accordance in the control of th	Table should amount action and exemperators of the 20th 8.21th centures, platting from the common action and exemperators for 8.2 th 50 february. Seeking should be common action to the common action
Music	Knowledge Shills Vocabulary Challenge Knowledge	Unantation that is ferrors comprosed Visual service more to despire the 4 execution procession inclinates in mind of colones belongs to be considered. After them by procession inclinates in mind of colones in the colones of col	United by the death hase as largest and brevest listinated in the othing bredge, copied and a color and percession restaurants. Bredge product and a color percession restaurants from previous deathergos) Phys based and unitaried institutation restaurants measured. Phys based and unitaried institutation standards are supported and unitaried institutations. Control, subset and controls search using the inter-violated distaurants. Lister with concept facilities and unitaried parties are subset of the interviolation and unitaried parties and programming and concept facilities and unitaried restaurants. Construction of the concept facilities and unitaried parties of the parties of the control of the co	Learn Rate a formation florational composure Problemed whole a passed of mass for the Woodback, Elearn, Shinga Procession, Naming the following positiveness. Design Procession. Sensing the following sensing positiveness. Design Procession. Sensing the following sensing the procession of the proce	Recup invanishing from SPARS Albam disurring programs. Understand how executible of Albam (strong how payer 11), Santa have in Data Architect Learn securities for Albam (strong how payer 11), Santa have in Data Architect Learn securities (strong how payer 11), Santa have in Data Architect Learn Variation does not be found to be found. However, the security of controlled instruments from the Architect Learn variation does the Strong Architecture of the Variation of the Strong variation instruments from the Architecture of the Strong variation instruments from the Strong variation instruments from the Strong variation of the Strong variation and committed and considerable variation of the Strong variation and committed and considerable variation of the Strong variation and committed variations of the Strong variation and committed variations and committee of the Strong variations and committee the strong variations and committee the strong variations and committee the variation	Came the Galaxy of Conject chard on the Unitaries. Lam the Galaxy of Conject chard on the Unitaries. Lam the Galaxy of Conject chard on the Unitaries. Lam the Galaxy of Conject chard on the Conject chard of the Conje	Case doubt the gener of marcier flexible. Learn a respective of surge, about the Engineers with intermopping. Learn about the efficient point of a surge point of the property	Listen have Make Indirectly sense and to create must in today's sensely for design and a large in and the efficiency believes professional and account and a large in and the efficiency believes professional and account and a large in and the efficiency believes professional and account account and account account and account account and account account account and account acc	Learn Start Dates are different dison adjust amount the world, battle, independent with a 38 few appearance makes. Dates relation in trible and Fillurgh ben you will a 38 few appearance makes. Dates relation in trible and Fillurgh ben you will also a series of the property of the series of the s	carring short famous compound that is learlying ordered in alternative. It was considered in the control of the	Where action is from, Nutries of sanities made, is some more of social emercian ways of the control of sanities and control of	What is Predictive upda is not from to instant one in G maps. Chosen traditional instantionals are a Sint. DOS. Sorra. Pipe. Recognition and instantionals are a Sint. DOS. Sorra. Pipe. Recognition and instantionals are sint of the sin	Table door farmous actions and compensation of the 20th 8-21st centures publicing Count. Learn what a crosed sequence is. Recognitive of the 20th 8-21st centures publicing Count. Learn what a crosed sequence is. Recognitive developed broughout of the systems of the public of the systems of
PE	Knowledge Shills Vocabulary Challenge Knowledge	Unablander that is femous conception Visual works move to depoir the 4 execution procession in the control of t	United by the death hase as largest and breast litterand in the other bring bring, crossly solds, solds, cold and percession restaurants from previous challenges). Play brand and verticated instruction from the first bring brings of the cold of	Learn flow a furthern finance composer involved mind a partie of march or in Learn flow a furthern flow common from the contract as view of the first of the Control of the common flow of the contract as view of the flow of the Control of the control of the control of the control of the control of the Learn is and of largely from amount first world. Afters stopp and on passed than the largely flow amount first world. Afters stopp and on passed than the largely flow amount first world. Afters stopp and on passed than the largely flow amount first world. Afters stopp and control of desired present and the control of the control of the largely of the control of the control of the control of the largely of the control of the control of the control of the largely of the control of the control of the largely of the control of the largely of the largely of the control of the largely of the control of the largely of the largely of the largely of the largely of the largel	Recursional depth from 1974/06 Albam discretely programms. Understand however the 24 Albam discretely programms. Understand however the 24 Albam discretely programms. Understand however the 24 Albam discretely programms are supported by the 24 Albam discretely programms. Albam discretely are supported by the 24 Albam discretely are supported and the force of the finding of increases the programms are supported by the 1974 and and are supported discretely are supported by the 1974 and and are supported discretely are supported by the 1974 and and are supported discretely and are supported by the 1974 and are supported discretely and are supported by the 1974 and 1974	Care the following two values creditive, queues, creditive start, evens, were forms. Lamb to each discharge two values creditives, queues, creditive start, evens, were forms. Lamb to each discharge and expenses and extra the following start following the start of the creditives of	Case doubt the gener of marcier flexible. Learn a respective of surge, about the Engineers with intermopping. Learn about the efficient point of a surge point of the property	Learn how Make Indirectory per site used to create must in tologity anothing for surprised and along has and the difference belowers professional and another surprised and along has and the difference belowers professional and another surprised and along has an another surprised and another surprised and another surprised and another surprised and another surprised and another surprised and surprised another surprised and understand a water surge of high- ter surprised and surprised	Learn Start Dates are different discus agricus amount the works starts belowered with a 24 time agregator mean. Discus relation to hide and Fillings the my class of the control of the control of Fillings the my class and the my class and the control of Fillings the my class and the my class and the my class and the control of Fillings the my class and the my class and the control of Fillings and the control	Carring about famous compound Mad. Startifying ordered instruments. We can be a served on the control of the co	Where are the in the control of anothe made, bearn carrier of such enrormer was a few or the properties in vesses injuries each service state of the control of anothe made, bearn carrier of such enrormer was a few or the control of another was a few or the control of a few or the control of another was a few or the control of a few or the control of another was a few or the control of a	what a Periodizine state is not have to inside one in C rapp. Chasse halfform instruments and as Effect. Data Survey, Pape Respondere extended in a Effect of the Contraction of the of the Cont	Table door farmous actions and compensation of the 20th 8-21st centures publicing Count. Learn what a crosed sequence is. Recognitive of the 20th 8-21st centures publicing Count. Learn what a crosed sequence is. Recognitive developed broughout of the systems of the public of the systems of
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The instantments are sent instantments and instantments are sent instantments and instantme	Talk stood amount with an of airgonifers of the 20th 8.21th certains plating and the contract of the 20th 8.21th certains plating and the contract of the 20th 8.21th certains plating and the contract of the 20th 8.21th certains plating and the plating and the 20th 8.21th 20th 8.21t
Music	Knowledge Shills Vocabulary Challenge Knowledge	Unantation that is ferrors compared visual write more to depict the 4 execution compared visual write more to depict the 4 execution processor in the compared visual content of the compared visual content visual content of the compared visual content visual co	Secretary for duality least as largest and have lifetiment in the strip, bendy, copy, and such least as largest end have lifetiment in the strip, bendy, copy, and such as a largest end have lifetiment in the strip, bendy, copy, and such as a largest end of the strip in the stri	Learn flat is formed fination composed Proteonal whole a passed of reach for the Composed fination for the Composed finati	Recursional depth from 1974/06 Albam discretely programms. Understand however the 24 Albam discretely programms. Understand however the 24 Albam discretely programms. Understand however the 24 Albam discretely programms are supported by the 24 Albam discretely programms. Albam discretely are supported by the 24 Albam discretely are supported and the force of the finding of increases the programms are supported by the 1974 and and are supported discretely are supported by the 1974 and and are supported discretely are supported by the 1974 and and are supported discretely and are supported by the 1974 and are supported discretely and are supported by the 1974 and 1974	Care the Galaxy & Cingler chard on the Unitable? Lam the Galaxy green values or children's guester, criticise start, evens, services. Lam the Galaxy green values or children's guester, criticise start, evens, services. Lam the Galaxy green values or children's green, criticise start, evens, services. Lam the Galaxy green values or control of the	Case distal file gener of master file state. Learn a regential of starp, about 7 th Engistimes with intermediate, Learn about 5 the Climited point of a starp, about 7 th Engistimes with intermediate of the Climited point of a starp, about 7 th Engisteries. Learn from to skip in 3 prices decreasely. Districted terms for small production. A start of the Climited point o	Laten how Make technology can be used to create make in today's serving for development of the difference between professional ordinary and stops and the difference between professional and consequences are serving and a stop in and the difference between professional and consequences are serving and a stop in and the difference with a fig. 195 tech. Liden with selection to default Approximate and understand a water range of figure and the selection of the default and the selection of the selection and the sel	Learn Start Dates are different disers agines amond the world, ballet, independent with a 38 few against means. Dises religious in trible and Fillurgh bury of the second start of the sec	carring short femous compound that, learning or contents instinated by the contents of the con	Where aerobe is Som, Nachres of earstee made, hearn cames of social emmonstrative and control of prospection is, vession phylines rates select set included view of a selection of aerobe phylines rates select set included view of a selection of a	What is Predictive scale is not have to instant one in G maps. Chains indifferent instantments such as Erin, Dick Store, Pipe Recognitive ended from instantments and as Erin, Dick Store, Pipe Recognitive ended from the instantments and instantments and instantments are sent instantments. The instantments are sent instantments and instantments are sent instantments and instantme	Table door farmous action and compensation of the 20th 8-21st centures placing Council council and council cou
Music	Knowledge Shills Vocabulary Challenge Knowledge	Understand that is famous companies Valual works make to despire the 4 executions in companies to the control of the companies of the companie	Warriedly the deaths have an impact and branch literature in the dring being composed with scale, code and particularly instrument in the dring being composed with a code and particular instruments instituted by the particular institute of the particular institute institute of the particular institute institute institute of the particular institute institute institute of the particular institute institute institute institute institute institute	Learn Rate a formation formation compound Problemed writing a passed of marillo for Marillo Marillo Research (Marillo Research Control Researc	Recup broadings from SPAROF Alband downing programms. Understand Nature Street	Care the Group of Conject chard on the United St. Lam the Group one values critically, guests, critical exist, evens, service. Lam the Group of Conject chard on the Conject of Conject Conj	Case mitod for gener of majori flowers. Lasers a reportion of early allocal for gregorisms with intercompanyly. Lasers and one flowers pairs of a sony allocal for gregorisms with intercompanyly. Lasers and the followers pairs of a sony allocal for gregorisms with companyly and the followers pairs of the companyly three deads to easy and gregorisms. Casers and deads the companyly three deads are local and gregorisms. A Caser of the companyly three deads are local greens. P.A.C.S. Chickenspale has mediately and syspethor share sended one to produce songs, the companyly three companyly three companyly and proposed songs. A Caser of the companyly three companyly and with increasing accinety. Namely, control and copyration. Recall flowers with recreasing accinety. Namely, control and copyration. Recall flowers with recreasing accinety. Namely, control and copyration. Recall flowers with recreasing accidency. Namely, control and copyration. Recall flowers with three controls. The companyly of the copyration of the proper deads. The companyly of the copyration of the copyration of the proper deads. The copyration of the copyration of the local proper deads. The copyration of the copyration of the local proper deads. The copyration of the copyration of the local proper deads. The copyration of the copyration of the local proper deads. The copyration of the copyration of the local proper deads. The copyration of the copyration of the local proper deads. The copyration of the copyration o	Laten how Make Indirectory per not so used to create must in today's servicing for a strong and a stop in and the efficiency believes professional and account and a strong of a stop in and the efficiency believes professional and account and a strong in and the efficiency believes professional and account account account account account account and account acc	Learn Start Dates are offerend dates agines amount the world, batch independent with a 38 time against a maker. Blass relation to initial of Fillurgh tom (1997), and 12 38 time against a maker. Blass relation to initial out Fillurgh tom (1997), and 12 38 time against a maker. Blass relation to initial out Fillurgh tom (1997), assert branch fillurgh (1997), and assert branch fillurgh (1997), assert branch fillurgh (1997), and assert fillurgh (1997), and assert fillurgh (1997),	Learning athord fearning interpretation of the control state of the cont	Where aerobia is Som, Machine of aerobia mack, learn manne of locally ammonism of the control of aerobia mack, learn manne of locally ammonism of the control of aerobia mack, learn manne of locally ammonism of local aerobia mack, learning the learning of learning of the	white a Periodizine seals is not have to install on the C region. Character handles are continued to any time to the continued to the continued to continue district bedown. They are periodic to any time to the continued to continue, playing the continued to continue, playing time to the continued to continue, playing time to continue the continue, playing time to continue to continue, playing time to the continued to continue, playing time to the continued to continue, playing time to the continued to the contin	Table doord terrors and man of supportion of the 20th 8-21st centures planting that the control of the 20th 8-21st centures planting that the control of support and the control of support the control of the control o
Music	Knowledge Shills Vocabulary Challenge Knowledge	Unantation fluid at farmous conceptions visuals write more to despit fluid a deadless control, you will be a seen to expect fluid a deadless control, you will be a seen to expect fluid a deadless control, you will be a seen to expect fluid a deadless control and you will be a seen of the control bearings. Aftern fluid per graph and a deadless control and a set and control bearings, leaves a reported of company in progress and a set and control bearings, leaves a reported of company in progress and the seen of the control bearings, leaves a reported of company in progress and the control bearings and the control per graph and the control beautiful and the control per graph and the control beautiful and the contr	Warried or the death has a largest and have lifetured in the dring being tempt, compared to the control of the	Learn Bast & formous Russians compouer Problemed whole a passed of mass to the Woodbooks, Davis, Shirpin Procession, Naming the following positive-risk: Duality Mondales, Claims, Shirpin Procession, Naming the following positive-risk: Duality Mondales, Davis, and Control of the Control of t	Department of the control of the con	Care the Group and subsect control, queers, crother start, evens, services, care the control of	Cases about the gener of marked freaders. Lasers a respective of along about the Cases about t	Laten how Mate technology can be used to create make in biology associaty for technology can be used to create make in biology associaty for technology can be used to create make in biology associaty for the second control of the property of the second control	Learn Start Dates are different disces injuses amount the works startle independent with a 24 time appealant mean. Disse relations to initiate of Placegia to my conjustive and a 24 time appealant mean. Disse relations to initiate of Placegia to my conjustive and a 24 time appealant mean. Disse relations to initiate of Placegia to my conjustive and the conjustive and conjustive and the conju	Learning should fearuse compressor Marie Learning and content animatement, The more states and the second of the second of the second of the more states, such leaves, what the significant Set Hearns S. Bustlement fearuses company and the second of the second of the second of the more states and the second of the second of the more states and the properties and extended to more states and the more states and more states	Where awrition is from, Seafrice of awritin mounts of south emmocrative and control in the control of south in the control of	What is Periodizine upon in our few to in statute one in G maps. Chance in collisions in automated with a British Cold. Storal, Pipe Recognition and installation and few Sections. Pipe Recognition and installation and few Sections. Pipe and periodizine in activation and installation. Pipe and periodizine in such and researched contacting, pipeling and an activation of female in such and researched contacting, pipeling and activation of female, and an activation of female in activation of female in activation of female in the section of fema	Table should amount within and compensation of the 20th 8.21th continues planting counts. As any within a chord sequence is. Riving and apply transfereighability of templates and the sequence is. Riving and apply transfereighability of templates and templates are companionally as any analysis of templates and templates are companionally as any analysis of templates and templates are companionally as any analysis of templates and templates are continued as with range of impossing the plantines are companionally as any analysis of templates and templates are continued as an analysis of templates and templates are continued as with range of impossing the law and templates are continued as an analysis of templates and templates are continued as an analysis in the continued an analysis in the continued an analysis in the continued analysis of the continued an analysis in the continued analysis of the continued and an analysis in the continued analysis in the continued analysis in the continued and an analysis in the displace and displaces an
Music	Knowledge Skills Vocabulary Challenge Knowledge	Unantation that is ferrors compressed visual service more in design that is according to the control of the con	Secretary from deather lates as largest and based interser in the dring being composed on the control of the co	Learn Bast & Somous Russians compound Problemed whole a passed of mass to the Woodback, Davis, Shinga Personation, Naming the Schwing polithorists Dudies Control of the Control of Contr	Department of the control of the con	Care the Group and subsect control, queers, crother start, evens, services, care the control of	Cases about the gener of manual feature. Lases a reportion of large about the Cases and the gener of manual feature. Lases a reportion of large about the Cases and the Ca	Laten how Mate Indirectory can be used to create make in biology a socially for interplant of a size of the difference between synthesized and size of the size of the difference between synthesized and account of the size	Learn Start Dates are different disces injuses amount the works shall be interpreted with a 24 time agregator maker. Start relation in trible and Fillangs the original works and 24 time agregator maker. Start relation in trible and Fillangs the original works and the 24 time agreed and the start of Fillangs the original works and the control of Fillangs A more. Fillangs of all shall works are larger of control and the control of Fillangs A more in the control of Fillangs and the co	Learning athord formous comproser that is beautifying ordinated institution of the control of th	Where sentice is from, flushing of sentice made, is some more of social emercian ways of the control of sentice made, is some or sentice in the control of sentice made, is some or sentice in the control of sentice with a sentice in the control of senting senting of senting senting senting of senting s	what a Periodicine scale is not have to inside on a 1 G rapp. Chasse halfored in automated scale in a Chasse David Read of the contraction and a China Data. Boron, Pipo. Ready date endedon. Approximate and understand a sink reage of high-pacity law and recorded requirements of the contraction of	Table should amount within and comprehen of the 20th 8.21st centures photology and control of the 20th 8.21st centures of the 20th 8.21st centur
Music	Knowledge Skills Vocabulary Challenge Knowledge	Unantation fluid at farmous conceptions visuals write more to despit fluid a deadless control, you will be a seen to expect fluid a deadless control, you will be a seen to expect fluid a deadless control, you will be a seen to expect fluid a deadless control and you will be a seen of the control bearings. Aftern fluid per graph and a deadless control and a set and control bearings, leaves a reported of company in progress and a set and control bearings, leaves a reported of company in progress and the seen of the control bearings, leaves a reported of company in progress and the control bearings and the control per graph and the control beautiful and the control per graph and the control beautiful and the contr	United by the death hase as largest and broad litterand in the dring bring, composed, solds, calls, calls and generation instruments from previous challenges) composed in the composed of the	Learn Rate a formation formation compound Productional whole a passed of march for the Control Rate of Control Rat	Recup invanishigs from 674004 Albans discretely programms. Understand have severable in Afficia (rouge) from your 11, Simila bands in South America Learnershible of Afficia (rouge) from your 11, Simila bands in South America Learnershible of Afficia (rouge) from your 11, Simila bands in South America Learnershible of Afficia (rouge) for the Afficia (rouge) outsides and extraments benefit in Patient and the Virtual America and International Committees of the Afficial (rouge) outsides and extraments benefit in Patient and the Virtual Afficial International American	Care the Galactic Association was a contract of the Common and Com	Case militar large or of mander theather. Learn a respective of a large about 7 the Engineers with interacting pages, Learn about 8 the Engineers with interacting pages about 7 the Engineers with interacting pages about 7 the Engineers with common pages about 7 the Engineers Act of the common pages and pages about 7 the Engineers Act of the common pages and pages	Laten how Make Indirectly sense and to create must in today's sensely for sensely and a top in and the efficiency between professional and consistent and account and a sensely and a top in and the efficiency between professional and account account account account account account and account accou	Learn Start Dates are different disers injure security the world, battle, biolymouth and 32 feet the appearant means. Dates relative to initiate of Placego the project and a 32 feet the appearant means. Dates relative to initiate of Placego the project and the security of the security	Learning athord femous comproser half-to bearflying orderated instruments. We will be a significant SE in terms. Seatherment femous comproser half-to bear significant SE in terms. Seatherment femous comproser to the product of the significant SE in terms. Seatherment femous comproser to the product of the significant SE in terms of the significant SE in the significant SE in the product of seath or significant seatherment of the significant SE in the signifi	Where aerobe is Som, Nachres of earobe made, bearn cames of social emmonstrative and control of propagation is, vession phylines rates select set included war of the control of propagation is vession phylines rates select set included war of the control of the	what a Periodicine state is set has to invate on a 10 maps. O'mose haldfored instruction and as 0 fm. Qual. Start, Pipe. Reapy date endation. Agranistic and understand a sixt has to invate on a 10 maps. O'mose haldfored instruction and as 0 fm. Qual. Start, Pipe. Reapy date endation. Agranistic and understand a sixt reapy of high-quality has and encoded endation of the control	Table should amount within and compensation of the 20th 8.21th continues planting counts. As any within a chord sequence is. Riving and apply transfereighability of templates and the sequence is. Riving and apply transfereighability of templates and templates are companionally as any analysis of templates and templates are companionally as any analysis of templates and templates are companionally as any analysis of templates and templates are continued as with range of impossing the plantines are companionally as any analysis of templates and templates are continued as an analysis of templates and templates are continued as with range of impossing the law and templates are continued as an analysis of templates and templates are continued as an analysis in the continued an analysis in the continued an analysis in the continued analysis of the continued an analysis in the continued analysis of the continued and an analysis in the continued analysis in the continued analysis in the continued and an analysis in the displace and displaces an

Year 1 - 6 Curriculum Map 2025-2026

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Theme	Where does my food come from? understand and apply the principles of nutri	ition (DT link)			What effects do my food have on me and the world around me?							
Knowledge	Name natural materials and their uses. Food chains				New challedge joints our centrals haped, New State of the Common and Common							
	Food chains Structure of a plant (and their associated functions, including water transportation will Getting more out of plants (seeds and cuttings)	ithin plants) plant identification			Capturing energy from the weather and the landscape Energy stored in plants							
	Sincture of a place (and their associated functions, including water transportation will cluster person out of places (seeks and confidence). An extension of their confidence of their confidence of their confidence of their confidence of their Healthy splint blaced dista. Yourse that Petras are a Inchameratal part of widdle (occupyishem) Energy stated on places. Englishing respect places for table, technica and expoyment. Linkesturate the crise of tessis in beapting air clean. Dispution systems (circlesses)				Composting and decomposition Reduce, Reuse, Recycle. Effects of plastic in water systems							
	Energy stored in plants The water cycle. Ferminish new clasts for taste texture and eninyment				Understand the role that some plants have, other then food, ground stability, of Life cycle of a plant - polination. me of nearts in mericine.	her products harvested						
	Understand the role of tress in keeping air clean. Digestive systems (chickens)				Latest Government policy for environment. The role of light and dark in plant growth							
					Adaptations of plants and animals							
Skills	Explore soil types				Exploring new plants for taske, texture and enjoyment. Compost and explore decomposition. Whether collection Description extraction in the product							
	Egipte soft types Recurring vession seater Measure and observe charges throughout the year (temperature) Plant and materian joints, observing changes. Question charges. Show care and compassion for other living things.				Compost and explore decomposition. Wash confidence of the Section Must confidence, Recycle materials in the garden Understand the role of trees in keeping air clean. Measure and otherwise changes in offender throughout the year (temperature/hum Englain steps to treduct the amount of plastic in wastercourses Quastion the environment. Take and/on (prough local MPs)	nidity/daylight hours and related to movement of plants around sun)						
	Question charges. Show care and compassion for other living things.	Living in this wider world			Explain Steps to reduce the amount of plastic in watercourses Question the environment. Take action (through local MPs)							
Theme	Health and wellbeing	Relationships	Health and wellbeing	Living in the wider world Relationships	Health and wellbeing	Living in the wider world Relationships	Health and well-being	Linking in the solder world. Antichiamentals.	Health and well-being	Living in the wider world Relationships	Health and well-being	Living in the wider world Relationships
Knowledge	Treatment as tweezers; White a goal a: White a work of the a goal a goal a goal White White a goal White Whi	Processor and orders being water of chargers Being water of chargers Being water of chargers Being water of chargers being water being water of chargers with a facility of the sear and a size to difference believing of with the disease. Understanding what 600 is with charger water and orders with a complete of the What a complete is and a size of the search what a complete is the complete of the What a complete is well as well as a well as well as well as wel	Nation and existency What is good and the second of the se	Linking this water worth Personal elements Order solder Order solder Strauget duraget Strauget duraget Strauget duraget Strauget duraget Strauget S	Society a post of Mark Tool or program make up a meal Cubase of social decision of socia	Lang in the water word. The rights of the solid Kangery sale order Ka	Setting own goals Energy from food Nutrients	Different feelings and emotions people experience Keeping safe Maniputative behaviour online	Setting a poid May makes in healthy mail importance of habitings and film importance of habitings and film importance of habitings and film importance of habitings and film of habitings Challenging part Anisation in habiting Shadings Challenging part Shadings Challenging part Shadings Anisation An	Listing in the wolfer world Keaping sale region and representation contact to where ordine Appropriate and representations Markening of meets fascilla Taking sales of beings Contact advantage on the sales Contact advantage on the sales Contact advantage on the sales Contact advantage on the sales Keaping sales have reliable production undergrand splans Being sales have reliables and contact producting splans Being sales have reliables and the sales and a Netfordish and Action depots, product of Requestings on these plans.	Health and well-being Keeping healthy-nitrition, essercise, water, teeth Importance of cerebility, carestics and substance abuse Differences and installation in humans Differences and installation in humans Who to trust order, Applications of the control of the	Mental health and talking about feelings Importance of sleep
	Having a varied diet Using medicine safely	Road safety-walking safety to school, using the Green Cross code to cross roads safety.	Importance of fruit and vegetables What substances are harmful	Fire safety and risks History and use of waterways now	Types of drugs Effects of passive smoking and caffeine	Road safety- Green cross code Being safe near roads using different transport (scooters, bicycles, cars, buse	Nutrients) Risks and dangers of associated with smoking	How online actions affect others Being safe around trains and Underground system	Importance of hydration Information of food labels and portion control	Meaning of mental health Talking about feelings	Differences and similarities in humans Thirking critically about information available online	Mental heath and lakeng accord seeings limportaines of skeep limportaines of skeep limportaines of skeep Risks Risks plantaciones Risks Risks plantaciones Risks Risks plantaciones Risks Risks plantaciones Challerging general starectypes Challerging ge
	Know what bullying is Knowing different emotions we can feel Knowing how we can share our feelings	What traffic lights tell us and using these safety The difference between good and bad secrets PANTS rule	Hosks of smoking Types of bullying What conflict is	Keeping sales around rivers and canalis (Miver Brent and Brentford Lock) When to call 999 Gender stereotypes	Utherwoos between unundress and bullying Conflict and resolving conflicts Benefits of exercise	and with ariumas Using traffic lights and road signs Fire risks, hazards and safety	Heaks associated with accritic femilits of exercise Keeping bodies and minds healthy	Exectricity and using rist crossings safety How stereotypes can label people Breaking gender stereotypes	Misconceptions of drug users Effects of excluding people	Looking after our mental health Gender stereotypes Keeping safe near roads- crossing roads safety and using road signs	Who to trust ortine Appearance ideals Sharing feelings Laws and risks involving knives	Healthy orline and offline relationships Challenging gender stereotypes
		Understanding what 999 is What charity is	What ChildLine and 999 are for	Qualities of a good friend Being a good friend to others	Keeping bodies and minds healthy	Dangers of locks, rivers and canals (Brentford lock, River Brent) Exploring and challenging gender stereotypes	National Plass and dangers of associated with smoking Plass associated with alcohol Beardins of execution of the second plass of the Kauping bodies and brinds healthy Colliferent roles in a budying accession Children	Where money goes Benefits of saving	Reacting in bullying situations Challenging peer pressure	Being road ready and preparing for first solo journeys Being safe near railways and London underground system	Laws and risks involving knives	Homelessness Qualities of a good friend
		Ofference between wants and needs What a good friend is What a compliment is	PC: Disability, race, religion or belief, sex (Health and well-being)	Personal safety- PANTS rule unanted touches Pride		Qualities of a good friend differences between boys and girls including body parts Personal boundaries	Manpulation of images online	Custities of a good friend Explaining who is who in a family Discrimination	PC: Age, disability, race, religion or belief, sex and sexual orientation (Health and well-being)	Being sale at Northhelds station and at Northhelds and Action depots. Risk of trespassing on railway lines Charity	Introduction to protected characteristics (Health and well-being)	Positive and regalite ways or communicating in relational par
		What a companient is Recognising our positives and our achievements What makes a good friend How to keep seless clean and healthy How to keep seless clean and changed Who is in their family and how familias can be different who is not be family and how familias can be different		Emotions Naming parts of the body		Identifying people in their family Healthy relationships and good friendships Effects of positive thoughts and use of self-talk		Changes that happen during puberty Menstruation		Budgeting Crualities of a morel friend and understanding healthy friendshins		Healthy reactionships Vital makes a family Vital makes a family Vital makes a family Mail and first changes in puberty Harnan reproductive system and conception Basic first all and calling 500 Timeviting safely on range of public transport and walking safely Timevition resideds
		How to keep serves clean and healthy How we have grown and changed Who is in their family and how families can be different		Naming parts of the body Explaining who is in their family Comparing families		Effects of positive thoughts and use of self-talk. Peer pressure Demertia		Growth Mind-dets Rights and responsibilities in a friendship Healthy relationships and saving no		Physical and emotional changes that happen during puberty Male and female changes Impact of puberty on the body and importance of physical hygiene		Human reproductive system and conception Basic first aid and calling 999 Travelling safety on range of public transport and walking safety
		PC: Age and Marriage and civil partnerships (Relationships)		PC: Marriage and civil partnerships (Relationships)		PC: Age (Living in the wider world)		Every individual should be treated with respect (FGM) Understanding difference between religion and culture (FGM)		What makes a family and who to turn to for help and support Risks and henefits of using the internet		
						PC: Sex (Living in the wider world and Rulationships) PC: Marriage and civil partnerships (Relationships)		To know I have the right to say no (FGM) PC: Sex (Living in the wider world)		Online pressure and saying no Using games and Apps safely Benefits of and developing a growth mind-set		PC: Disability, sex (Living in the wider world) PC: Marriage and civil partnership, sexual orientation, sex maternity (Relationships)
Skille	Setting a goal	Being able to call 999	Working towards a goal	Explaining how to keep personal information safe	There are five British Values which are demonstra. the rate of law individual	To understand what the UN Convertion on the Rights of The Child is. Every chil	d Resolving conflict and recognising bulk-inn halou-invest	Pic Sair (Living) in the wider wolfs, and, flexibility, provior reassignment, including a provior reassignment, and a service of the province	Explain how being excluded can affect people		Thinking critically	I de la companya de l
CAIIIS	Setting a goal Practice keeping teeth clean. Be equipped to be outspoken about bullying. Being able to share different feelings	being able to call 30% reference of the case of the ca	Working towards a goal Recology certificat Explain the relates associated with smoking Explain the relates associated with smoking Identifying what to do if they are being builded or witnessing builying. Knowing with to do when conflict escalates and how to call Child. the or 999	Explaining row to keep personal information sales (blootifying risks with fire Explains how to stay safe among five Explaining and commonstrating how to excape fines safely Knowing how to keep safe have rivers and book Explaining how to keep safe have rivers and book Explaining what to know all the same uncomfortable should being bourhed Explaining what to know how are uncomfortable should being bourhed Explaining what the modificant they are superinding.	There are the Ottow Values which are democracy, the size of the richted light, makin reports of thisteen. Then help so become well resided. The sufficient of the size of size of size, or can design pulses and the size of t	has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. The Convention must be seen as a whole: all the rights are linked	Recognising the bully, bystander and victim in a bullying situation. Thinking critically about information online and could be making contact and in	Identifying and resisting pressurising and manipulative behaviour Assessing what is trustworthy when online	Explain what to do if they are being bulled or witness it	Explaining how to stay rathe ordine Lindense of the second of the secon	Emplairing risks Explairing risks Drawing similarities and differences Knowing how to report' share concerns about online experiences Sharing feelings	Challenging stereotypes Exploring and explaining reasons behind homelessness identifying risks Knowing who to go to for help and support Explaining male and female puberty changes
	overig wow to share deterent teelings	Being able to ask for help when feeling unsafe Making new friends	increasing what to do it they are being bulled or witnessing bullying. Knowing what to do when conflict escalates and how to call ChildLine or 999.	Expansing and demonstrating how to elseign fires safely Knowing how to keep safe near rivers and looks Epplain how to call 999 and what information to oke	To our realiting we need we need a variety of food from different food group. These are: vegetable and fruit, dainy, carbohydrates, protein and fats. Oral hygiene by brushing my teeth twice a day keeps them healthy. Sunary food	were no regift is more important that another. Stereotypes are unfair because everyone is individual and we should be treated as such.		copusing the use and dangers of erectricity with rail and London underground system Explaining how to use railway crossinps safely		Explaining how to cross roads safely Explaining how to keep themselves safe when travelling alone	Sharing feelings	Knowing who to go to for help and support Explaining male and female puberty chances
		Being able to say no when they are in an uncomfortable situation or feel unsafe. Being able to compare families and find similarities and differences.		Explaining what to know if we are uncomfortable about being touched Explaining what emotions they are experiencing	can damage our teeth and create holes. A Drug is any substance which when taken can effect how the body works.	When walking by the road, use the walk way or footpath. Be bright, be seeninght we should wear reflective materials.	2	Recognising differences between families Explain importance of rights and responsibilities in a friendship		Listing risks of railway and underground networks Explaining risks of trespassing on nailway lines		Manager and Common to common to the common t
Vocabulary	goal, healthy, teeth, unhealthy, medicine, safe, bullying, unkindness, emotions, positive, negative	online, safety, strangers, personal information, keeping safe, feeling safe, goo	goal, achieve, healthy, unhealthy, balance, portion, risks, smoking, hazardous	personal information, trust, hazards, managing risks, stereotypes, job roles,	goal, target, tooth decay, drugs, legal, illegal, caffeine, passive smoking, bullying	n you are in a ret are are making your abcupe, soay as low as possible. Since g. human rights, wants, needs, managing risks, stereotypes, challenging, flames,	goals, targets, energy, nutrients, fibre, smoking, drug, risks, alcohol,	spending, saving, essential and non-essential, saving, safety, managing risks,	goal, achieve, healthy, balance, nutrients, fibre, labels, fair, unfair, excluded,	charity, fundraising, paysips, deductions, tax, budgeting, saving, information	goals, healthy, exercise, active, benefits, alcohol, risks, effects, cannabis, volati	Sharing anxieties le Homelessness, sterectype, hidden homelessness, risks, preve male and female behaviours, manipulating and pressure, sleep Qualities, puberty, emotional behaviour, relationships, positive engative communication, friendships, wet dream, reflection, pe
	positive, regulative	friend, compliment, achievements, pride, safe, trusted adult, qualities, keeping clean, hygiene, differences, family, grown, changed	I goal, achieve, healthy, urhealthy, balance, portion, risks, smoking, hazardous as substances, teasing, bullying, conflict, unkindness, resolution	personal information, trust, hazards, managing risks, stereotypes, job roles, flames, fire, smoke, alarms, riser, stowant, tock, carel, dioaning, officeracies, loop, gish, male, familia, persi, wigni, spride, activesements, fliendright, qualities, frenchipps, coeffici, differences, similar, private, boundaris salay, datz, doller, chiel, bouches	(Cristic, resource, escalation, reserve, cristicne, active, reserve lifestyle, mental, physical activity, exercise (5),	peris, vagina, prisate, positive trinking, self-talk, healthy filendships, skills, attributes, good influence, differences, personal space, personal boundaries,	benefits, trust, ordinal thinking	 Insulatos, sametoripos, acidente, spam and onemake messaging, seeking raip, risks, orinine, communicating, trust, emotions, railway, underground, crossings, electric, dangers, crossings 	егсионо, така, яды, веды, тоссисириоть, реег ресьиге, изветие	searing, general searchypes, concerns and searchest, assumptions, mental health, well-being, emotions, feelings, sharing, risks, hazards, crossing, electric, trespassing, safe, journeys, observing risks, observant	Substance active, cherenous, trust, appearance loses, sur damage, nearry lifestyle, active lifestyle, mental health, physical health	Qualities, puberty, emotional behaviour, relationships, positive negative communication, friendships, wet dream, refection, per
				baby, adult, toddler, child, touches		peer pressure, unhealthy friendships		egg, paris, vagina, ovaries, testicles, scrotum, menstruation, puberty, ripples, pubic hair, breast, period, fallopian tube, womb, sanitary products, rights, resconsibilities, friendship, growth mindset. fixed mindset, positive, body chang	goal actieve, healthy, balance, nativens, filtre, labels, fair, unfair, excluded, included, risks, legal illegal, misconceptors, peer pressure, assertise	Explaining florids of intelligent for intelligent to include years. Unlessing demanding in handly to own internal weed Swing collections, the budgeting savings reformation advanting gender statestoppes, confederes and excluded, assumptions, mental vasuits, weed-swings, mortions described, mortions of excluded, mortions, mental vasuits, weed-swings, mortions, described, mortions, and produced and advantage of the savings o	a,	physical changes, sexual intercourse, sperm, egg, fertilized, er pregnancy, birth
Th	NA AVIOLATION STATE OF THE PARTY OF THE PART	Committee Christian International Confession I	(Add the day of the base to th		C. A. W. C		Company of the second s			social media, critical thinking, keeping sale, getting help	Mad White to the Treet or Investment within Indiana?	(Coll la what were do Christian la different description
Ineme	(AL2) What role do festivals and holy days play in the life of faith? (b) 1 - Thy is parallel from the factor of faith?	(Sur) What is Islam? (Sur) What is Islam?	(ALZ) What does it mean to be a Hindu?	(Sp1) What is Budchism? Su2) What is Fundament and what is they believe?	with Judism? (Ai2) What can we learn from different symbols?	(Su1) How do secred scriptures inform religious beliefs? Su2) Why a segment posterior is some suppose sections?	(Au2) What do sacred texts within Hindusm say about God? Shi) You can ago found tag on major and	(Sp2) What contribution can religion make to our society? (Su1) What do Muslims believe? (Su2) What does it mean to follow the Buddha?	(Au2) What place do festivals, worship and celebrations have within Hinduism?	(Sp2) What is significant to Christians about Jesus' life and teaching? (Su1) What does it mean to be a Muslim? (Su2) What does Buddhism teach us about human experience?	(Au2) How can religion promote peace and justice in our society? (Au2) How can religion promote peace and justice in our society?	(Su1) What happens in the Mosque? Su2) What can we learn from Humanson?
					(Sp1) What does Settern teach us about settless service?**				(Sp1) In what ways can the art and design express different beliefs?			
Knowledge	Jewish people are part of a religion and have special ways of living. (Vocabulary: Jewish) Jewish families celebrate a special day called Shabbat.	Understand that Bible is the principal source for Christians in their understanding of God. Recognise the central place of Jesus as the	-Name important life events (birth, marriage, death) and explain how people celebrate or mark them.	"Recognise that the church is also symbolic of the Christian community. Understand the significance of the church for Christian worship. Be sensiti	-Say why Yom Kippur is important to Jewish people and describe it as a time for saying sorry and starting fresh.	ne "How Christians celebrate Easter in the church. What Good Friday represents and its significance? Why is Easter such an important Festival	Describe what the Shema teaches Jewish people about God. Explain what a covenant is and how it shows a special promise between	"Examine the commandments and principles in each religious tradition that promote charitable activity (e.g. "Love thy neighbour" in Christianity).	-Children can explain how beliefs and values influence identity and behaviour.	"Appreciate the inspiration that Jesus has provided and his significance in Christian beliefs. Know the key events in the life of Jesus and how this	-Describe what the Torah is and explain why it is special to Jewish peopleIdentify and explain some mitteot (Jewish rules) and how they guide Jewish	Explain that Christian worship involves praise and adulation in Trinity. Explain why different Christian denominations emph
	(Vocabulary: Shabbat) A mezuzah is something Jewish people have in their homes. (Vocabulary:	revelation of God. Understand that Christians believe in God as Creator, redeemer and sustained.	-Describe a baptism and Hindu naming ceremony. Compare a baptism and Hindu naming ceremony.	to the forms of behaviour and activities that are appropriate within a churc	 Describe what happens at a Bar or Bat Mitzvah and explain that it marks growing up and taking responsibility. 	and season within the Christian year?	God and Jewish people. -Identify the Torah as a special book that teaches Jewish people how to liv	identify the different social justice initiatives in the neighbourhood of the e. school in which religious and nonreligious communities are involved (e.g.	-Children can describe how belonging and culture are important in Sikh's lives.	impacts Christians today.	IfeDescribe how the Torah is used and respected in the synagogue.	elements of worship.
	Mezuzah)	Understand the core beliefs that Islam holds about God, revelation and bot	Talk about special events in their own lives and how they felt.	Recognise that the principal role of Buddhism is about diagnosing the hum condition and offering a path for all to follow. Understand the Buddha's another about authorize (Dissipal and the min of meditation in promotion	an -Compare a Jewish celebration (Bar Bat Mitzvah) with a Christian celebration (baptism) 20th obout who fortifude and celebrations matter to cookie of faith and	Know what sacred scriptures are and how they are incorporated within act of worship. How sacred scriptures are handles within different religions.	s -Reflect on how belief in God might affect how someone lives their life.	food banks, night shelters, lunches for the elderly).	 Children can compare identity and belief across different religions and not beliefs (Silhism and Humanism). Children can express what is important in their own identity and how this 	 Understand how the beliefs that Muslims hold shape their identity, actions and send of belonging the Five Plans). Know the main features as well as functions of a macrow and its significance. 	Reflect on how religious rules and values shape people's behaviour and identity.	Explain what a mosque is and why it is so important within individual Muslims. Identify each of the principal features w
	Name two major faith communities (Christians and Muslims) and identify one of their key festivals or holy days.	f Pillars in governing Islamic life. Appreciate the significance of Islamic values such as honesty, respect, peacefulness. Speak about the Islamic belief in	s symbols and beliefsChildren will describe simple aspects of Hindu worship and lifestyle - puja,	erigitorment.	reflect on what they celebrate in their own lives	What is a plightnage? The role plightnage plays in religions. Why is slightnage so important to plightna? What happens during a plightnage?	identify key sacred texts within Hinduism (e.g., Bhagavad Gita, Vedas) and understand their importance.	Describe how each of the Five Pillars is a reflection of Islamic belief. Make connections between the requirement to, preparation for, and	connects to belief or tradition.	Sinderstand that Buddhism is focused on human experience rather than	-identify key teachings from religious and non-religious worldviews that	Explain why cleanliness is so important within the prayer ha
	Describe one or two simple traditions associated with each festival. Show an understanding of the importance within contemporary society of remembering important events in world history.	Allah as the sole and true God. Express how important the Qur'an, Ramad and the two Eld festivals are. Explain what the Five Pillars of Islam are an how these shane the lives of Mirstims.	an deties and Diwaii. -Children will understand that Hinduism influences the way believers live as make choices.	Acknowledge that not all people are hillgoos. Understand that Humanism differs a meaningful perspective for many individuals.	Recognise and name religious symbols from at least two different faiths to n Chricklanity listern Autolom Stational		Describe how Hindu sacred tests portray God(s) — including ideas of Brahman (the Supreme Being) and key delities. Penilain Hindu heliefs about the nature of God based on sacred tests (e.g.,	elements of, formal prayer (salat) and Islamic belief. Disorder the way is when the forms invitation the Buildian	Identity and explain the significance of key Hindu festivals, including Navaratri and describe how they reflect Hindu heliefs.	accepts of God. Understand how Buddhism promotes right behaviours, actions and attitudes that lead to the wellbeing of saff and others.	remote peace and justice. -Explain how these teachings influence attitudes and actions towards takeness conflict resolution, and community onbesion.	Seffice Humanism and articulate what Humanists believe all origins, values surpose and destiny. Speak about how Ha to the minimal attitud discovers that face humanity. Speak
	Reflect on how festivals can bring people together, and express their own feelings	identify the most important aspects of the Greation accounts in different	 Children will reflect on values such as respect, kindness, and belonging found in Hindu practice and connect them to their own lives. 		 Understand the meanings behind key religious symbols and their use in places of worship and daily life. 		God as many forms, God as one) Reflect on what these teachings mean for Hindus in how they live and	Ness, the Propert Mittermad and Constant, Charles Coner, Abert Cristins, Netro have exerted an influence on many people.	Describe diverse forms of Hindu worship and celebration, including puja, rituals, and community involvement.		-Compare religious and non-religious approaches to promoting peace and justice.	and importance of reason, evidence and science for Hama
	SPRING 1 under review the copies the importance of payer in the messes	religious boilef systems. Atticulate an understanding of what the notion of God as Creator means to people of faith.	Recognition that control above of Europ (codes) according to the Europe		 Explain how symbols help believers express beliefs and values. Reflect on prosonal symbols and how they express ideas like belonging. 		worship.		 Analyse how festivats and worship express core Hindu values such as dharma, devotion (bhalsti), and the victory of good over exit. Deflect existence on the role factures and worship else in the bidge correspondence. 		 Reflect on their own beliefs about peace and justice and how they can contribute positively in society. 	
	place of prayer within existing activities in niligious fauldings. Discribe what prayer is and why people of faith may pray. Recognise and describe what forms		Understand how the Gurus have shaped the development of Sidnam.		What is Silbour? What is the Khatsa? The five Ks and their importance?		Expose what pupils already know about religious foundational figures and leaders. Identify the key events in the leves of the foundational figures with		identity and individual spiritualty.	3	Know that gordeon means the docreay to the Curu' Identify and describe	
	a prayer. Speak about the importance of this Bhachart (morning prayer) is should be about the Charles of the C	-			Where and how Sides worship. How Sides serve others through acts of Sides.		the world i religions. Read distress that describe episades in the tives of videous leaders."		Recognise that some religious treations have a rich artistic culture which others art is more about act and symbolic. Understand the reportance of	•	the role of the principal features of a guidware.	
									syntols, icons, statues and building designs of different religions."			
Skills	Name that Jewish people are part of a religion and have special ways of living. (Vocabulary: Jewish)	Understand that Bible is the principal source for Christians in their understanding of God. Recognise the central place of Jesus as the	-Name important life events (birth, marriage, death) and explain how people celebrate or mark them.	Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus. Recognise that the church is also	 Say why Yom Kippur is important to Jewish people and describe it as a tim for saying sorry and starting fresh. 	re 'Recognise that, for Christians, Easter is the most important festival in the year. Appreciate the solemnity of the period preceding Easter, known as	Describe what the Shema teaches Jewish people about God. Explain what a covenant is and how it shows a special promise between	Acknowledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society. Recognise the	-Children can explain how beliefs and values influence identity and behaviour.	Recognise the central importance of Jesus to Christians as the revelation of God. Appreciate of the inspiration that Jesus has provided for Christians	Describe what the Torah is and explain why it is special to Jewish people. Hotertify and explain some mitzont (Jewish rules) and how they guide Jewis	Appreciate that the church extends across the world and this diverse. Acknowledge the centrality of worship within the m
Skills	Name that Jewish people are part of a religion and have special ways of living. (Vocabulary: Jewish) Describe how Jewish families celebrate a special day called Shabbat. (Vocabulary: Shabbat) Secondisia or morocally and evolute that it is corretifient levistic necels have in the	Understand that Bible is the principal source for Christians in their understanding of God. Recognise the certail piece of Jesus as the revealation of God. Understand that Christians believe in God as Creator, redeemer and sustained.	Name important life events (birth, marriage, death) and explain how people celebrate or mark them. Obscribe a baptism and Hindu naming ceremony. Compare a baptism and Hindu naming ceremony. Talk about expected events in their mark laves and how they felt	Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus. Recognise that the church is also symbolic of the Christian community. Seconds that the information are of Buildings is about diagnostics the home	Say why Yom Kippur is important to Jewish people and describe it as a fin for saying sony and starting flesh. Clescribe what happens at a Bar or Bat Mitzvah and explain that it marks growing up and taking responsibility. Common a lewish celebration (Rac(Rat Mitzvah) with a Christian	Recognise that, for Christians, Easter is the most important festival in the year. Appreciate the solemnity of the period preceding Easter, known as Lent, and understand the importance of particular points within this season such as Ash Wednesday, Mothering Sunday and Passionidae. Acknowleds the inventore and the priority of importance of particular points within the processing of the priority of the processing of the	Describe what the Shema leaches Jewish people about God. Explain what a coverant is and how it shows a special promise between God and Jewish people. Hidden of the Sheman Sheman Sheman Sheman Hidden Sheman Sheman Sheman Sheman Sheman Hidden Sheman Sheman Sheman Sheman Sheman Sheman Hidden Sheman Sheman Sheman Sheman Sheman Sheman	Admoviledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society. Recognise the educational role of fath communities in number schools of religious e. character and through developing Religious Education.	Chitiren can explain how beliefs and values influence identity and behaviour. Chitiren can describe how belonging and culture are important in Sièris less. Chitiren can commune identity and belief armos different religions and no	Placognise the central importance of Jesus to Christians as the revetation of God. Appreciate of the inspiration that Jesus has provided for Christians and the place of Jesus in Christian worthly, Understand the implications of Jesus file and teachings for the file of Christians that	-Describe what the Totah is and explain why it is special to Jewish people. s identify and explain some mitzoot (Jewish rules) and how they guide Jewis tie. -Describe how the Totah is used and respected in the synapopus. -Before in the well-describes and sea values storm enorsities hebraioner and	Appreciate that the church extends across the world and the diverse. Acknowledge the centrality of worship within the mission of the church. Recognise that the Roman Catholic the largest number of Christian believers. Recognise the or incommission: "Seatern Offinding Annies In United
Skills	Name that Jewish people are part of a religion and have special ways of living. (Vocabulary, Jewish) Describe how Jewish antiles celebrate a special day called Shabbat. (Vocabulary, Shabbat) Recognise a mezuath and explain that it is something Jewish people have in the homes. (Vocabulary, Mazzaah) Talk about what makes them feel part of their family and special.	Understand that Bible is the principal source for Christians in their understanding of Gox Recognise the central piace of Jasus as the reveilation of GoX Understand that Christians believe in God as Creator, redeemer and sustained. Proposition of Gox Understand that Christians believe in God as Creator, redeemer and sustained. Propositions of the State of Sta	-Name important life events (birth, manriage, death) and explain how people celebrate or mank the control of the celebrate or mank the celebrate of the celebra	Agreciate that Christians understand the charch as both united to, and as an expression on earth of, Jesus. Recognise that the church is also symbolic of the Christian community. Recognise that the principal role of Buddism is about diagnosing the hum condition and offseting a path for all to follow. Understand the Buddhu's lauching about suffering (Duhlah) and the role of mediation in promoting.	—Gay with Your Kippur is important to Jewish people and describe it as a sind re saying sony and starting flesh. —Disorche what happens at a Bar or Bat Mitzvah and explain that it marks growing up and taking soponisability. —Compare a Jewish celebration (BurBat Mitzvah) with a Christian celebration (bagsten).—Talk about with seduration celebrations matter to people of faith and	the "Recognise that, for Christians, Easter is the most important festival in the year. Approxicat the Sectionity of the period preceding Easter, known as Lett, and understand the importance of particular points within this season such as Ash Wednesday, Mothering Sunday and Passionide. Acknowledg the importance and theological significance of Jesus' death and resumed for Christians.	-Describe what the Shems traches Jeseich people about GodExplain what a coverant is and how it alreas a special promise between Cod and Jeseich people. I describe the Torah as a special book that traches Jeseich people how to live -Platfect on how belief in God might affect how someone between their life. Identify key sacred texts within Hnobsom (e.g., Ehappard Gibs, Vedas) and	Advinceledge that, despite the fact a growing number of people identify as non-religious, religion continues to be important in society. Recognise the educational relief of that communities in numing school of religious e. character and through developing Religious Education. Understand that, for Muslims, God (Allah) is beyond human comprehension and that there is nothing greater than God. Recognise the enormous.	-Chithen can explain how beliefs and values influence identity and behaviourChitden can describe how belonging and culture are important in Sile's lives. InvesChitden can compare identity and belief across different religions and no beliefs. (Silviour and Humanism)Chitden can express what is important in their own identity and how this	Recognise the central importance of Jesus to Christians as the severation of Ood. Agreecate of the inspiration that Jesus has previole for Christians and the piece of Agreecate of the inspiration that Jesus has previole for Christians and the piece of Jesus in Christians wordly. Understand the implications of Jesus title and teachings for the IRE of Christians today. Understand how closely integrated believing, behaving and believing as to Markine. Agreecate how cubicious of Alley will have an influence within a	Chescribe what the Torah is and explain why it is special to Jewish people is discribly and explain some mitzerol (Jewish nake) and how they guids Jewis National Nat	Appreciate that the church extends across the world and the cluster. Acknowledge the centrality of worship within the mission of the church. Recognise that the Renaw Catholic activation of the church Recognise that the Renaw Catholic denominations: Eastern Drinosto, Anglican, Lutheran, Net Qualett. Evangelical, Charlsmatic and Pertecostal
Skills	Name that Jensith people are part of a religion and have special ways of living (Notability). Evaluation have been activated a special graded Shabbat. (Notability) Shabbat and explain that it is according Jensith people have in the Religionise or immunity and explain that it is consulting Jensith people have in the Religionise or immunity and property of the property of the That about what makes facility. That about what makes facility and the religion of the family and special people That about what have from the ligat and the religion and Makes and identify one of	Understand that Bable is the principal source for Christians in their automaticing of Good Recognise the central place of Jainea as the automaticing of Good Recognise the Central place of Jainea as the Recognise and Section (1997) and the Section and Section (1997) and Central Recognise and Section (1997) and Sectio	Name imported file events (bits, marriage, death) and explain how people colorate or med in them. 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"All their has a shoot special events and has a shoot special events." "All their has a shoot special events." "All the	Agreeable that Christians understand the Christian bild whater by, and an expression on earth of, seculi. Recognise that the Christian community. All the christian christian christian is should dispressing the businesses the Businesses. All the christian christians are christian christians. All the christians christians are christians christians. All the christians christians christians christians christians christians.	Gay why from Rigger is reproduct to Jewish people and discribe it as a finite ranging only and datafing feeth. -Questive what happens at a Sier or Best Mittowsh and explain that it mands growing use and long responsibility. Similar than the state of	Theophes that, for Chistians, Ealer is the not importer festion in the year. 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"Cliaters will alleastic Hodustom as a finish worldwing and filtering in a property of the common and accordance and the common and accordance and the common and accordance and a	Approximate that Christians undendand the church as bein untellig, and an expression on early chiese. Recognising that the church is also symbols of the Christian community, and a church as a comparable of the Christian community and the Christian as should dispressing the barriage and the dispression of the Christian is about dispressing the barriage characteristic parties and the States. Observation the European tellular parties are also for all to false. Observation of the European Christian promising undergramment. Appropriate the importance of compassion, windows and which is consisted.	Gay with Yath Figure is imported in Julians purpose and described it as a time for anyting serving and distingtification. The control of any and the serving principle part Lakeng responsibility. 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Skills	stems the Javania people are part of a single med time a position and processing a single of the processing and	Johnston der Elbs in in project aussi in Christian is Not a solutionation of Chi. Recognish in core side of Seula as in a extractional of Chi. Recognish in core side of Seula as in a review of the Chi. Recognish in the Chi. Recognish is a place of the Chi. Recognish in the Chi. Recognish is a representation to Grant and the Chi. Recognish is a place of the Chi. Recognish in the Chi. Recognish is a place of the Chi. Recognish in the Chi. Recognish and the Chi. Recognish is a facility of the Chi. Recognish is a second of the Chi. Recognish in the Chi. Recognish is a second of the Chi. Recognish in the Chi. Recognish is a second of the Chi. Recognish is a second o	Name in supported the exemp (such a markage, statel) and explain how purple inclination or mark has been found in command. -Consoline a busylation and of beds, noming unemproper, control of the control of beds and the control of beds and the control of the control of beds and the control of beds and the control of the control of beds and the control of beds and the control of -Control of the control of beds and the control of beds and the control of beds and the -Control of the control of the control of the control of beds and the control of the control	Agreement has Christians understand the chart has their instellig, and an operation on such a Seas. Thoughout the charth is also represent the charth is suited any explosit of the Christian is sufficient to the chart of the ch	Gay sky hom Kiggar as impointed to Jewesh people and described as a site for accept comparison of the	Percentage Set for Continues, Easile is the rest reposed behavior of the processing behavior of the protein processing Easile. Vision and Late, and continued the reposition of particular points with his season and the continues of the reposition of particular points with his season that the processing and the continues of the continues of the continues of the experiment of the property of the continues of the continues of any continues of the continues of	Concrete destination de service de la constantination de la consta	Active Might Perform a prompt professor of program burthy as managine, region continues to the representation consist, floreignes to exclusive and the of flat communities in managine schools of might consist and missing developed belongs to the continues of missing continues and missing continues and missing and continues and continues to the foreign continues and missing and the missing professor of the missing and the continues of the c	College can eight how beliefs and value influence identity and College can describe how beliefup and calure are impacted to 185% College can compare the college can be college can college can be compared to the college can be college can be college can be compared to the can be college can be college can be compared to the can be college can be college can be college can be college can be college can be college can be college can be college can be college can be coll	The cognise his certain importance of James to Christians, as the revealable control importance of James to Christians, as the revealable control is an extraction of the control in the control in the control is control in the contr	Gounte what the 'Drain's and explain why it is special to already people. We do explain series mit or of power in the beginning of the Aveilla, Gounte has the Sam is used and respected in the symptom. Gounte has the Sam is used and respected in the symptom of the other for the symptom is used with select people is believed and extensive and selection and extensive and the selection of the se	Approximate not the check channels across the proof and for every allowable processing of earlying the control of early earlying the control of early earlying the control of early early earlying the control of early early earlying the control of early
Skills	times the valued people are part of a simple med time a point away of three (Discolabley) incolable. On the contraction a special day coulded Shadead. Obtooch to see a level of the contraction as operated day coulded Shadead. Recognized as manufactured points that it is a contracting points people level in the shareas; (including) Manufactured that the contracting points people level in the contracting of t	Understand that Bilds in the production and the Christians in New Johnson and Christians (New Johnson) and Johnson as the execution of Dick Understand that Christians believe in Dod as a new revention of Dick Understand that Christians believe in Dod as Christians Dod States and Christians of States and States and In Norway, respect, assembly an execution of States and the Norway Dod States and States an	Name in reported the events (Just A. marriage, death) and explain have puspell includes or mark the death annual presenting. Classifies a beginning and Helds annual presenting. Classifies the beginning and Helds annual present present the second three th	Agreement that Christians understand the church as their instead to, and an expression on such of Jeson. Biologistis that the church is also any symbol of the Christian is and any symbol of the Christian commonly. Recognize that the proposal most of Budderines is about disagraping the formal characteristic and disagraph of the Budderines is about disagraph the Budderines and the Budderines	Gey sky hom Kiguar is reported to Jewesh people and described as a site for average copy and described by the control of the copy and	Penagrous Mart, for Christians, Easier is the root reproter forestive of the search appreciation be executed of the proteopologic facility. Vision is Late, and controlled the importance of planning points within this season for the proteopologic production of a proteopologic facility. Vision is the importance and facility of the proteopologic facilities of a facilities of the proteopologic production of a convention behavior to be of Christians and proteopologic facilities of the convention behavior to be agreed to the property forest of region behavior and existing waters religious traditions. Debutsoot for convention behavior and particular variety of the proteopologic forest of region behavior and existing many proteopologic forest of region behavior and proteopologic for proteopologic forest according to the proteopologic forest confidence are further proteopologic forest proteopologic forest confidence are further proteopologic for an extraction of the proteopologic forest proteopologic forest proteopologic forest proteopologic forest proteopologic forest proteopologic forest proteopologic forest proteopologic forest prote	Concess and the Shores bandles, another projects about Cost. Section that is consistent to them as possible provised before the section of t	Activatingly that design the fact is growed particle of recept activity as conscipulnt, ediplor continues to the representation could, findinguish advantages and continues the representation could, findinguish design and continues the representation of refigires. Advantage and recept developing findinguish continues comprehensive continues and continues that the continues of the continues of productions of the fact that the continues of the continues of continues of the continues of the Continues of the continues of productions of the continues of the Continues of the continues of the continues of the continues of the continues of the continues of the continues of the continues of the continues of	Children can explain how ballets and values inflamous identity and common splain how ballets and values inflamous children can describe how belonging and culture are improved in 58% to 18% of	The copysion the central importance of Janous to Christians, as the revealable of Cook. Agreematic of the repeatment had Janous has periodic the Christians about the Christians and Cook of C	Countries what the Trach is and explain any if a special to prevail properly coloring or departs are extractly countries and the track of the contribution of the cont	approach that the check accords the well and of devera Automoting the controlly of execution with the devera Automoting the controlly of execution with the second controlled to the controlled to the controlled to the upper control controlled to the controlled to deverations. Execution Controlled Automotine Management Agreement to execution of the execution with the control and the controlled to the controlled to previously and the controlled to the controlled to previously and the controlled to the c
Skills	Name that Javanish people are paid of a religion and have appoint away of this significant production. As a religion of these appoints and paid of the	Understand that data is no procept source for Cristatics in their extension and the control of the Charlest and their extension of facil. Understand that Christatine believe in Cost an Chestor, debution and trademic facilities and their control of their control	Sean is imported the events (Julin, American, death) and explain have purple indicated or mark the abundance of Hode amening elementary. Clean the abundance and Hode amening elementary. That alload a special events in their cent has and hose they fall. Clasters will alload hypothesia as a region world religion and recognise key a synthia, and falled. Clasters will alload proper suspects of Hode amening and Blodyle – pulp, and alloadyle – pulp, and alload	Agreement had Christians unsimilated the district so their series for, and an expression of under of some finance, before their described to an expression of under of some finance, before the districts as some consistent of the prompts of the off districts and stand dispute on the some content of the districts and stand dispute on the some contents and other parts for the first districts and standard the districts and standard off and standard districts a	Gey selv y York (Egypt is required to all wheels people and described as a till a soling some of sell and sell	Pengangs Mat, for Christians, Easier is the root imposed relocation in the season of t	*Concilor and the Olevan bandos, zerotal propies about Cool. *Concilor for the Concilor and Cool. Cool and Service by Coop. *Conting for Taxab as a special promises or special promises before an extensive for the Cool origin and the concilor for the Cool origin and the services for the Taxab for the Cool origin and the concilor for the Taxab for the Cool origin and the Medical or the May be a und excellent.	Activating the design the fact or provide under of require shortly as considerable collections to the representation could provide activation or and fath commercials in number schools of religious collections are considerable to number schools of religious collections and the commercials in number schools of religious collections are that the fatherine, Cool Statistics is beyond human comprehensive and that there is a religious to the Cool Regional bear accessed to the time is a religious to the Cool Regional bear accessed to the time is a religious to the Cool Regional bear accessed to the time is a religious to the Cool Regional bear accessed to the time is a religious to the cool regional bear accessed to the time is a religious and the cool regional accessed to the religious accessed to the religious considerable and the religious and the religious are represented through a religious accessed to the religious considerable and	Chesters can explain how ballets and values inflaence identify and chesters are supported to the chesters of SEAS (Chesters and describe how belonging and cubra are improved in SEAS (Chesters and SEAS (C	Theogypes the certail reportance of Jesus to Christians as the revealable of Gas. Agreement of the separation but Jesus has provided for Christian Agreement of Gas. Agreement	Countiles what the Total is not explore why it is sporal to assert people, classify and explore some effector (switch into) and those they gotal already controlled to the Total is usual and temporal to the propagate, distinct on the windpain into each usual and temporal to the propagate, distinct on the windpain into each usual and temporal and usual sources. The propagate is the propagate to the propagate and temporal propagate and distinct, conflict assistation, and commandly collection. See the propagate is the propagate of the propagate and distinct. See that controlled is already to propagate and propagate their three submissions and protect and two they can decrease provincing an excess.	approximate that the chearth sections in the world and the discussion of the section of the control of the cont
Skills	Same that Javanish people are paid of a religion and three appoint days of this reg. (Consciously) and an analysis of the second of the secon	Uniformly fail this is to provide about the Chapters in the same about the same a	Cases in separate the events (line in central, could) and a spiken have purple accounts of our Man House country control, and the central country of the country of the central country country. Compare to a beginning and House, and country country, Compare to the central products as a reage world unique and recognised key countries our distance. Colleges and interest products as a reage world unique and recognised key countries and electric and interest and electric countries. Colleges and interest and interest and the countries and interest	Agreement had Christians understand the district has belt instead by and an expression of and off-down. 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Agreement of the separation that Jesus the second tender to the second te	Constitute what the Totals is and explain why it is operand to annual purpose destroying and explains some efficient (sealest hinds) and from the grape globe level described from the Total is sealed and respected to the principal effects on the sendings notice and such as staged peoplar is behavior and sources; providing principal segment on the self-globe workfoldown that security principal principal segment on the self-globe workfoldown that security principal segments and the self-globe workfoldown that security principal segments are for self-globe workfoldown and self-self-leveled security principal security self-globe segments and planting and from they can sentimely an account of the self-globe segments and planting and from they can sentimely provided by the security of the self-globe segments and planting and from they can sentimely provided by the security.	approach but the church selects, across the unit port in overse. 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Skills	stems that Javanish people are paid of a single med three appoint way of things (Concludings)—advantage on paid of a single med single single single (Concludings)—advantage of the single si	Uniformly fail this is the proper disease for Chestiene in the season seek and controlled on the contr	Sealor in specific file overthe (file in normaline), shadilly and a spiller have purple solutions of marks from the contracting contracts; Charles and Sealor and Sealor and Sealor and Sealor and Charles and Sealor and Sealor and Sealor and Sealor and Charles and Sealor and Sealor and Sealor and Sealor and Empire and Sealor	Agreement has Christians universal for district as belt instead by and an operation of and of Joseph Rospopul and the church is said universal for the Christian State of the Christian said profession and reflect of the Christian and the Christian said of the profession profession and reflecting pages for all of facts and sold days give the transfers and other pages and the said of facts and of mediation promoting that the profession of the contract of the contract of the transfers and the contract of the contract of the contract of and the contract of the contract of companion, which made all without contract.	Gey why York (Eggs) is impainted to Jewesh people and described in an a first accept property and the complex people and the complex people and the complex people and the complex people and people and the complex people and the c	Procupation Set Mr. for Christiane, Essales à lie most represent bestelle in le year Appessable in sessionity of the proof production Settle. However, see that the set of the	Consider and the Steven Seather, several private place (and considered and consid	Activitating that dissiple the face of priving institute of purpose shortly as conscription, religion continues to the improve including influences the subscribed risk of their communities in reusing schools designing as the continues of the communities in reusing schools of engine. We design the continues of the continues	Collection consequent hore facility and values with annex identity and collection. Children can describe hore bindings and calutes are important on 1801s. Children can children can be called a collection can be compared to the collection can be consequent to the collection can be consequent to the collection can be collected as t	The operate the central importance of Jacobs to Christians as the evisible of the central importance of Jacobs to Christians as the evisible of the Christians as the evisible of the Christians of the importance of Jacobs to Christians and Christi	Constitute what the Totals is not explain why it is special to invest people about you deplete some officer of people in the people of the people of security and deplete some officer of people in the people of constitute has the Total via security of the people of which can be regions rules and vialent shapp people is behavior and sharing. You have been provided the people is behavior and sharing people of the people of the people of the people of sharing people of the people of the people of the people of sharing people of the people of the people of the people of sharing people of the people of the people of the people of sharing or their own behind sharing and people of the people of sharing or their own behind sharing people and from they can contain people of the people of the people of the people of sharing or their own behind sharing people and from they can contain people of the people of	approache but the church extends across the units and in overas. Accreasing the centrality of working with the in- sistent of the church recognise the the Revenu Calvide section of the church recognise the the Revenu Calvide section of the church recognise the common countries described to the church of the church of the church of section of section of the church of section
Skills	Stems that Javania people are paid of a single made them appoint away of three post- formations of the property of the propert	Understand and after in the proposal accurate to Challetine is the second accurate to the control of the contro	Sealer in special file over the file in neutral, shall and a spiken have purple solutions of much medical country account of the country. Charges as bugsters and triads, carried powering. Charges as bugsters and triads, carried powering. Charges and special country in the country accountry of the country of the count	Approximate that Christians understand the district six bell instead by and an an operation on and of Joseph Rospopular for the Christian six and implicit of the Christian six and an approximate of the Christian six and an approximate that a significant of the Statistics is about a six property to be the Christian six and a six and a six and a six and a six and a six and a six and a six and a six and a six and a si	Get with York Riginal is impointed to always people and described in an a first acception provided by the complete and complete provided by the co	Pencapeus Mar, for Christiane, Easte is the next represent behalf at the present present the security of the present production facility. However, present the security of the present present and a security of the such as an Westmann, Martinering facility and Passandes Actionship has represent and the production of the security of the progression for a special reportance that is attached to second progression of the behalf of the special reportance that is attached to second progression of the progression of the second reportance that is attached to second progression for the second reportance that is attached to second progression that the second reportance that is attached to second progression that the second reportance that is attached to the second progression that the second reportance that is attached to the second of the second second progression and the second is recovered in many religious is attached response as in highly extended or recovered in many religious is attached and the second progression of the second in many religious is attached response as the highly extended or recovered in many religious is attached reportance.	Consistent and out the Security Security Assembly private Security Assembly Security	Activities by the disciple the face of priving institute of propositional production of many productions and the program consistent scale information control production control and of the commencions in neural production of resignation of the commencions in neural production control and commencions are consistent to the commencions are consistent to the commencions are consistent to the commencions and commencions are commencions are consistent to the commencions are consistent to the commencions are commencions and commencions are consistent to the commencions are	College cod explain how beliefs and values without a destity and college. Children and destitle how binding and callure are imported in Bibl's Children and imported by the college common and the college common and the college college common and the college coll	The cognise the central importance of James to Christians, as the evisible in the control importance of James to Christians, as the evisible central control is an extensive to the control interest to importance of active to the control interest to importance of active to the control interest to importance of active to the control interest t	Constitute what the Totals is not explain why it is special to always people wherein you despites came influence (several sizes) and how they gains a level second, and a second to the second total sizes and the second total sizes and second to the term from it is used and respected to the youngage, whether on the respected to the second total sizes and the second total second and second you present you have selected upon any of second you would be second, you would not provide the second total second to the second total second total second to the second total second to second total second total second total second to total second total second total second to second total second total second tot	Approaches that the chanch clauses around the world and in deverte. Accordingly the controlling of an except plant for a final plant of the chance of the ch
Skills Theme Knowledge	Stems that June and people are part of a single made them appoint away of the region of the process of the proc	Understand and affects in the proposal account for Chickens in Note and Association and Chickens in the Chickens in the local and a local account and chickens in the control of Sect. But have been as the eventual of Sect. But have been as the control of Sect. But have been as the control of Sect. But have been as the section of the se	understand and apply the principles of nutrition and learn how to cook. Healthy Earing: We need a variety and balance of food (and drinks) to stay healthy, as depicte in the Eat well Quide.	Approach that Christians understand the district six bell instead by, and an an operation on such discuss. Recognitive that church is state in proceedings of the Christian commonly. The character is a character of the Christian commonly and the character is a closed diagram on the hast making placed by the character of the character is a closed diagram on the character of t	understand and apply the principles of nutrition and learn how to cook.	Who oppose that the Christiane, Easter is the next represent behalf in the variety present the committee of the proposed plants, however, and present the committee of the committee of the committee of the suit of the committee of the committee of the committee of the committee of an opposition of the committee of th	understand and apply the principles of nutrition and learn how to cook. Healthy Earling: We need to eat foods in the proportions shown by the Eat well Guide (as well a earling a variety of foods from within the groups) to have a healthy dect.	Active relating that discipling the face of preventy nutries of preventy activity as manuscrippion, relating continues to the representation consists, throughout the substantial relating to the communities of the relating controls of relating con- trols of the relating transport of the relating controls of the relating con- trol that there is entirely greater that Close the regions are consistent and that there is entirely greater that Close the regions the communities and that there is entirely greater that Close the regions the communities and the relating transport of the Close that the relating transport to prevent and the relating prevent of the Close that the relating transport to prevention productions of the relating to their set of how these are represented through the Error Relating to the relating to their set of how these are represented through the Error Relating to the relating to the relating transport to the relating transport relating transport to	College con expected how beliefs and values inflamous density and college control of the college college control of the college co	The cognise his certain importance of James to Christians, as the revealable control in the committee of James to Christians, as the revealable control in the committee of the	Sociation what the Train is not explain why it is special to already people. Intelligence of explain some effects of power for the special some states of t	Appropriate that the check desired across the world and in lowers. Accounting the controlling of exception with the con- location accounts of the controlling of exception of the tell legisla makes of the controlling of exception of the description of the controlling of exception of the description of the controlling of exception of the description of the controlling of the controlling of the description of the description of the description of the description of t
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	understand and seels the principles of natificin and learn how to cook. Healthy Esting: We need food and drink to stay allow. I know that people need food and drink to stay allow. I know that food and drink help me to grow, be active and stay healthy. I know that food and drink help me to grow, be active and stay healthy. I know was need morce of some foods than others.	I know food comes from plants and animals. I can give some examples of foods from plant and animal sources. I can sort some foods into plant or animal groups.	understand and south the infrictions of multitor and seam how to cook. Healthy Exting: We med a variety and balance of food (and dries) to stay healthy, as depicted in the Ext well Califor as a model which shows me how to eat healthy in recognise the Ext well Califor as a model which shows me how to eat healthy compact together as aimple, balanced meal (and include a dries) by choosing toods from the Ext well Califor I know that different popies and or avaid certain foods for different measons are	It can sent different foods into paint or animal groups and explain my choices. I can name a variety of foods which grow above ground and those which grow below ground. I can give a range of different foods made by animals.	understant and apost the principles of nutrition and learn how to cook. Healthy Eating. People account the world choose and combine different foods and drinks to make make and manufacture. I know that what people account the world ead depends on reasons such as audiability, preference, resources, first, cubure and religion. I know that what is seation in different coordines amount the world can book different to it in quality invision, employees, from the same the first me.	I can say which part of a plant some different foods come from. E.g.	understand and south the principles of martition and learn have to cook. Healthy Exting. We meet to earl foods in the proportions alrown by the Eart well Guide (as well a seating a waiting you of the control of the food which of proportions of the Eart well Guide reflect in a understand that the difficulty proportions of the Eart well Guide reflect in a proportions of the data which should be seath from each group proportions of the data which should be seath from each group proportions of those which should be seath from each group and the seath of the Eart well Guide food group. It cannot be the group Guide model and messaces to hold me make healthy	I can say which part of a plant different foods come from. I can give examples of foods from different animals. I can give different examples of how animals are farmed.	understand and upon the principles of nutrition and learn how to cook. Healthy Eating: Food (and some dirinks) provide energy for the body so we can be active and stay healthy. I know that different types of food provide different amounts of energy. I know that different types of food provide different amounts of energy. It knows that different specials of food food food in the measured in kilopisuks (including importal). It knows that different amounts of food (contines) provide different amounts of the food (contin	Where Food Cornes From: I can find out about the ingredients used in some different dishes, where those ingredients come from and how they are produced. I know that foods from arimals can come from different parts of the arimal. E.g. Christien wage (pickwait housed roll); put n'it also, shoulder of lamb, white orals meat from the claws and legs, eggs laid by hers, milk produced by daily covers)	understand and apoint the principles of multition and learn how to cook. Healthy Edinig: Nativiers, water and fibre are needed for health and are acquired by eating a variety of foods. I understand that I need the markents - carbotylydrate, protein, fat, vitamins and minerals - as well as fibre and water to be healthy. I know that all food and drivit covoled by the nutrients carbotylydrate, protein and fat. I know that all food and drivit covoled ruptiers.	I know that foods from animals can come from different parts I can give examples of how animals and plants are farmed. I can give examples of foods people grow at home.
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	consequence and a contraction of an office and turn free to cont. We want forced and the contraction of an office and turn free to cont. We want forced and the contraction of the con	I know their document from justes and entimed. I know their document from justes and entimed entimed enterior. I can not some their beginner of parties of where important parties of the can not some those beginner and parties of those within grow and other ground. I go bilding-parties—central, purpose and above ground—authority. I go believe the come below makes by any parties make. I can give exemptine from both makes by any parties and. I can give exemptine from both makes by any parties of the can give exemptine from both makes by any parties of their parties of the can give exemptine from both parties give exemptine of the can give exemption of the can give exemption and parties of the can be given give exemption of the can be partied on the can be called a parties of the called a	International and the first scheduler of Ambilion and Search Note 1 to May and Search and Search	I can come a windy of the come	Interest and off of south the scheduler of a similar both to the office of the scheduler of	The control of the co	Interesting and only the properties sensity by the same been two to any of the work to be the best properties and only the same to sensity and the same to be the same to b	can say existin part of a plant of three totals cann from. I can pile energies from the most home ofference energies. I can pile energies from the serious are termed. I can pile effective description of the pilet and branch of can be fortuned as the serious from the can be a fortuned as a final pilet pilet pilet and the serious	Inheritating and such the activation of Antiformed heart have to each own. The Oracle part of medicinal proposed energy for the budge on see can be suffered. From joint come of the other parts of the ot	When the Colomb Form can be due all ond the spreaders used in some different dates, when these regulates come from the law they are produced. Expenditure come from the colomb Form of the colomb Form o	Independent and author this strickins of another and interest both to condi- strations, author and final are revealed for health and an explaned by supplies a walking it found. Another and the strickins construction, profiles (i.e., the strickins and interest as an explaned to the strickins condition, profiles), first, durings and formation, as well and store of the strickins, profiles, first, durings and formation and other and other to the strickins, and the strickins and strickins. I show that and the strick or disciss, contains a non-marked but they will also the strick or the strickins of explaned and stricks. I show that show the other disciss contains a non-marked but they will asso that the strick or strickins in the strick in and objected but they have been a formed and in contains an explaned and the strickins of the strickins of the class and the strickins of each strickins or dear of the strickins of the class and the strickins of each stricking from the stricking of each stricking containing the latest traction of each stricking from the stricking and can be con- tained by the main industric provided by which they class to give a case in processing and in the stricking of each stricking of each stricking and can be seen with the case of the stricking of each stricking or declarate the stricking and can be seen with a case industrial and the stricking of each stricking and can be seen with the case and an explaned provided by the stricking and can be seen with the case and a stricking and the stricking and can be seen with the case and a stricking and the stricking of control and can be considerably and can be an example quicking the seen as a consistent of proprieties and amount the world and of a can be exampled or proposable, in definition and can be desired and amount the world and of a can be exampled to a strick of cases of control applications and amount of the cases of the case are an excessing or any of these.	I seen that found from extension can consider the found from the con- tract may be exempted on the color purpose on from. It can pie a semajor the color purpose on from. It can pie a semajor that course from the color than the color found of
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