



## Bader Primary School Curriculum

Please note: Our curriculum is under review. Next review: December 2019

Key Stage 1:			
Year 1			
	Autumn	Spring	Summer
<p><b>Science</b> <b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment</li> <li>Performing simple tests identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>



## Bader Primary School Curriculum

<p><b>Computing</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum: Digital Literacy, Computer Science and Information Technology.</b></p>	<p><b>Modern Tales:</b></p> <ul style="list-style-type: none"> <li>Using the vehicle of the children's stories, the children will learn to navigate the rules of online safety and communication. The children will make animations based on an online situation they may encounter.</li> </ul> <p><b>My Online Life:</b></p> <ul style="list-style-type: none"> <li>This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</li> </ul>	<p><b>What is a Computer?:</b></p> <ul style="list-style-type: none"> <li>In this unit children will learn about the different parts of a computer and iPad. They will learn new skills, tips and tricks. The children will be able to see the inner working of a computer and build their own. Includes a range of continuous provision activities.</li> </ul> <p><b>Mini-Beasts:</b></p> <ul style="list-style-type: none"> <li>Children will use technology to classify minibeasts. In this activity the children will learn about gathering and presenting information. They will then make their own David Attenborough style nature documentary. Includes a range of continuous provision activities.</li> </ul>	<p><b>Animate with Shapes:</b></p> <ul style="list-style-type: none"> <li>Children will learn the basic skills of stop frame animation and produce a simple animated movie.</li> </ul> <p><b>Drawing Maths:</b></p> <ul style="list-style-type: none"> <li>This activity blends art and maths. The children will master an art app while exploring shape, numbers and problem solving.</li> </ul>
<p><b>History</b></p>	<p><b>Homes &amp; Toys</b> - changes within living memory (4 weeks)</p> <p style="text-align: center;">Cornerstones resource - Memory Box</p> <p><b>Bonfire Night</b> - British Values (2 weeks)</p>	<p><b>Florence Nightingale/ Mary Anning/ Mary Seacole/ Tim Peake/ Charles Darwin</b> - significant historical figure</p>	<p>.</p>
<p><b>Geography</b></p>	<p><b>Our Local Area</b>- school grounds, Thornaby, Stockton, Northern England. Look at key map features – city, town village, factory, harbour, shops.</p> <p style="text-align: center;">Cornerstones resource - The</p>	<p><b>Seasonal Daily Weather patterns</b> – local, national and international.</p> <p style="text-align: center;">Cornerstones resource - Splendid Skies</p>	<p><b>Hot and Cold Climates</b> – Local Seaside Study</p> <p style="text-align: center;">Cornerstones resource - Beachcombers/ Rio De Vida</p>



## Bader Primary School Curriculum

	Enchanted Woodland		
<p><b>Religious Education</b></p> <p>Christianity</p>	<p><b>Belonging</b> What does it mean to belong? (Christianity) Visit:-Local vicar to role-play baptism</p> <p><b>Festivals and Beliefs</b> Why do Christians give gifts at Christmas?</p>	<p><b>Founders and Leaders</b> Who was Jesus and who were his friends? (disciples)</p> <p><b>Festivals/Beliefs and practices:</b> What is Easter and why is Palm Sunday important?</p>	<p><b>Places of Worship</b> What can we learn from visiting a church? Visit:-Thornaby church eg St Peter ad Vincula, or St Mark's</p> <p><b>Belonging</b> What does it mean to belong? (Islam)</p>
<p><b>PSHE</b></p>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Internet safety</li> <li>● Emotions</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Feelings</li> <li>● Co-operation</li> <li>● Right and wrong</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Healthy eating</li> <li>● Dental Hygiene</li> <li>● Keeping clean</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Bullying</li> <li>● Behaviour</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Growing up</li> <li>● Sun safety</li> <li>● Personal safety</li> <li>● Emotional safety</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Kindness</li> <li>● Family</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>● Caring - plants</li> </ul>
<p><b>Music</b></p> <p><b>Charanga Scheme</b> All topics are designed to meet the criteria of the national curriculum</p>	<p><b>Autumn 1 - Hey You!</b></p> <p><b>Autumn 2 - Rhythm In The Way We Walk and The Banana Rap</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>● Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - start to sing, learn about singing and vocal health. Begin to learn</li> </ul>	<p><b>Spring 1 -In the Groove</b></p> <p><b>Spring 2 - Round and Round</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul> <p><b>Perform/Share</b> - begin to work together in a group/band/ensemble and perform to each other and an audience.</p>	<p><b>Summer 1 - Your Imagination</b></p> <p><b>Summer 2 - Reflect, Rewind and Replay</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Singing</li> <li>● Playing</li> <li>● Improvisation</li> <li>● Composition</li> </ul>



## Bader Primary School Curriculum

	<p>about working in a group/band/ensemble.</p> <ul style="list-style-type: none"> <li>● Playing - start to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - begin to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>Perform/Share</b> - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Playing/singing in different styles and learning about those styles</p>	<p><b>Perform/Share</b> - begin to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Playing/singing in different styles and learning about those styles <b>Create your own lyrics. Mixed styles and listening to songs/music about using your imagination.</b></p>
<p><b>Art</b> Pupils should be taught:</p>	<ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make products</li> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>● about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

**D & T:** 1 different opportunity each term

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

**Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria

**Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Year 2**



## Bader Primary School Curriculum

	Autumn	Spring	Summer
<p><b>Science</b></p> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment</li> <li>Performing simple tests identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p><b>Use of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<p><b>Computing</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum: Digital Literacy, Computer Science and Information Technology.</b></p>	<p><b>Online Buddies:</b></p> <ul style="list-style-type: none"> <li>This activity will explore what friendship means online. The children will learn about the do's and don'ts of communicating over the internet.</li> </ul> <p><b>My Online Life:</b></p> <ul style="list-style-type: none"> <li>This activity takes place</li> </ul>	<p><b>Code a Story:</b></p> <ul style="list-style-type: none"> <li>The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.</li> </ul>	<p><b>Heads Up!:</b></p> <ul style="list-style-type: none"> <li>The children play a computing focused game of charades and then create their own version.</li> </ul> <p><b>Maths Madness:</b></p> <ul style="list-style-type: none"> <li>The children take part in a maths scavenger hunt and then create their own</li> </ul>



## Bader Primary School Curriculum

	<p>over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</p>	<p><b>Story Land:</b></p> <ul style="list-style-type: none"> <li>The children take the role of authors to write the sequel to popular children's stories. They then create illustrations for their story and record them self reading it in order to create an audiobook to publish online.</li> </ul>	<p>version by creating QR codes and maths videos.</p>
<b>History</b>	<p><b>First Railway (Stockton)</b></p> <ul style="list-style-type: none"> <li>Event beyond living memory</li> </ul>	<p><b>Nelson Mandela</b> - significant historical figure</p>	<p><b>Captain Cook</b> - significant figure in the local area</p> <p>Cornerstones resource - Land Ahoy</p>
<b>Geography</b>	<p><b>Atlas Work</b> – Capital Cities, world's major oceans</p>	<p><b>Local Study</b> – Thornaby and contrast to weather at the equator and North/South Poles</p>	<p><b>Australia/New Zealand</b> – non Eu study for contrast</p>
<p><b>Religious Education</b></p> <p>Hinduism</p>	<p><b>Festivals/Beliefs and practices: Hinduism</b></p> <p>How do Hindus worship in their homes?/Diwali</p> <p>Visitor:- To talk about Divali/ create Mehndi hand patterns</p> <p><b>Festivals and Beliefs</b></p> <p>How and why do Christians celebrate Christmas?</p>	<p><b>Places of Worship</b></p> <p>What is a Mandir?</p> <p>Visit/Virtual tour online</p> <p><b>Festivals/Beliefs and practices:</b></p> <p>What are the key events/symbols associated with the Easter story?</p>	<p><b>Founders and Leaders</b></p> <p>Who was Mohammed and why was he important?</p> <p>Sacred Text/Festivals</p> <p>What is the Quran and why is it important?</p> <p>(Eid Covered here)</p>
<b>PSHE</b>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>Responsibility</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Friendship</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Rules/Expectations</li> <li>Taking turns</li> <li>Sharing</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Anger/love/sadness</li> <li>Consequences</li> <li>Aspirations</li> <li>Road safety</li> <li>Medicine</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Our school</li> <li>Belonging</li> <li>Citizenship</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Similarities &amp; differences</li> <li>Human body</li> <li>Healthy eating</li> <li>Physical activity</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Money</li> <li>Choices</li> <li>Enterprise</li> </ul>



## Bader Primary School Curriculum

<p><b>Music</b></p> <p><b>Charanga Scheme</b> All topics are designed to meet the criteria of the national curriculum</p>	<p><b>Autumn 1 - Hands, Feet, Heart</b> Music from South Africa, Freedom songs</p> <p><b>Autumn 2 - Ho Ho Ho</b> Winter time, festivals and Christmas time. Creating a performance using music and dance.</p> <p><b>Musical Activities -</b></p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Spring 1 - I Wanna Play In A Band</b> Rock music and movement</p> <p><b>Spring 2 - Zootime</b> Song Structure</p> <p><b>Musical Activities -</b></p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Summer 1 - Friendship Song</b> Mixed Styles</p> <p><b>Summer 2 - Reflect, Rewind and Replay</b> Revision and deciding what to perform. Listen to Western Classical Music. The language of music</p> <p><b>Musical Activities -</b></p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom instrument in a group/band/ensemble.</li> <li>● Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>
<p><b>Art</b> Pupils should be taught:</p>	<ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and</li> </ul>	<ul style="list-style-type: none"> <li>● to use a range of materials creatively to design and make</li> </ul>	<ul style="list-style-type: none"> <li>● about the work of a range of artists, craft makers and</li> </ul>



## Bader Primary School Curriculum

	<p style="text-align: center;">make products</p> <ul style="list-style-type: none"> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p style="text-align: center;">products</p> <ul style="list-style-type: none"> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p style="text-align: center;">designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
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**D & T:** 1 different opportunity each term

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

**Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria

**Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.





## Bader Primary School Curriculum

Key Stage 2:			
Year 3			
	Autumn	Spring	Summer
<b>Science</b> <b>Working Scientifically:</b> <ul style="list-style-type: none"> <li>● Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>● Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>● Identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<b>Rocks</b> <ul style="list-style-type: none"> <li>● Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>● Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>● Recognise that soils are made from rocks and organic matter</li> </ul> <b>Light</b> <ul style="list-style-type: none"> <li>● Recognise that they need light in order to see things and that dark is the absence of light</li> <li>● Notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect</li> </ul>	<b>Forces and Magnets</b> <ul style="list-style-type: none"> <li>● Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>● Observe how magnets attract or repel each other and attract some materials and not others</li> <li>● Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>● Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <b>Animals including Humans</b> <ul style="list-style-type: none"> <li>● Identify that animals, including humans, need the right types</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>● 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</li> <li>● Investigate the way in which water is transported within plants</li> <li>● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <b>Animals including Humans</b> <ul style="list-style-type: none"> <li>● Identify that humans and some other animals have</li> </ul>



## Bader Primary School Curriculum

	<p>their eyes</p> <ul style="list-style-type: none"> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	<p>and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>skeletons and muscles for support, protection and movement.</p>
<p><b>Computing</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum: Digital Literacy, Computer Science and Information Technology.</b></p>	<p><b>Online Detectives:</b></p> <ul style="list-style-type: none"> <li>This activity is designed to support children in mastering the art of advanced internet searching. They will learn new tricks to improve their searches while they try to solve puzzles and challenges.</li> </ul> <p><b>My Online Life:</b></p> <ul style="list-style-type: none"> <li>This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</li> </ul>	<p><b>Dancing Robot:</b></p> <ul style="list-style-type: none"> <li>The children will use some of Scratch Jr's more advanced coding blocks to create their own interactive dancing robot game. The children will learn the important skills of critical thinking, problem solving and debugging.</li> </ul> <p><b>Rainforests:</b></p> <ul style="list-style-type: none"> <li>The children will explore rainforests through new Virtual Reality (VR) apps. They will also create their own interactive learning games for younger children to play.</li> </ul>	<p><b>Keyboard Adventures:</b></p> <ul style="list-style-type: none"> <li>In this activity the children will master the art of using a keyboard and short cuts with a series of fun activities.</li> </ul> <p><b>T-Shirt Designer:</b></p> <ul style="list-style-type: none"> <li>The children will become illustrators and design their own t-shirts.</li> </ul>
<p><b>History</b></p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>(Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the</p>		<p><b>Changes in Britain from the Stone age to the Iron age.</b></p> <p>(late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture</p>



## Bader Primary School Curriculum

	<p>impact of technology, culture and beliefs, including early Christianity</p> <p>Cornerstones resource - I am Warrior</p>		<p>Cornerstones resource - Tribal Tales</p>
<b>Geography</b>	<p><b>European Study</b> – focusing on countries in Europe (including Russia)</p>	<p><b>Volcanoes and Earthquakes –</b> Pompeii/Italy</p>	
<p><b>Religious Education</b></p> <p>Sikhism</p>	<p><b>Founders and Leaders</b> <b>Sikhism</b> Who was Guru Nanak and why is he important to Sikhs?</p> <p><b>Festivals and Beliefs</b> What are the symbols associated with Christmas?</p>	<p><b>Places of Worship</b> What is a Gurdwara and why is it important? Visit:- Thornaby Gurdwara</p> <p><b>Festivals/Beliefs and practices:</b> How is Easter celebrated in church? Visit:- Thornaby church eg St Mark`s or St Peter ad Vincula</p>	<p><b>Beliefs and Practices</b> How do Muslims worship?</p> <p><b>Sacred Texts</b> What is the Bible and why is it important for Christians?</p>
<b>PSHE</b>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● E-safety</li> <li>● Loss / separation</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>● Rules</li> <li>● Thinking ahead</li> <li>● Money</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Balanced diet</li> <li>● Physical, emotional, mental</li> <li>● Physical exercise</li> <li>● Lifestyle choices</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● You`ve grown / physical changes</li> <li>● How to help</li> <li>● Emergency calls</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Connections</li> <li>● Family links</li> <li>● Religious views</li> <li>● Diversity</li> </ul>
<p><b>Music</b></p> <p>Charanga Scheme All topics are designed to meet the criteria of the national curriculum</p>	<p><b>Autumn 1 - Let Your Spirit Fly</b> RnB. Singing in two parts</p> <p><b>Autumn 2 - Glockenspiel Stage 1</b> Playing the glockenspiel. The language of music</p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse,</p>	<p><b>Spring 1 - Three Little Birds</b> Reggae and Bob Marley</p> <p><b>Spring 2 - The Dragon Song</b> Singing in two parts. Music from around the world.</p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise</p>	<p><b>Summer 1 - Bringing Us Together</b> Disco music</p> <p><b>Summer 2 - Reflect, Rewind and Replay</b> Revision and deciding what to perform. Listen to Western Classical Music. The language of music</p>



## Bader Primary School Curriculum

	<p>recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p><b>Musical Activities -</b></p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</li> <li>● Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share -</b> Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>	<p>instruments, discuss, listen, discuss other dimensions of music.</p> <p><b>Musical Activities -</b></p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</li> <li>● Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share -</b> Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>	<p><b>Listen &amp; Appraise -</b> begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p><b>Musical Activities -</b></p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.</li> <li>● Improvisation - continue to explore and create your own responses, melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share -</b> Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>
Art			



## Bader Primary School Curriculum

	<ul style="list-style-type: none"> <li>• Use a range of drawing media to draw natural and man-made items, giving attention to pattern, shape and form.</li> <li>• Take photographs and explain their creative vision. Copy and create patterns and textures with a range of paints. Identify interesting aspects of objects as a starting point for work.</li> <li>• Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the purpose of a given task and identify the ideal materials and tools for the job.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of modelling materials and tools, choosing the one most appropriate to a given task.</li> <li>• Use a range of artistic vocabulary to compare artworks of a particular genre or movement.</li> </ul>
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### Year 4

	Autumn	Spring	Summer
<p><b>Science</b> <b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity construct a simple series electrical circuit,</li> <li>• Identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch</li> </ul>



## Bader Primary School Curriculum

<ul style="list-style-type: none"> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p>fainter as the distance from the sound source increases.</p> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<p><b>Computing</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum: Digital Literacy, Computer Science and Information Technology.</b></p>	<p><b>Fake or Real?:</b></p> <ul style="list-style-type: none"> <li>Fake news is a serious concern and in this activity children will learn how they can sort the truth from the lies. Making videos to show what they have found out.</li> </ul> <p><b>My Online Life:</b></p> <ul style="list-style-type: none"> <li>This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</li> </ul>	<p><b>Hour of Code:</b></p> <ul style="list-style-type: none"> <li>The class will sign up for Hour of Code and work through various challenges. The class can also choose to take part in global coding events.</li> </ul> <p><b>Dinosaurs:</b></p> <ul style="list-style-type: none"> <li>In this activity the children will make their own summer blockbuster. They will learn all about filming techniques and storytelling skills.</li> </ul>	<p><b>Wizard School:</b></p> <ul style="list-style-type: none"> <li>The children will undertake a series of creative challenges based around the Harry Potter books.</li> </ul> <p><b>Minecraft Challenges:</b></p> <ul style="list-style-type: none"> <li>Who is the best at building. The children take part in a series of maths/Minecraft challenges.</li> </ul>
<p><b>History</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>(Roman withdrawal from Britain in c. AD 410 and the fall of the western</p>		<p><b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world</p> <p>Cornerstones resource -Gods and</p>



## Bader Primary School Curriculum

	<p>Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne)</p> <p>Cornerstones resource -Traders and Raiders</p>		Mortals
<b>Geography</b>	<p><b>Local area maps and OS symbols.</b> Also, name and locate countries and cities in UK.</p>	<p><b>Brazil, South America and the Rainforest.</b> Look at physical issues and human geography including settlement and land use.</p>	
<p><b>Religious Education</b></p> <p>Buddhism</p>	<p><b>Festivals</b> <b>Buddhism</b> How do Buddhists celebrate? Visit:- Darlington Buddhist Temple</p> <p><b>Festivals and Beliefs</b> What are the journeys that take place within the Christmas story?</p>	<p><b>Places of Worship</b> What is a Mosque and why is it important Visit:- Thornaby Mosque</p> <p><b>Festivals/Beliefs and practices:</b> Why is Easter important to Christians?</p>	<p><b>Beliefs and Practices</b> What are the five pillars and why are they Important? Visitor:- Muslim leader to visit to talk about Hajj or to demonstrate Wudu and Salat</p>
<b>PSHE</b>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Loss / separation</li> <li>● Family changes</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Reactions</li> <li>● Self-worth</li> <li>● Persistence / resilience</li> <li>● Negative persistence</li> <li>● Friendship</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Clear messages</li> <li>● How to listen</li> <li>● Responding to others</li> <li>● Expressing opinions</li> <li>● Shared goals</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>● Different communities</li> <li>● School communities</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>● Identified strengths</li> <li>● Setting goals</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Working together</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>● Gender stereotypes</li> </ul>
<p><b>Music</b></p> <p>Charanga Scheme All topics are designed to meet the criteria of the national curriculum</p>	<p><b>Autumn 1 - Mamma Mia!</b> <b>ABBA's music</b></p> <p><b>Autumn 2 - Glockenspiel Stage 2</b></p>	<p><b>Spring 1 - Stop!</b> <b>Grime, Writing lyrics</b></p> <p><b>Spring 2 - Lean on Me</b></p>	<p><b>Summer 1 - Blackbird</b> <b>The Beatles and the development of pop music</b> <b>The Civil Rights Movement.</b></p>

## Bader Primary School Curriculum

	<p><b>Playing the glockenspiel. The language of music.</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li>● Improvisation - continue to explore and create your own responses melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Gospel/links to Religious music</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li>● Improvisation - continue to explore and create your own responses melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p><b>Summer 2 - Reflect, Rewind and Replay</b> <b>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</b></p> <p><b>Listen &amp; Appraise</b> - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.</li> <li>● Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.</li> <li>● Improvisation - continue to explore and create your own responses melodies and rhythms.</li> <li>● Composition - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble</p>
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## Bader Primary School Curriculum

			and perform to each other and an audience. Discuss/respect/improve your work together.
<b>Art</b>	<p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p> <p>Take a picture from an unusual or thought-provoking viewpoint.</p> <ul style="list-style-type: none"> <li>• Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</li> </ul>	<p>Draw from close observation to capture fine details.</p> <ul style="list-style-type: none"> <li>• Draw from close observation to capture fine details. Comment on similarities/ differences between own and others' work, describing what they feel about both.</li> <li>• Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres.</li> </ul>	<p>Add embellishments and decorations to enhance a form or sculpture.</p> <p>Investigate, combine and organise visual and tactile qualities of materials and processes when making something.</p>
<b>Year 5</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>



## Bader Primary School Curriculum

<p><b>Science</b> <b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>● Using test results to make predictions to set up further comparative and fair tests</li> <li>● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>● Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>● Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>● Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>● Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>● Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>● Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>● Describe the changes as humans develop to old age.</li> </ul>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>● Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>● Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>● Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>● Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>● Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>● Describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>● Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Sustainability (not on NC)</b></p> <ul style="list-style-type: none"> <li>● See Additional planning from STEM and CCI</li> </ul>
<p><b>Computing</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum: Digital Literacy, Computer Science and Information Technology.</b></p>	<p><b>YouTuber:</b></p> <ul style="list-style-type: none"> <li>● Every child wants to be a “YouTuber”. In this activity children will learn about</li> </ul>	<p><b>Girls v Boys:</b></p> <ul style="list-style-type: none"> <li>● STEAM Challenges: This activity will pit the girls against the boys in a series of creative STEM</li> </ul>	<p><b>Video Game Music Composer:</b></p> <ul style="list-style-type: none"> <li>● The children will learn about audio recording and will write and record their</li> </ul>



## Bader Primary School Curriculum

	<p>want that means, the positives and negatives, safety tips and they will create their own video blog (vlog).</p> <p><b>My Online Life:</b></p> <ul style="list-style-type: none"> <li>This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</li> </ul>	<p>challenges. They will tackle code, maths, art, DT and lots of problem solving.</p> <p><b>Making AR Games:</b></p> <ul style="list-style-type: none"> <li>In this activity the children will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating game that uses AR.</li> </ul>	<p>own songs. The class can combine these into a class album.</p> <p><b>News Reporter &amp; Podcaster:</b></p> <ul style="list-style-type: none"> <li>Children will produce their own podcasts to publish online.</li> </ul>
<b>History</b>	<p><b>Second World War</b> - A local history study</p> <p><b>'Remembering Thornaby'</b></p> <p>Cornerstones resource - A Child's War</p>	<p><b>Victorians</b> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Cornerstones resource - Revolution</p>	<p><b>Ancient Egypt</b> - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>Cornerstones resource - Pharaohs</p>
<b>Geography</b>	<p>Name and locate countries involved in battles.</p>	<p><b>Mapping four and six figure grid references/time zones.</b> Focus and study of Artic and Antarctic. Identifying longitude, latitude, Equator, Northern and Southern Hemisphere, tropics.</p>	
<p><b>Religious Education</b></p> <p>Judaism</p>	<p><b>Beliefs and practices/sacred texts</b></p> <p><b>Judaism</b></p> <p>What do Jews believe about the nature of God?</p> <p>Visitor/Virtual tour online</p> <p><b>Festivals and Beliefs</b></p> <p>How do we know about the Christmas story?</p>	<p><b>Sacred Texts</b></p> <p>What is the Torah and why is it important?</p> <p><b>Festivals/Beliefs and practices:</b></p> <p>How do betrayal and loyalty feature in the Easter Story?</p>	<p><b>Worship in the home</b></p> <p><b>Thematic</b> compare and contrast Christianity, Islam and one other</p>
<b>PSHE</b>	<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>



## Bader Primary School Curriculum

	<ul style="list-style-type: none"> <li>● Death &amp; grief</li> <li>● Managing conflict</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>● Law &amp; order</li> <li>● Rights</li> <li>● Community</li> </ul>	<ul style="list-style-type: none"> <li>● Food choices</li> <li>● Drugs/ alcohol/ tobacco/ substance abuse</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Physical, emotional, mental</li> <li>● Confidentiality</li> <li>● Listening</li> <li>● Responding</li> </ul>	<ul style="list-style-type: none"> <li>● Food choices</li> <li>● Cooking</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>● Responding</li> <li>● Shared goals</li> <li>● Community spirit</li> </ul> <p><b>Extremism &amp; Radicalisation</b></p>
<p><b>Music</b></p> <p><b>Charanga Scheme</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum</b></p>	<p><b>Autumn 1 - Livin' On A Prayer</b> <b>Rock Anthems</b></p> <p><b>Autumn 2 - Classroom Jazz 1</b> <b>Jazz and Improvisation</b></p> <p><b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation - explore and create your own responses, melodies and rhythms.</li> </ul>	<p><b>Spring 1 - Make You Feel My Love</b> <b>Pop Ballads</b></p> <p><b>Spring 2 - Fresh Prince of Bel-Air</b> <b>Old School Hip Hop</b></p> <p><b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation - explore and create your own responses, melodies and rhythms.</li> <li>● Composition - create your own responses, melodies and rhythms and</li> </ul>	<p><b>Summer 1 - Dancing In The Street</b> <b>Motown</b></p> <p><b>Summer 2 - Reflect, Rewind and Replay</b> <b>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</b></p> <p><b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> </ul>



## Bader Primary School Curriculum

	<ul style="list-style-type: none"> <li>● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>record them in some way. Explore the link between sound and symbol.</p> <p><b>Perform/Share</b> - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<ul style="list-style-type: none"> <li>● Improvisation - explore and create your own responses, melodies and rhythms.</li> <li>● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>
<p><b>Art</b></p>	<p><b>Stargazers</b></p> <ul style="list-style-type: none"> <li>● Create a detailed block for printing using string, card, foam or lino. Use simple rules of perspective in drawings of figures and buildings.</li> </ul>	<p><b>Peasants, Princes, Pestilence</b></p>	<p><b>Pharaohs</b></p> <ul style="list-style-type: none"> <li>● Explain how an idea has developed over time. Combine a range of media within a piece of work and explain the desired effect.</li> <li>● Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g colour and pattern)</li> </ul>
<p><b>Year 6</b></p>			
	<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p><b>Science</b> <b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>● Recording data and results of increasing complexity using</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>● Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>● Compare and give reasons for variations in how components function,</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>● Recognise that light appears to travel in straight lines</li> <li>● Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>● Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>● Recognise the impact of diet, exercise, drugs and</li> </ul>



## Bader Primary School Curriculum

<p>scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"> <li>● Using test results to make predictions to set up further comparative and fair tests</li> <li>● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>● Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> <li>● Use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>● Recognise that living things have changed over time and that fossils</li> <li>● Provide information about living things that inhabited the Earth millions of years ago</li> <li>● Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>● Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>● Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>lifestyle on the way their bodies function</p> <ul style="list-style-type: none"> <li>● Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>● Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
<p><b>Computing</b></p> <p><b>All topics are designed to meet the criteria of the national curriculum: Digital Literacy, Computer Science and Information Technology.</b></p>	<p><b>Online Safety Dilemmas:</b></p> <ul style="list-style-type: none"> <li>● In this activity the children will become online safety ambassadors. They will be given modern day dilemmas. Dilemmas that children face everyday online and asked to produce a series of “what to do”</li> </ul>	<p><b>VR Worlds:</b></p> <ul style="list-style-type: none"> <li>● The class will explore Virtual Reality (VR) and how it can be used in the classroom. The children will also build their own VR world.</li> </ul> <p><b>Crossy Roads:</b></p> <ul style="list-style-type: none"> <li>● The children will create their own version of the popular app</li> </ul>	<p><b>Maths: Solve IT Club:</b></p> <ul style="list-style-type: none"> <li>● Children will produce their own digital guide to being a maths genius. Making videos and animations showing how to solve various maths problems. This is an opportunity to connect with other schools.</li> </ul>



## Bader Primary School Curriculum

	<p>videos to explain how to cope online.</p> <p><b>My Online Life:</b></p> <ul style="list-style-type: none"> <li>This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</li> </ul>	Crossy Roads using visual coding.	<p><b>Quiz Show Host:</b></p> <ul style="list-style-type: none"> <li>The children will create quizzes using a variety of apps.</li> </ul>
<b>History</b>	<b>A non-European society that provides contrasts with British history</b> - AD 900; Benin (West Africa)		<b>First World War</b> Edith Cavell Emily Davison
<b>Geography</b>	<b>Rivers/Mountains Around the World</b>		<b>The Environment/Endangered Earth.</b>
<b>Religious Education</b> Compare and contrast	<p><b>Rites of Passage</b> <b>Thematic</b> compare and contrast Christianity, Islam and one other</p> <p><b>Festivals and Beliefs</b> What do the Gospel stories tell us about the birth of Jesus?</p>	<p><b>Expression of faith through Art</b> <b>Thematic</b> compare and contrast Christianity, Islam and one other</p> <p><b>Festivals/Beliefs and practices:</b> How far can the death of Jesus be seen as a victory in Christianity?</p>	
<b>PSHE</b>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Identified strengths</li> <li>Setting goals</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Race &amp; ethnicity</li> <li>Gender stereotypes</li> <li>Culture</li> </ul>	<p><b>Health &amp; Wellbeing</b></p> <ul style="list-style-type: none"> <li>Physical, emotional, mental</li> <li>Healthy lifestyles</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Physical conflict</li> <li>Support and care</li> </ul> <p><b>Substance related abuse</b></p>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Budgeting</li> <li>Consumer sense</li> <li>Generating income</li> </ul> <p><b>Sex &amp; Relationships education</b></p>
<b>Music</b> Charanga Scheme All topics are designed to meet the criteria of the national curriculum	<p><b>Autumn 1 - I'll Be There</b> Michael Jackson's music and his influence on Pop music</p> <p><b>Autumn 2 - Classroom Jazz 2</b></p>	<p><b>Spring 1 - A New Year Carol</b> Benjamin Britten's music</p> <p><b>Spring 2 - Happy Music that makes you happy!</b></p>	<b>Summer 1 - You've Got A Friend</b> Carole King's music - her life as a composer. Friendship.



## Bader Primary School Curriculum

	<p><b>Jazz and improvisation</b></p> <p>In greater depth and with confidence:</p> <p><b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation - create your own responses, melodies and rhythms.</li> <li>● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together.</p>	<p>In greater depth and with confidence:</p> <p><b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation - create your own responses, melodies and rhythms.</li> <li>● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble and perform to each other and an audience.</p> <p>Discuss/respect/improve your work together.</p>
		<p><b>Summer 2 - Reflect, Rewind and Replay</b></p> <p><b>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</b></p> <p>In greater depth and with confidence:</p> <p><b>Listen &amp; Appraise</b> - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music</p> <p><b>Musical Activities</b> -</p> <ul style="list-style-type: none"> <li>● Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.</li> <li>● Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>● Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>● Improvisation - create your own responses, melodies and rhythms.</li> <li>● Composition - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p><b>Perform/Share</b> - Continue to work together in a group/band/ensemble</p>





## Bader Primary School Curriculum

			and perform to each other and an audience. Discuss/respect/improve your work together.
<b>Art</b>	<ul style="list-style-type: none"><li>● Explain intentions when developing ideas, identifying any changes and improvements made as work progresses.</li><li>● Use a variety of media to represent light, shade, form, pattern and texture in a range of drawing work. Use pen and ink to add line, tone and perspective using a tonal ink wash.</li></ul>		<ul style="list-style-type: none"><li>● Create abstract forms choosing appropriate materials and tools, demonstrating the awareness and influence of a specific art genre. Embellish a 3-D form using collage techniques (decoupage).</li></ul>

**Additional Topics :Autumn 2:** Week beginning 4-11-19 (1 week) Douglas Bader

**Summer 2:** Week beginning 29-6-20 Olympics 2020