

Curriculum Offer 2016-17 John Randall Primary

Autumn: Doorstep Heritage- What's on our doorstep? English Heritage project~ Martin Philips						
Y1	Y2	Y3	Y4	Y5	Y6	
<p><u>History:</u> Changes within living memory. Significant historical events, people and places in own locality.</p> <p><u>Geography:</u> <u>Geographical and field work</u> Use area photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map: and use and construct basic symbols in a key directional language to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p><u>Human and physical geography</u> Identify key features, including: city, town, village, factory, farm, house, office, shop, river, soil, vegetation, forest, hill</p> <p><u>Design and Technology</u> Design, make, and evaluate, technical knowledge.</p> <p>Cooking and nutrition- Use the basic principles of a healthy and varied diet to prepare dishes.</p>		<p><u>History:</u> A local study- A study over time tracing how several aspects of national history are reflected in the locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- changing power of monarchs. Changes in an aspect of social history such as crime and punishment or leisure and entertainment. A significant turning point in British history eg the first railways.</p> <p><u>Geography</u> <u>Geographical fieldwork</u> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Use field work to observe, measure and record the human and physical features in the local are using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p><u>Human and physical geography</u> Describe and understand key aspects of- Human geography, including: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p> <p><u>Design and Technology</u> Design, make, and evaluate, technical knowledge. Cooking and nutrition- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><u>Art and design</u> Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To create sketch books to record observations and use them to review and revisit ideas.</p>				

<p><u>Art and design</u> Produce creative work, exploring their ideas and recording their experiences. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use a range of materials creatively to design and make products.</p> <p><u>PHSE</u> My community Caring for others, animals and the local area. SEAL: New Beginnings. Getting on and falling out. Say no to bullying.</p>	<p>To develop knowledge of local figures –architects, designers, artists from history.</p> <p><u>PHSE</u> Identity and self-esteem. Respect for self and others. SEAL: New Beginnings. Getting on and falling out. Say no to bullying.</p>				
<p>Spring: Magical Mystery Tour? Perhaps using school as a starting point take a mystery trip to.... Could keep coming back to JR as starting point and relate to previous terms learning and make comparisons.</p>					
Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Geography:</u> <u>Locational Knowledge</u> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surround seas.</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.</p>		<p><u>Geography:</u> <u>Locational Knowledge</u> Locate the world’s countries, using maps to focus on Europe, North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the united Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features(including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.</p> <p><u>Place Knowledge</u></p>			

<p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><u>History:</u> Events beyond living memory that are significant nationally or globally. Look at famous explorers or people associated with them eg, Queen Victoria – British Empire, Queen Elizabeth 1 , Christopher Columbus, Neil Armstrong etc - Christopher Columbus could go exploring with him on his ship...</p> <p><u>Design and Technology</u> Design, make, evaluate, technical knowledge.</p> <p>Cooking and nutrition-understand where food comes from. Healthy food choices.</p> <p><u>Art and design</u> Know about great artists, craft makers and designers To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><u>PHSE</u> Difference and diversity. Good to be me. Knowing significant people who have changed history and people’ lives. Fair trade. SEAL:</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p><u>History:</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt, The Shang Dynasty, Ancient Greece, Mayan or Benin- A non- European society that provides contrasts with British history Tour these areas during the first half term and then do deeper learning of a specific area that children in class are most interested in in the second half term.</p> <p><u>Design and Technology</u> Design, make, evaluate, technical knowledge.</p> <p>Cooking and nutrition- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p><u>Art and design</u> Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p><u>PHSE</u> Respect for self and others. Difference and diversity. How to respect equality and diversity in relationships. Respecting and protecting the environment. Fair trade. Globalisation inequalities. Hunger and poverty. Rules and customs. How to develop and maintain healthy relationships within a range of social and cultural contexts. Rights and responsibilities. Global citizenship and different identities around the world. SEAL: Going for goals. Good to be me.</p>
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Going for goals. Good to be me.					
Summer: Ch..Ch...Ch...Changes!?					
Whichever area of coverage please look at/ think about what was here, JR site, Madeley at this point in time as part of the studies.					
Y1	Y2	Y3	Y4	Y5	Y6
<p><u>History:</u> Significant historical events, people and places in own locality and wider world. Significant events in history in Britain – Fire of London, transport, festivals and anniversaries. Could develop a holiday type theme from transport.</p> <p><u>Geography:</u> <u>Human and physical geography</u> Identify seasonal and daily weather patterns in the United Kingdom and the location of a hot and cold areas of the world in relation to the Equator and the North and South Poles. Use key physical ad human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, etc.</p> <p><u>Geographical skills and fieldwork</u> Use simple compass directions and locational directional language to describe the location features and routes on a map.</p> <p><u>Design and Technology</u> Design, make, and evaluate, technical knowledge.</p> <p>Cooking and nutrition- Use the basic principles of a healthy and varied diet to prepare dishes. Enterprise week: Producing something to sell at the summer fair.</p>		<p><u>History:</u> The Roman Empire and its impact on Britain: Julius Caesar’s attempted invasion, Hadrian’s Wall, Boudicca and British resistance to the Romans, Romanisation of Britain. Britain’s settlement by Anglo-Saxon and Scots – Roman withdrawal from Britain, Scot invasions, Anglo Saxon invasions, settlements and kingdoms – place names and village life, Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p><u>Geography:</u> <u>Human and physical geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes to locate and describe features. Use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Design and Technology</u></p>		<p><u>History:</u> The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking invasions, Alfred the Great, Anglo Saxon laws and justice, Edward the Confessor and 1066. The changing powers of monarchs, using case studies.</p> <p><u>Geography:</u> <u>Human and physical geography</u> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Geographical skills and fieldwork</u> Use maps, atlases, globes to locate and describe features. Use the eight points of a compass, four and six-figure grid references, symbols and keys to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Design and Technology</u> Design, make, and evaluate, technical knowledge.</p>	

<p><u>Art and design</u> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To look at the work of a range of artists, craft makers and designers- looking at similarities and differences between practices, and making links with their own work.</p> <p><u>PHSE</u> Knowing significant people who have changed history and people's lives in Britain and the greater world. Caring for others, animals and the local area. Understanding that people have different beliefs, cultures and backgrounds. Understanding that we have a royal family and the role they play. Understanding that we have a parliament, prime minister and the roles they play. Global citizenship – different identities around the world. Growing up and changing. Enterprise week (social enterprise): Producing something to sell at the summer fair.</p> <p>SEAL: Relationships. Changes.</p>	<p>Design, make, and evaluate, technical knowledge. Cooking and nutrition- understand seasonality, and know where and variety of ingredients are grown, reared, caught and processed. Enterprise week: Producing something to sell at the summer fair.</p> <p><u>Art and design</u> Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <u>PHSE</u> How to respect equality and diversity in relationships. Understanding different groups and communities. Understanding the importance of protecting the environment. Who and what are the Royal family? What is democracy? Managing change. Enterprise week (social enterprise): Producing something to sell at the summer fair. SEAL: Relationships. Changes.</p>	<p>Cooking and nutrition- understand seasonality, and know where and variety of ingredients are grown, reared, caught and processed. Enterprise week: Producing something to sell at the summer fair.</p> <p><u>Art and design</u> Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. <u>PHSE</u> Human rights- extremism, moral ethical questions related to current issues. Democracy – historical changes to the way we have been ruled. Changes – adapting to and finding positive. Enterprise week (social enterprise): Producing something to sell at the summer fair.</p> <p>SEAL: Relationships. Changes.</p>
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NOTES:

The first half of each term is a formal topic based upon NC and ARE expectations. Second half term each class or pair of classes then look as developing deeper learning – (Child initiated) this is where the child will have built up interests and will lead the topic with their questioning and interests.

Need to develop enquiry and investigative approach so that children are finding out rather than being told as much as possible.

Assessment:

Each term the children will complete the topic with a short assembly type activity that they will present to the school or to parents. This could be in the form of a museum, gallery, dance, animation, short movie, newspaper etc. Children need to know that there is an end product and be making choices in how they present this, groups might choose different ways- the presentation is then a part of assessment.

Class track have all subjects so AFL will be easier to do as an ongoing process.

Science Long Term Plan

Scientists and Inventors: All children will be given opportunities to research famous scientists and inventors linked to the topics they are covering in science each term.

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Ourselves and animals. Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.	Animals, including humans. Notice that animals, including humans have offspring which grow into adults. Find out about and describe the basic needs of animals,	Animals including humans. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;	Living things and their habitats. Animals, including humans. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys	Earth and space Describe the movement of Earth and other planets. Describe the movement of the Moon relative to Earth. Describe the Sun, Earth and Moon.	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth

	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>including humans, for survival. Describe the importance of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Forces and magnets. Explore how magnetic forces can act without direct contact. Investigate the behaviour and everyday uses of different magnets.</p>	<p>to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Describe simple functions of the digestive system in humans. Identify different types of teeth in humans and their functions. Investigate food chains.</p> <p>Sound. Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world. Find out how the pitch and volume</p>	<p>Understand the idea of the Earth's rotation to explain day and night.</p>	<p>millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.</p> <p>Electricity Construct and explore simple series circuits with different components. Represent circuits in diagrams using symbols.</p>
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				of sounds can be changed in a variety of ways.		
Spring	<p>Everyday materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of everyday materials. Make comparisons.</p>	<p>Living things and habitats. Explore and compare the differences between things that are living, dead, and things that have never lived. Identify that most living things live in habitats and be able to describe how different habitats provide for basic needs.</p> <p>Plants. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the dea of a simple food chain, and</p>	<p>Rocks. Compare and group together different kinds of rocks. Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter.</p>	<p>States of matter. Compare and group materials together, according to whether they are solids, liquids or gases. Changing states of materials. Evaporation and condensation.</p>	<p>Forces Understand that unsupported objects fall towards the Earth due to the force of gravity. Identify the effects of air resistance, water resistance and friction. Recognise the significance of mechanisms in allowing force to have a greater effect.</p>	<p>light Compare and give reasons for variations in how components function, including the brightness of bulbs and the loudness of buzzers. Recognise that light appears to travel in straight lines. Understand how light travels from light sources to our eyes or from light sources to objects and then ti our eyes. Investigate shadows.</p>

		identify and name different sources of food.				
Summer	<p>Plants</p> <p>Explore plants growing in the local environment.</p> <p>Plant flowers and vegetables.</p> <p>Care for and observe the growth of plants and vegetables.</p> <p>Recognise common names of plants and their structures.</p>	<p>Uses of every day materials.</p> <p>Identify and compare the uses of a variety of everyday materials.</p> <p>Find out how the shapes of some solid objects can be changed.</p>	<p>Light. Plants.</p> <p>Recognise that light is needed in order to see things.</p> <p>Investigate reflection and shadows.</p> <p>Understand safety concerning the sun.</p> <p>Identify and describe functions of different parts of plants.</p> <p>Explore the requirements of plants for life and growth.</p> <p>Investigate how water is transported by plants.</p> <p>Explore life cycles of plants, including seed formation and dispersal.</p>	<p>Electricity.</p> <p>Identify common appliances that run on electricity.</p> <p>Construct electrical circuits.</p> <p>Recognise common conductors and insulators.</p>	<p>All living things and habitats</p> <p>Identify and name the main parts of the human circulatory system.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the ways the body functions.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Materials and properties.</p> <p>Explore and compare the properties of a broad range of materials.</p> <p>Explore reversible changes including evaporating, filtering, sieving,</p>	<p>Living things and their habitats.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics.</p> <p>Justify and classify reasons – plants and animals.</p> <p>Identify and name parts of the human circulatory system of humans.</p> <p>Recognise the impact of diet, exercise and drugs and lifestyle.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>

					melting and dissolving.	
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RE planning

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Creation and thanksgiving: how do we say 'thank you' for a beautiful world? (Jews and Christians) Christmas	Respect for everyone: what does that mean? Respect for everyone: what does that mean? Christmas	Celebrations Divali: how is the festival celebrated and what does it mean? Christmas	Sacred places What can we learn from visiting sacred places? Christmas	What can we learn from religions about temptations Christmas	Religion and the individual: exploring commitment. Christmas
Spring	Special stories: what can we learn? (Christians and Muslims) Special stories: what can we learn? (Christians and Muslims) Easter	Symbols of belonging: what can we learn? (Hindu, Muslim, Christian) Symbols of belonging: what can we learn? (Hindu, Muslim, Christian) Easter	Living in Harmony: Stories to show we care Easter	Does a beautiful world mean there is a wonderful God? (Christian, non-religious) Why do some people think Jesus is inspiring? Easter	Prayer: asking questions, and seeking answers (Jewish, Muslim). Values: What can we learn from Christians and Humanists? Easter	Words of wisdom from Sikhs, Muslims and Christians Expressing spiritual ideas through the arts (Christian) Easter
Summer	I wonder... Questions that puzzle us Finding out about Christian churches	Holy words: why do religious people love their scriptures? Beginning to learn about Islam (Muslims and Mosques in T&W)	Leaders and followers in Family Life (Jewish and Christian) Is life like a journey? (Christian, Muslim, Hindu)	Why do some people think Jesus is inspiring? Keeping the 5 pillars of Islam today	Christian aid and Islamic Relief: Can we change the world?	Expressing spiritual ideas through the arts (Christian) What will make our community more respectful? (Many religions + beliefs)

MFL

	Y3	Y4	Y5	Y6
Autumn	Greetings Names Numbers 1-20 Colours Christmas in France	Revision and consolidation of : greetings, age, colours and family Classroom objects/ commands Pets – adjectives: colour, size quantity. Christmas in France	Revision and consolidation: greetings, age, colours, family. Likes and dislikes School subjects in France Favourite subjects Journey to school – transport Christmas in France	Revisions ad consolidation of: greetings, numbers 1-100, describing pets, likes and dislikes. Body parts Clothes ~Adjectives Verb- porter Christmas in France
Spring	Weather Days of the week Months of the year Consolidation of autumn term Easter in France	Where we live Living things and their habitats Days of the week Months of the year Seasons Weather Easter in France	Months of the year/ seasons/ weather phrases Counting to 100 Drinks/ snacks Likes/dislikes J'aime/ je n'aime Pas/ je voudrais Shopping Easter in France	Seasons Months of the year Weather Out and about in town – giving directions Names of buildings and different shops Conversations – what can I buy from a butchers? Bakers? etc
Summer	Animals Describing animals using colours Sports	School subjects Opinions and preferences – drinks and snacks Sports – preferences Likes and dislikes Sentence structure	Animals and humans Habitats Where we live Parts of the body Descriptions using verb avoir Sports	Map study of France – mountain ranges, borders with other countries, towns, and cities. French speaking countries. Descriptions using verb- avoir Sports Opinions – Quel est ton sport préféré?

Music

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Exploring a range of styles and genres and musically drawing together: listening and appraising. Developing composing/ improvising and performing. Learning and performing a Christmas presentation which includes singing, instrumental parts, acting, movement and dance.		Improvise and compose music for a range of purposes. Appreciate and understand a wide range of high quality music from different traditions, composers and musicians. Recorder course: Children learn to play the recorder, focusing on developing early instrumental skills. Organise, promote, produce, and perform a presentation involving classes from KS2 – Carols Around The Tree.		Exploring a range of styles and genres and musically draw together listening/ appraising/ composing/ improvising and performing skills. Organise, promote, produce, and perform a presentation involving classes from KS2 – Carols Around The Tree. Take part in Nationwide singing project: Young Voices. Y5: Children learn to play an instrument- ukulele: Building on instrumental skills and exploring notations.	
Spring	Exploring a range of styles and genres and musically drawing together: listening and appraising. Developing composing/improvising and performing skills. Developing opportunities to explore links across the curriculum, to sing and make musical comparisons. Exploring, comparing and learning songs and music from around the world.		Listen with attention to detail and recall sounds with increasing aural memory. Exploring a range of styles and genres and musically drawing together: listening and appraising. Developing composing/improvising and performing skills. Look at a range of historical and cultural influences upon music connected to topic work. Y3 and Y4: Cyclic patterns – explore West African Djembe drumming tradition- listen, play and compose their own pieces. Y3 and Y4: Organise, promote, produce, perform and evaluate an end of term performance for parents and children.			
Summer	Exploring a range of styles and genres and musically drawing together: listening and appraising. Developing composing/improvising and performing skills. Exploring a collection of more advanced songs, rhymes and activities which build on		Explore a range of styles and genres and musically draw together listening/ appraising, composing/improvising and performing skills. Y4: Children begin to play an instrument- ukulele: Developing instrumental skills and exploring notations. Y5/Y6: Organise, promote, produce, perform and evaluate an end of term performance for parents and children.			

	<p>the skills and range developed through the year.</p> <p>Y2: Begin to use instruments such as recorders, drums and glockenspiels.</p>	<p>Y6: Leavers Service- children revisit their favourite songs and prepare to perform a selection at their Leavers Celebration.</p>
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PE

	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	<p>Key skills activities - agility, co-ordination, running, jumping, throwing and catching. Individually and cooperatively.</p> <p>Dance-Perform dances using simple movement patterns.</p>		<p>Football, Hockey-Key skills, running, developing flexibility, attacking, defending, play competitive games, apply basic principles suitable for attacking and defending .</p> <p>Dance-Perform dances using a range of movement patterns. Compare performances with previous ones and demonstrate improvement.</p> <p>Gymnastics- Develop flexibility, strength, technique, control and balance.</p> <p>Y6: Outdoor residential visit (5 days)</p>			
Spring	<p>Football- Applying key skills, co-operative physical activities, participating in team games, developing simple tactics for attacking and defending</p> <p>Basketball- Mastering basic movements, including jumping, throwing and catching, as well as developing balance, agility, co-ordination and tactics.</p>		<p>Tennis- Play competitive games, apply basic principles, strength, technique, control, competitive games.</p> <p>Orienteering- Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Y4, Y5, Y6: Swimming-Use a range of strokes effectively, perform safe self-rescue in different water based situations.</p> <p>Y4: Outdoor residential visit (3 days)</p>			
Summer	<p>Athletics- Running, jumping, throwing, catching. Agility, co-ordination, engaging in competitive activities.</p> <p>Tennis, Rounders- Participate in team games, developing simple tactics for attacking and defending.</p>		<p>Cricket, Rounders- Develop basic movements: jumping, throwing and catching, as well as developing balance, agility, co-ordination and tactics.</p> <p>Athletics- Develop flexibility, strength, technique, control and balance.</p> <p>Compare performances with previous performances and demonstrate improvement to achieve personal best.</p> <p>Y2: Outdoor residential visit (2 days)</p>			

Computing

Computing is taught across the curriculum as well as timetabled skill led activities.

		Y1/2	Y3/Y4/Y5/Y6
Autumn 1	Computer Science ~ this focuses on how computer systems work and how they are programmed, this will usually present itself as specifically taught lesson	Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.
Autumn 2	Digital Literacy ~ this focuses on the positive and negative. IT~ this focuses on how technology can support learning across the curriculum and will be evident in all or most lessons	Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand the opportunities networks offer for communication and collaboration. Be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information.
Spring 1	Computer Science ~ this focuses on how computer systems work and how they are programmed, this will usually present itself as specifically taught lesson	Create and debug simple programs	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
Spring 2	Digital Literacy ~ this focuses on the positive and negative implications of using technology, E-awareness IT~ this focuses on how technology can support learning across the	Use technology safely and respectfully keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other technologies.	Use technology safely and respectfully and responsibly, recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact online technologies.

	curriculum and will be evident in all or most lessons	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information.
Summer 1	IT ~ this focuses on how technology can support learning across the curriculum and will be evident in all or most lessons	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information.
Summer 2	Computer Science ~ this focuses on how computer systems work and how they are programmed, this will usually present itself as specifically taught lesson	Use logical reasoning to predict the behaviour of simple programs.	Use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs.