BRITISH FORCES SCHOOL Naples

LAMBORGHINI CURRICULUM OVERVIEW

Year 5 and 6

Lamborghini Class Curriculum Overview
Two Year Cycle

English:

At British Forces School Naples, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. To support planning, we use *No Nonsense Literacy*: Teaching Sequences for Writing which are a series of stimulating, hands-on learning activities based on high-quality texts that model effective and exciting writing to develop reading, writing, listening and grammar skills. Children have the opportunity to read to an adult at school on a regular basis. In addition to this, class teachers listen to groups of children read in a' guided reading group' or together as a whole class. Throughout our guided reading sessions, children develop a range of reading skills through the use of 'VIPERS'. Our teaching of phonics through *Read Write Inc Phonics* continues into Key Stage 1 and children progress to Read Write Inc Spelling when they have completed the phonics programme. There are also many cross-curricular English opportunities through our use of Cornerstones which exposes children to rich, challenging texts and gives them the opportunity to write across a range of genres that link to their learning.

Maths

At British Forces School Naples, we aim for all children to become resilient, fluent mathematicians with an ability to tackle problem solving and take on maths in the real world. To ensure consistency and progression, we use the White Rose Maths scheme throughout our school. White Rose premium resources and NCETM materials are used to support planning and resourcing.

The Cornerstones Curriculum – History, Geography, Science, Art and DT

At British Forces School Naples we have adopted the Cornerstones Curriculum for the teaching of Science, History, Geography, Art and DT. We use this as a basis for our structure and within this very much understand the importance of personalising the curriculum to our children, our setting and our unique community

Cornerstones Curriculum is delivered through a range of inspirational yet rigorous learning projects that allow children to learn in a way that motivates and interests them. These are based on the National Curriculum, but bring learning together in new and exciting ways. Each project

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combines different strands of learning so that children learn more holistically and start to challenge themselves and learn problem solving skills as they create truly fantastic learning opportunities. Cornerstones provides our children with a good level of challenge, giving them opportunities to solve problems, apply themselves creatively and express their knowledge and understanding. The content of our curriculum is broad, varied and engaging and covers all statutory content set out in the subject programmes of study. In Years 1 to 6, curriculum content is organised into a range of driver projects and companion projects. Driver projects span a half-term and, where there are companion projects, these are woven into the half-term plan. Companion projects are subject-focused for art and design and design technology.

Each individual project is split into sections, which see children progress through four stages of learning: Engage, Develop, Innovate and Express.

At the 'Engage' stage, children may:

- gain memorable first-hand experiences, such as going on a visit or inviting a special visitor into school
- enjoy 'WOW' experiences
- get an exciting introduction to a topic or theme
- begin researching and setting enquiry questions
- get lots of opportunities to make observations
- develop spoken language skills
- take part in sensory activities
- have lots of fun to fully 'engage' with their new topic.

At the 'Develop' stage, children may:

- improve their knowledge and understanding of the topic
- develop and practise their new skills
- compose, make, do, build, investigate, explore, write for different purposes and read across the curriculum
- research their own questions and those set by others
- follow new pathways of enquiry based on their interests
- complete homework activities that support their learning.

At the 'innovate' stage, children:

- apply skills, knowledge and understanding in real-life contexts

- solve real or imagined problems using everything they've learnt
- get inspired by imaginative and creative opportunities
- revisit anything not fully grasped at the 'Develop' stage.

At the 'Express' stage, children may:

- become the performers, experts and informers
- share their achievements with parents, classmates and the community
- evaluate finished products and processes
- link what they have learnt to where they started
- celebrate their achievements!

- develop potential scientific links with all other areas of the curriculum.

Computing

D.A.R.E.S is an innovative approach to teaching computing which encourages pupils to be critical thinkers, problems solvers and computational thinkers while creating purposeful content to demonstrate how learning can be applied across the wider curriculum.
The aim of this approach is to provide a scheme that deepen children's knowledge of computing so they can creatively apply their learning across the curriculum in a personalised and accessible way.
The stages of the lessons are as follows:
D - Design: Pupils start to discuss the desired outcome for their project and are given time to tinker with the software before planning what they will do to achieve their outcome.
A - Apply: Pupils are given the opportunity to create, make and produce content using the app or software explored in the Design lesson(s)
R - Refine: Pupils spend time considering ways to modify and improve their projects to get the best results possible.
E - Evaluate: Upon completing their desired outcome, pupils are given the opportunity to reflect and consider how effectively they have achieved their goal.
S - Share: Learners are given the opportunity to publish and exhibit their work to the world embedding skills from the Digital Literacy curriculum.

Music

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At British Forces School Naples, we believe that Music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and plays an important role in the personal development of each child. Music reflects culture and society and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important role in helping children feel part of a community.

We use Music Express, a published scheme of work, to deliver the National Curriculum for Key Stage 1 and 2. The scheme of work is flexible, creative and makes cross curricular links. The range of resources within Music Express supports teachers who are non-specialists.

PSHE

The skills taught in PSHE enable pupils to develop the skills they need to flourish in the wider curriculum and in life as a whole. PSHE helps pupils to understand their own personal value, and how as individuals, they fit into and contribute to the world. PSHE helps to develop emotional literacy, build resilience and supports mental and physical wellbeing, in turn supporting emotional awareness, concentration and focus.

To ensure a depth and accuracy of learning which builds upon prior learning, all classes undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. As a school, we follow a set theme each half term, which is introduced, in a whole school assembly.

There are 6 lessons per theme and every lesson has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green). Lessons are underpinned by the Jigsaw behaviour charter, which reinforces respect for each other – taking turns, being kind and positive and respecting confidentiality.

PE

For our PE curriculum, we meet National Curriculum expectations for PE through our use of the **Rising Stars Champions PE Scheme.** Champions is a Sports, Fitness and Health programme for Years 1 to 6. It is a holistic approach to the teaching of PE, which improves fitness, develops skills and deepens knowledge of health and wellbeing. The Sports and Fitness lessons are covered in twice weekly PE slots and the Health lessons can be taught in one of the PE sessions, a science or PSHE lesson (as they often cover objectives from those programmes of study), or in a carpet time or discussion with the children.

Modern Foreign Languages (MFL) - Italian

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We aspire in teaching MFL at British Forces School Naples to foster an interest and enjoyment in learning a language and an enthusiasm to find out about the different cultures around the world. MFL is taught as a discrete subject and is taught through Italian. It is taught twice weekly for approximately fifteen to thirty minutes depending on the age of cohort, by our locally employed Italian tutor.

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<tr><th>CYCLE A</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
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(History)</td><td colspan="2">MAAFA
 
(History)</td><td colspan="2">Ground Breaking Greeks
 
(History)</td><td colspan="2">Sow, Grow and Farm
 
(Geography)</td></tr>
<tr><td rowspan="3">Companion Projects to allow full coverage of Art and Design, DT and Geography</td><td>Tints, Tones, Shades – Y6
 
(Art)</td><td>Trailblazers, Barrier Breakers
 
(Art)</td><td>Expression
 
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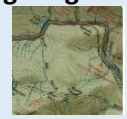
<tr><td colspan="2">Investigating Our World
 
(Geography)</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Enrichment ideas and key events</td><td colspan="2">Local Study field trip
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Nativity – Term 1.2</td><td colspan="2">Cumae archaeological site
Art Museum
World Book Day
Enterprise Easter Fair – Term 2.2</td><td colspan="2">Giardino dell'orco at Lago d'averno
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Sports Day Term – 3.1
Key Stage 2 Summer Performance – 3.2</td></tr>
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Suggested Class Text:	*Black Beauty by Anna Sewell; A Christmas Carol by Charles Dickens or The Wolves of Willoughby Chase – Joan Aiken*	*Freedom by Katherine Johnson*	*Who Let the Gods Out? By Maz Evans*	*The Secret Garden by Frances Hodgson Burnett*
Literacy:	Planning for Literacy is taken from Devon Education Services Book Write Schemes. Please see English Writing Overview.			
Phonics and Spelling	In Key Stage 2 most children will be following Read Write Inc spelling at the level appropriate to them. Read Write Inc. spelling is for children in Years 2 to 6 who have completed Read Write Inc. Phonics and for children who have met the English National Curriculum expectations for reading in Year 2. The spelling programme builds upon teaching strategies and spelling activities from Read Write Inc. Phonics. and is organised in daily, 15-minute well-paced lessons. Direct teaching underpins the programme. Spelling is taught cumulatively and systematically, with deliberate, focused practice.			
Maths:	**White Rose Maths – Scheme of Learning Mixed Age Year 5/6**			
	Year 5: • **Place Value** – roman numerals, representing numbers to a million, comparing and ordering, rounding, counting in equal steps, negative numbers • **Four Operations** – adding and subtracting larger numbers, multiples, multiplying using written methods, factors, multiplying and dividing by multiples of 10 • **Fractions** – multiplying fractions, fractions of amounts **Year 6:** • **Place Value** – representing numbers to ten million, comparing and ordering, rounding, negative numbers • **Four Operations** – adding and subtracting larger numbers, multiples, multiplying using written methods, factors • **Fractions** – adding and subtracting fractions, multiplying fractions, dividing fractions, fractions of amounts	**Year 5:** • **Fractions** – continued from previous term • **Decimals and Percentages** – decimals up to 2 decimal places, decimals as fractions, adding and subtracting decimals, multiplying and dividing by powers of 10, understanding percentages, equivalent F.D.P, rounding, ordering and comparing • **Measurement** – metric units, imperial units, converting units of time • **Perimeter, Area and Volume** – measuring and calculating perimeter, area of rectangles, area of rectilinear shapes, comparing and estimating volume and capacity • **Statistics** – read and interpret line graphs, draw line graphs, read and interpret tables and timetables **Year 6:** • **Ratio –** ratio and fractions, scale factors, ratio and proportion, ratio problems • **Decimals and Percentages**– decimals up to 3 decimal places, decimals as fractions, multiplying and dividing by powers of 10, equivalent F.D.P, ordering F.D.P, multiplying and dividing decimals, converting fractions to decimals, percentages of amounts • **Algebra** – formulae, finding rules, forming equations, solving equations • **Measurement** – converting and calculating with metric measurements, imperial measures	**Year 5:** • **Properties of Shape** – measuring angles, angles on a straight line, angles around a point, angles in s, drawing angles accurately, reasoning about 3D shapes • **Position and Direction** – position in the first quadrant, reflection, translation • **Investigations and Consolidation** **Year 6:** • **Properties of Shape** – measuring angles, calculating angles, opposite angles, angles in triangles and quadrilaterals, drawing shapes accurately, nets of 3D shapes • **Position and Direction** – position in all four quadrants, reflection, translation • **Investigations and Consolidation**

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			• **Perimeter, Area and Volume** – area and perimeter revision, area of triangles, area of parallelograms, volume of cuboids • **Statistics -** read and interpret line graphs, draw line graphs, circles, read and interpret pie charts, draw pie charts, averages		
Science	**Evolution and Inheritance** *This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species.* **PoS:** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including	**Light Theory** *This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.* **PoS:** • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Recognise that light appears to travel in straight lines. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including	**Properties and Changes of Materials** *This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes.* **PoS:** • 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. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Plan different types of scientific enquiries to answer questions, including	**Circulatory System** *This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.* **PoS:** • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Record data and results of increasing complexity using scientific diagrams and labels,	**As part of Sow, Grow and Farm** *Food chains and webs; Life cycles; Plant reproduction; Growing plants; Modern farming* • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present 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. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.

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	recognising and controlling variables where necessary. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth 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 • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present 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. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.	conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present 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. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Give reasons, based on evidence from comparative	classification keys, tables, scatter graphs, bar and line graphs. • Report and present 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. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.	

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			and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Identify scientific evidence that has been used to support or refute ideas or arguments.		
History	**Revolution** *This project teaches children about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time.* **PoS:** • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • **Breadth** Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	**MAAFA** *This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.* **PoS:** • Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	**Groundbreaking Greeks** This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece. **PoS:** • Conduct a local history study. • Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Learn about 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 of Ancient China. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • **Breadth** Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • **Breadth** Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and	No History this term.

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	• **Breadth** Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	• **Breadth** Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	
Geography	**Investigating our World** *This essential skills and knowledge project teaches children about locating map features using a range of methods. They learn about the Prime Meridian, Greenwich Mean Time (GMT), and worldwide time zones and study interconnected climate zones, vegetation belts and biomes. Children learn about human geography and*			**Sow, Grow and Farm** *This project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.* **PoS:**

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	capital cities worldwide before looking at the UK motorway network and settlements. They carry out an enquiry to identify local settlement types. **PoS:** • Describe and understand key aspects of 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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 (including day and night). • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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. • 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. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		• Describe and understand key aspects of 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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. • 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. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

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Art and Design	**Tints, Tones and Shades (Y6)** *This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.* **PoS:** • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	**Trailblazers, Barrier Breakers** *This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Expression – details tbc**	**Nature's Art** *This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Mixed Media** *This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	**Bees, Beetles and Butterflies** *This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.
Design Technology	**Engineer** *This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.* **PoS**: • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Investigate and analyse a range of existing products.		**Architecture** *This project teaches children about how architectural style and technology has developed over time and then use this knowledge to design a building with specific features.* **PoS:** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Investigate and analyse a range of existing products. • Select from and use a wider range of materials and components, including construction materials, textiles and		**Eat the Seasons** *This project teaches children about the meaning and benefits of seasonal eating, including food preparation and cooking techniques.* **PoS:** • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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	• Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Understand how key events and individuals in design and technology have helped shape the world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.		ingredients, according to their functional properties and aesthetic qualities. • Understand how key events and individuals in design and technology have helped shape the world. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.			
Computing (D.A.R.E.S)	**Computer Networks – Search Engines** **Outcomes:** • Understand that web spiders index the web for search engines • Appreciate how pages are ranked in a search engine • Create and export an interactive presentation including a variety of media, animations, transitions and other effects • Enhance digital photos and images using crop, brightness and resize tools	**Sound – Podcasting** **Outcomes:** • Combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts and leaflets • Write and record a script using a teleprompter tool • Experiment with live loops to create a song • Edit sound effects for a purpose • Record a radio broadcast or audiobook	**Animation – Character Interview** **Outcomes:** • Take multiple animations of a character and edit them together for a longer video. • Record animations of different characters and edit them together to create an interview • Evaluate and improve the best video tools to best explain understanding.	**AR + VR – Interactive VR Experience** **Outcomes:** • Create an interactive guide to an image by embedding digital content and publishing it online • Know how to create a web site which includes a variety of Media • Create videos using a range of media – green screen, animations, film and images • Make a digital photo using camera settings • Create an interactive VR experience • Explain how VR and AR works • Decompose a design or code to focus on specific parts	**Coding – Recreate a Pattern found in Nature** **Outcomes:** • Use a range of sequence, selection and repetition commands to implement my design • Decompose a design or code to focus on specific parts • Recognise and make use of patterns in my design and code	**Presentation – Website Design** **Outcomes:** • Create a webpage and embed video • Evaluate and improve the best video tools to best explain my understanding
E-Safety through PSHE	Elements of e-safety are also taught through Jigsaw PSHE. The Jigsaw framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours. **Relationships** In these lessons on staying safe when using technology, children learn to recognise and resist pressure to use technology in ways that may be risky or cause harm to others. Rights and responsibilities about being online, staying safe, and relationships with technology all make reference to online image and identity within these lessons. Online communities and gaming are discussed and learnt about in detail. Children will learn about some legalities of the internet, including what age limits and use limits exist within some online communities. Screen time is a focus, as children learn to recognise when they are spending too long on their devices – and to know how to help themselves.					

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RE:	**Why do some people believe God exists?** • Outline clearly a Christian understanding of what God is like, using examples and evidence • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • Express thoughtful ideas about the impact of believing or not believing in God on someone's life • Present different views on why people believe in God or not, including their own ideas	**If God is everywhere, why go to a place of worship?** • Make connections between how believers feel about places of worship in different traditions • Select and describe the most important functions of a place of worship for the community • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers • Present ideas about the importance of people in a place	**What do religions say to us when life gets hard?** • Express ideas about how and why religion can help believers when times are hard, giving examples • Outline Christian, Hindu and/or nonreligious beliefs about life after death • Explain some similarities and differences between beliefs about life after death • Explain some reasons why Christians and Humanists have different ideas about an afterlife		**What does it mean to be a Muslim in Britain today?** • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • Describe and reflect on the significance of the Holy Qur'an to Muslims • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • Make connections between the key functions of the mosque and the beliefs of Muslims	
PSHE Jigsaw Year 5	**Being Me in My World** • Face new challenges positively and know how to set personal goals • Understand my rights and responsibilities as a citizen and as a member of the school • Empathise with people in this country whose lives are different to my own • Make choices about own behaviour and understand how rewards and consequences feel • Understand how an individual's behaviour can impact on a group	**Celebrating Differences** • Be aware of own culture and understand that cultural differences sometimes cause conflict • Understand what racism is • Understand how rumour-spreading and name-calling can be bullying behaviours • Explain a range of strategies for managing own feelings in bullying situations and for problem-solving • Explain the difference between direct and indirect types of bullying • Know some ways to encourage children who use bullying behaviours to make other choices and know how	**Dreams and Goals** • Identify what I would like my life to be like when I am grown up and understand I will need money to achieve some of my dreams • Know about a range of jobs carried out by people I know and explore how much people earn in different jobs • identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it • Describe the dreams and goals of young people in a culture different to mine • Understand that communicating with someone	**Healthy Me** • Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart • Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • Understand how the media, social media and celebrity culture promotes certain body types and reflect on my own body image	**Relationships** • Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities and know how to build my self esteem • Understand that belonging to an online community can have positive and negative consequences • Understand there are rights and responsibilities in an online community or social network • Know there are rights and responsibilities when playing a game online • Recognise when I am spending too much time	**Changing Me** • Be aware of my own self-image and how my body image fits into that and know how to develop my own self esteem • Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally • Describe how boys' and girls' bodies change during puberty • Understand that sexual intercourse can lead to conception and that is how babies are usually made • Understand that sometimes people need IVF to help them have a baby • Identify what I am looking

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	• Understand how democracy and having a voice benefits the school community and know how to participate in this	to support children who are being bullied • Compare own life with people in the developing world and appreciate the value of happiness regardless of material wealth • Understand a different culture from my own	in a different culture means we can learn from each other and identify a range of ways that we could support each other • Encourage peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	• Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	using devices (screen time) and know what things I can do to reduce screen time, so my health isn't affected • Explain how to stay safe when using technology to communicate with my friends	forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
PE Rising Stars Champions Year 6	**Sport: Nimble Nets** • Demonstrate and use the correct grip of the racket and understand how to get into the ready position • Use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket • Understand how to serve the shuttle in order to start the game and recognise the difference between the low serve and the high serve • Develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play • Understand that the drop shot is an attacking shot, and why • Know where the drop should be aimed for, for it to be most productive, and why	**Sport: Invaders** • Understand the basic rules of tag rugby • Work as a team, using ball-handling skills • Pass and carry a ball using balance and co-ordination • Use skills learned to play a game of tag rugby • Play in a mini tag rugby competition **Fitness: Mighty Movers** • Know and understand the basic principles of a good warm-up • Understand how moves can be linked together to perform more complex/challenging moves • Understand how moves can be linked together to perform more complex/challenging moves • Perform and devise a sequence of movements to music	**Sport: Gym Sequences** • Identify and practise gymnastic shapes and balances • Identify and practise symmetrical and asymmetrical body shapes • Construct sequences using balancing and linking movements • Use counterbalances and incorporate them into a sequence of movements • Perform movements in canon and in unison • Perform and evaluate own and others' sequences. **Fitness: Gym Fit Circuits** • Plan a personal programme using the knowledge and understanding they have learned from previous fitness sessions	**Sport: Dynamic Dance** • Identify and practise the patterns and actions in a street dance style • Demonstrate an awareness of the music's rhythm and phrasing when improvising • Create a dance that represents a street dance style • Create a dance as a group, using any street dance moves • Perform and analyse own and others' performance **Fitness: Boot Camp** • Understand how to prepare the body for exercise • Understand what fitness means • Complete a range of circuit-based activities and understand the reason for doing them • Understand what happens to heart rate during exercise	**Sport: Young Olympians** • Investigate running styles and changes of speed • Practise throwing with power and accuracy • Throw safely and with understanding • Demonstrate good running technique in a competitive situation • Explore different footwork patterns • Understand which technique is most effective when jumping for distance • Utilise all the skills learned in this unit in a competitive situation **Fitness: Cool Core (Pilates)** • Identify exercises that will improve core strength and stability • Apply balance techniques when performing cool core exercises	**Sport: Striking and Fielding** • Throw and catch under pressure • Use fielding skills to stop the ball effectively • Learn batting control • Learn the role of backstop • Play in a tournament and work as team, using tactics in order to beat another team **Fitness: Fitness Frenzy** • Complete a circuit that includes different aerobic activities • Perform and devise a sequence of movements to music • Understand the value of aerobic exercise • Plan a personal programme • Perform others' sequences with control and balance

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	• Understand how to use different shots to outwit an opponent in a game • develop knowledge, understanding and principles within a doubles game, including tactics and strategies used **Fitness: Step to the beat** • Understand the value of aerobic exercise • Learn how to measure heart rate and note any changes • Perform aerobic activity to music • Understand the value of aerobic exercise • Practise and apply a sequence of step moves to the beat of the music • Understand the value of step-based exercise • Devise a sequence of step-based activities to music				• Perform cool core exercises of increased difficulty with balance • Create original cool core moves • Perform others' sequences with control and balance • Perform a sequence of moves at each station within a circuit with increased accuracy	
Music	**Keeping Healthy** *(Year 5 topic)* • Exploring beat at different tempi • Singing syncopated melodies • Developing rhythm skills through singing, playing and moving • Singing and playing scales and chromatic melodies • Using steady beat and syncopated rhythms • Accompanying a song with sung and played drones	**Roots** *(Year 6 topic)* • Singing a traditional Ghanaian song • Devising rhythmic actions to music • Developing a performance of a musical • Improvising descriptive music • Singing a traditional children's game song from Ghana • Playing rhythm cycles • Combining rhythm cycles in a percussion piece	**Journeys** *(Year 6 topic)* • Singing in three-part harmony • Exploring expressive singing in a part-song with echoes • Developing song cycles for performance • Staging a performance with awareness of audience • Singing a pop song with backing harmony • Learning about a song's structure	**Growth *(Year 6 topic)*** • Feeling and moving to a three-beat pulse and revising rhythmic ostinato • Performing and improvising rhythmic and melodic ostinati • Singing in harmony • Learning about chords • Performing music and dance • Revising, rehearsing, and developing music for performance • Exploring extended vocal techniques	**Life Cycle** *(Year 5 topic)* • Singing in two and three parts • Reading a melody in staff notation • Accompanying a song with tuned and untuned instruments • Composing and performing together • Combining vocal sounds in performance • Creating a performance using voices and instruments in four parts	**Celebration** *(Year 5 topic)* • Singing a song in unison and three-part harmony • Learning a melody and harmony part on instruments to accompany a song • Performing ostinati and body percussion accompaniments to a song • Exploring a song arrangement and its structure • Performing a song with a complex structure in four parts

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	• Singing in unison and two parts • Developing an arrangement of a two-part song • Learning and creating accompaniments for a song • Reading grid or staff notation to play a bassline • Learning to perform a song with syncopated rhythms • Arranging a complete performance of music and songs • Using a score to notate and guide selected elements of a performance •	• Singing call and response songs in two groups • Devising rhythmic movement • Developing a descriptive composition • Planning and structuring pieces to make a finale • Combining songs with rhythmic cycles • Developing and rehearsing for a performance Performing to an audience	• Learning to sing major and minor note patterns accurately • Learning a pop song with understanding of its structure • Developing a song cycle performance incorporating mixed media • Developing planning, directing, and rehearsal skills	• Developing a structure to combine sounds • Creating musical effects using contrasting pitch • Understanding the process of a musical performance	• Exploring extended vocal techniques • Developing a structure to combine sounds • Creating musical effects using contrasting pitch • Learning about the music of an early opera • Creating descriptive music Developing a performance with awareness of audience	• Developing a song performance with awareness of audience • Learning a new song • Understanding and using a song structure • Applying singing techniques to improve performance • Developing accurate ensemble playing • Controlling short, loud sounds on a variety of instruments • Rehearsing and improving an ensemble performance • Preparing a performance with awareness of audience
Italian	• Know how to greet people correctly in different situations • Give information about yourself and ask questions to gain information about somebody else • Revise personal pronouns • Learn the sequence of numbers up to 100 and beyond • Learn a range of colours including shades and metallic and use these to describe items • Recall vocabulary related to people in the family • Use “c`e`, e`, fa • Use vocabulary related to different types of weather in simple conversations • Know time vocabulary such as yesterday, today and tomorrow	• Take part in role-plays linked to meal times • Describe what you are eating using suitable adjectives • Express likes and dislikes • Be able to order food and ask questions about food in a restaurant • Revise vocabulary related to going shopping in the supermarket and be able to ask for things • Confidently use money and give change (Euros) • Learn a Christmas song • Make a Christmas card and write a Christmas message to the family • Recall most of the Christmas characters and describe them • Understand an Italian tradition – Immacolata Concezione (Immaculate Conception)	• Retell an Italian traditional story –La Befana and ask/answer questions about the story. Describe the traditions that go with the celebration • Revise names of animals and hold simple conversations in Italian using knowledge of animals • Recall parts of the body and adjectives to describe them • Know the names of a wider range of clothing and adjectives to describe the items of clothing • Revise colours and numbers • Know the present tense for some verbs	• Know the stories of the Commedia Dell’Arte characters and where in Italy they come from • Describe the characters using simple phrases • Demonstrate knowledge of the things Italians do to celebrate Carnevale • Learn a song for Carnevale • Know the names of the rooms and furniture inside a house and ask and answer questions related to housing • Use adjectives and prepositions to describe the position of furniture in a house • Describe different types of housing • Understand Father’s Day traditions in Italy and discuss differences between English	• Consolidate the names of vehicles and to learn the names of vehicle part and write two or three sentences on this topic using a writing frame and word bank • Say sentences about vehicles using verbs, adjectives and pronouns with improved pronunciation and intonation • Make Mother’s Day cards and write a poem in Italian • Understand Mother’s Day traditions in Italy • Learn to tell the time to the nearest 5 minutes • Revisephrases related to time e.g. early, late, on time, delayed, cancelled etc. and to use these phrases in simple sentences	• Describe the differences between holidays taken in different locations Hold simple conversations related to holidays in different contexts e.g in a travel agents, writing a postcard • Describe what to pack for a holiday • Learn about living and working in different locations • Be able to talk of different jobs • Give a short presentation in a small group or with a partner • Consolidate vocabulary linked to what has been learnt this year

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	• Revise the definite article IL , LA . LE, GLI ,LO, l and know how to use them in simple phrases	• Play traditional Italian Christmas games		and Italian Father's Day traditions		
Occupations	Historian, museum curator, modern equivalent of occupations in Victorian times e.g. craftsmen, agricultural labourers, Industrial occupations e.g. iron or steel workers, textile workers, miners etc. engineers, designers, entrepreneurs, museum curator, police officer, railway occupations e.g. conductor, train driver, station master etc. historian, politician, occupations linked to the royal household, waterway operatives	Archaeologist, archivist, curator, conservationist, cultural anthropologist, Maritime occupations	Historian, museum curator, modern equivalent of occupations in Greek times e.g. actor, philosopher, sculptor, architect, musician, farmer, spinner, weaver etc. Archaeologist, archivist, occupations linked to tourism, conservationist, cultural anthropologist		farmer, horticulturist, grocers, wholesaler, baker, butcher, artisan food producer, retail occupations linked to food, truck drivers, chef, food stylist, marketing and advertising careers, Agricultural engineer, Soil and plant scientist, Conservation planner, Agricultural salesperson, naturalist	
SMSC and FBV	**Throughout BFS Naples children will explore SMSC and FBV through a range of experiences: SEE APPENDIX A**					
Cultural Capital	We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly and some are through planned activities such as educational visits or residentials. (see cultural capital statement – Appendix B)					
Key vocabulary	boarding school, British Empire, colliery, Crystal Palace, designer, empire, engineer, factory, governess, Great Exhibition, hulk, Industrial Revolution, industry, innovation, inventor, mill, mine, moral, museum, nanny, orphan, police force, population, Prince Albert, prison, punishment, Queen Victoria, railway, reign, revolution, revolutionise, servant, slum, social change,	abolish, abolitionist, Atlantic Ocean, auction, Britain Caribbean, chattel, civilisation, coastal fort, coffle, colonisation, compensation, Congo Basin, cotton, dehumanise, descendant, diaspora, discrimination, emancipation, enslaver, enslavement, exploitation, freedom, Gold Coast, indenture, indigenous, Industrial Revolution, Islam, Kingdom of Aksum, Kingdom of	Acropolis, Aegean Sea, agora, ancient Greece, Archaic period, artefact, Assembly, Athenian, Athens, black-figure pottery, Bronze Age, Byzantium, citadel, citizen, city state, Classical period, comedy, Corinth, Crete, Dark Age, Delian League, Delphi, democracy, evidence, god, goddess, golden age, Hellenistic period, hierarchy, historian, Knossos, legacy, literature, mathematician, Mediterranean Sea, metic, Minoan civilisation, monarchy, Mount Olympus, Mycenae, Mycenaean civilisation, mythology, navy, Neolithic, oligarch, oligarchy, Olympia, Olympic Games, Parthenon, Peloponnesian War, Persian Empire, philosopher, philosophy, playwright, polis, primary source, red-figure pottery, secondary source, slave, social class, Sparta, strategoi, theatre, tragedy, Trojan War, tyranny, tyrant		Agriculture, allotment, allotment holder, altitude, amenity, arable farming, atmosphere, biome, blockade, bud, bulb, campaign, carbon footprint, cattle, cereal, chemical, clay soil, climate, climate change, climate zone, commercial farming, community, company, composition, compost, continent, contour line, council, countryside, crop, cross pollination, cultivate, dairy, desert zone, destruction, developing, developing country, dissection, drainage, emission, environment, equatorial zone, ethical, exploit, export, facility, fair trade, Fairtrade Foundation, Fairtrade Mark, Fairtrade Minimum Price, Fairtrade Premium, fertile, fertilisation, fertiliser, floriculture, flower, food, food chain, food miles, food web, free trade, fresh, fruit, gardening, geographical feature, geology, germination, goods, government, grain, greenhouse, greenhouse

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	social reformer, steam power, suffragette, technology, transportation, Victorian, Victorian era, vote, workhouse, working conditions	Benin, Maroon, merchant bank, middle passage, mistreatment, New World, Nigeria, oppression, parliament, petition, plantation, plantation owner, port, Portugal, punishment, racial ideology, racism, rebellion, resistance, restrain, revolt, Royal Navy, runaway, Sahara, Seychelles, shackles, slave, ships, slave trade, slavery, Spain, sugar, sugar cane, trafficking, transatlantic slave trade, triangular slave trade, uprising, West Indies, western Europe, Windrush generation			gas, grit, grow, growth, habitat, harvest, hatching, hay fever, health, home-grown, identical, import, income, insect, irrigation, lambing, landlord, landscape, larva, leaf mould, livelihood, livestock, loamy soil, locality, location, machinery, maintenance, mammal, manure, market, market garden, mature, mixed farming, monoculture, nature, nectar, nutrients, nutritional value, Ordnance Survey Map, organ, organic, organisation, packaging, pastoral farming, pest, pesticide, plant, plantation, planting, plot, plough, polar zone, pollen, pollination, pollution, polytunnel, population, poultry, price, primary consumer, produce, propagate, rationing, rear, redevelopment, rent, rhizome, ripe, runner, rural, sandy soil, season, seasonality, secondary consumer, settlement, shortage, silty soil, six-figure grid reference, smallholder, soil quality, soil type, sow, specialised, still life, supermarket, symbol, synthetic, temperate zone, temperature, tertiary, consumer, tillage, topography, trader, transportation, tropical zone, tuber, urban, vegetable, vegetation, vegetative, vineyard, viticulture, vulnerable, water supply, weather, well-being, worker, working conditions, yield	
Learning Behaviours	**Motivated Bee** ***I am an active and motivated learner.***  **Italian Bee** I take pride in my work. I am enthusiastic about learning. I can stay on task. I am ready and want to learn. I want to get involved.	**Collaborative Dolphin** ***We can work well together.***  **Striped Dolphin** We can share my ideas and opinions with others. We respect and value everyone's ideas. We listen and respond positively to the ideas of others. We work responsibly as part of a team.	**Resilient Turtle** ***I never, never, never give up!***  **Sicilian Pond Turtle** I know it's ok to get things wrong. I will learn from my mistakes. I can take risks and I'm willing to try new things. I will challenge myself. If I make a mistake, I will stay strong and try again.	**Organised Owl** **I am ready to learn**  **Little Owl** I will bring what I need from home to learn for the day. I will make sure that I have the resources I need to learn. I will help others to keep the class and school tidy and clean. I will take responsibility for my work.	**Reflective Squirrel** **I can improve my work and learning.**  **Red Squirrel** I can always improve. I can identify how to make improvements. I have high expectations of myself. I can learn from others. I can be creative in my thinking. I can make links in my learning.	**Independent Bear** **I can be independent in my learning.**  **Marsican Brown Bear** I can help myself. I find ways to solve the problem. I know when and who to ask for help when I need it I can think of new ways to do things. I take responsibility for my learning.

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(History)</td><td colspan="2">Frozen Kingdoms
 
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(Art and Design)</td><td>Taotie
 
(Art and Design)</td><td>Line, Light and Shadows
 
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<tr><td>Enrichment ideas:</td><td colspan="2">Local Area Study
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Nativity – Term 1.2</td><td colspan="2">Galleria Borbonica
World Book Day
Enterprise Easter Fair – Term 2.2</td><td colspan="2">Naples Zoo
Arts Week – Term 3.2
Sports Day Term – 3.1
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<tr><td>Suggested Class Reader:</td><td colspan="2">Bronze and Sunflower by Cao Wenxuan</td><td colspan="2">Goodnight Mister Tom by Michelle Magorian</td><td colspan="2">The Wolf Wilder by Katherine Rundell</td></tr>
<tr><td>Literacy:</td><td colspan="6">Planning for Literacy is taken from Devon Education Services Book Write Schemes. Please see English Writing Overview.</td></tr>
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<tr><td></td><td colspan="3"></td></tr>
<tr><td>Phonics and Spelling</td><td colspan="3">In Key Stage 2 most children will be following Read Write Inc spelling at the level appropriate to them. Read Write Inc. spelling is for children in Years 2 to 6 who have completed Read Write Inc. Phonics and for children who have met the English National Curriculum expectations for reading in Year 2. The spelling programme builds upon teaching strategies and spelling activities from Read Write Inc. Phonics. And is organised in daily, 15-minute well-paced lessons. Direct teaching underpins the programme. Spelling is taught cumulatively and systematically, with deliberate, focused practice.</td></tr>
<tr><td>Maths:</td><td colspan="3">White Rose Maths – Scheme of Learning Mixed Age Year 5/6</td></tr>
<tr><td></td><td>Year 5:
Place Value – roman numerals, representing numbers to a million, comparing and ordering, rounding, counting in equal steps, negative numbers
Four Operations – adding and subtracting larger numbers, multiples, multiplying using written methods, factors, multiplying and dividing by multiples of 10
Fractions – multiplying fractions, fractions of amounts
Year 6:
Place Value – representing numbers to ten million, comparing and ordering, rounding, negative numbers
Four Operations – adding and subtracting larger numbers, multiples, multiplying using written methods, factors
Fractions – adding and subtracting fractions, multiplying fractions, dividing fractions, fractions of amounts</td><td>Year 5:
Fractions – continued from previous term
Decimals and Percentages – decimals up to 2 decimal places, decimals as fractions, adding and subtracting decimals, multiplying and dividing by powers of 10, understanding percentages, equivalent F.D.P, rounding, ordering and comparing
Measurement – metric units, imperial units, converting units of time
Perimeter, Area and Volume – measuring and calculating perimeter, area of rectangles, area of rectilinear shapes, comparing and estimating volume and capacity
Statistics – read and interpret line graphs, draw line graphs, read and interpret tables and timetables
Year 6:
Ratio – ratio and fractions, scale factors, ratio and proportion, ratio problems
Decimals and Percentages– decimals up to 3 decimal places, decimals as fractions, multiplying and dividing by powers of 10, equivalent F.D.P, ordering F.D.P, multiplying and dividing decimals, converting fractions to decimals, percentages of amounts
Algebra – formulae, finding rules, forming equations, solving equations
Measurement – converting and calculating with metric measurements, imperial measures
Perimeter, Area and Volume – area and perimeter revision, area of triangles, area of parallelograms, volume of cuboids
Statistics - read and interpret line graphs, draw line graphs, circles, read and interpret pie charts, draw pie charts, averages</td><td>Year 5:
Properties of Shape – measuring angles, angles on a straight line, angles around a point, angles in s, drawing angles accurately, reasoning about 3D shapes
Position and Direction – position in the first quadrant, reflection, translation
Investigations and Consolidation
Year 6:
Properties of Shape – measuring angles, calculating angles, opposite angles, angles in triangles and quadrilaterals, drawing shapes accurately, nets of 3D shapes
Position and Direction – position in all four quadrants, reflection, translation
Investigations and Consolidation</td></tr>
</table>

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Science	**Earth and Space** *This project teaches children about our Solar System and its spherical celestial bodies. They describe the movements of the Earth and the other planets relative to the Sun, the Moon relative to Earth, and the Earth's rotation to explain day and night.* **PoS:** • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written	**Forces and Mechanisms** *This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.* **PoS:** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • Record data and results of increasing complexity using scientific diagrams and	**Electrical Circuits and Components** *This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.* **PoS:** • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present 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. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use recognised symbols when representing a simple circuit in a diagram. • Use test results to make predictions to set up further comparative and fair tests.	**As part of Frozen Kingdoms** *Classifying living things; Classification keys; Adaptation; Investigations* • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal	**Human Reproduction and Ageing** *This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.* ***PoS:*** • Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of

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	forms such as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	labels, classification keys, tables, scatter graphs, bar and line graphs. • Report and present 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. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.		relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests.	trust in results, in oral and written forms such as displays and other presentations. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Use test results to make predictions to set up further comparative and fair tests.
History	**Dynamic Dynasties** *This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.* **PoS:** • Learn about 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 of Ancient China. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • **Breadth** Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious		**Britain at War** *This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.* PoS: • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • **Breadth** Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • **Breadth** Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. • **Breadth** Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the	**As part of Frozen Kingdoms** Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic **PoS:** • Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	

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	and social history; and between short- and long-term timescales. • **Breadth** Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • **Breadth** Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • **Breadth** Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	
Geography	**Our Changing World** *This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.* **PoS:** • Describe and understand key aspects of 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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 (including day and night).		**Frozen Kingdoms** *This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.* **PoS:** • Describe and understand key aspects of 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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 (including day and night). • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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	• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and 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. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • **Breadth** Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • **Breadth** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.				• 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. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • **Breadth** Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • **Breadth** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. • **Breadth** Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.	
Art and Design	**Tints, Tones and Shades (Y5)** *This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant*	**Taotie** *This project teaches children about the significance and art of the taotie motif, including ancient and*	**Line, Light and Shadows** *This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and*	**Distortion and Abstraction** *This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction*	**Inuit** *This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.* **PoS:**	**Environmental Artists** *This project teaches children about the genre of environmental art. They study how artists create artwork that addresses*

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	landscape artworks and features of landscapes before using this knowledge to create landscape paintings. **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).	*contemporary casting methods.* **PoS:** • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history	*are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a shaded drawing.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	*and create a musically-inspired, abstract painting.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	• Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.	*social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.* **PoS:** • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history.
Design Technology	**Moving Mechanisms** *This project teaches children about pneumatic systems. They experiment with pneumatics before designing, making and evaluating a pneumatic machine that performs a useful function.* **PoS:** • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).		**Make Do and Mend** *This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.* **PoS:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing),		**Food for Life** *This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.* **PoS:** • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Investigate and analyse a range of existing products. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. • Understand and apply the principles of a healthy and varied diet. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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Computing *(D.A.R.E.S)*	**Sounds – Chord Remix** **Outcomes:** • Create a simple four chord song following the correct rhythm. • Create a remix of a popular song • Solve problems by decomposing them into smaller parts • Critically evaluate work and suggest improvements	**Programming – Our Own Video Game** **Outcomes:** • Decompose a design or code to focus on specific parts • Use abstraction to hide complexity in design or code • Recognise and make use of patterns in design and code • Critically evaluate work and suggest improvements • Use a range of sequence, selection and repetition commands to implement a design • Identify the need for, and work with, variables • Create procedures to hide complexity in programs	**AR and VR – Creating an AR poster with EyeJack** **Outcomes:** • Evaluate and improve the best video tools to • best explain my understanding • Photography and Digital Art • I know how to enhance digital photos and images using crop, • brightness and resize tools • Augmented Reality and Virtual Reality • I know how to create an interactive poster using AR	**Computer Networks – HTML, the language of the web** **Outcomes:** • Understand what HTML is and recognize HTML tags • Know a range of HTML tags and remix a web page • Create a webpage using HTML	**Video – Greenscreen News Report** **Outcomes:** • Organise and reorganise text on screen to suit a purpose • Use cutaway and split screen tools in iMovie • Evaluate and improve the best video tools to best explain understanding • Further improve green screen clips using crop and resize • Explore more creative ways to use the tool - wearing green clothes and the masking tool • Solve problems by decomposing them into smaller parts	**Animation – Animated Character GIF Animation** **Outcomes:** • Choose and create different types of animations to explain learning • Make an animated talking Gif of a cartoon character • Create videos using a range of media – green screen, animations, film and image • Critically evaluate work and suggest improvements • Explain the ways in which anyone can develop a positive online reputation
E-Safety through PSHE	Elements of e-safety are also taught through Jigsaw PSHE. The Jigsaw framework aims to support and broaden the provision of online safety education, so that it is empowering, builds resilience and effects positive culture change. The objectives promote the development of safe and appropriate long-term behaviours. **Relationships** Children learn to use technology positively and safely to communicate with friends and family, whilst taking responsibility for their own safety and well-being. Piece 6 focuses on the SMARRT rules and how to stay safe and happy online – and what to do if you don't feel safe. Children learn to use technology positively and safely, so they can communicate respectfully. They think about how to determine whether what they see online is safe and helpful – and whether it is true or fake. It also helps them to learn about resisting pressure online and becoming more discerning. **Celebrating Difference** Children are encouraged to practise and use a variety of strategies in managing their feelings in bullying scenarios – and how they can help solve problems if they are part of a bullying situation.					
RE:	**What would Jesus do? Can we live by the values of Jesus in the twenty-first century?** • Outline Jesus' teaching on how his followers should live • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live • Explain the impact Jesus' example and teachings might have on Christians today • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today	**Why matters most to Christians and Humanists?** • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe some Christian and Humanist values simply • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view	**What difference does it make to believe in Ahimsa, Grace and Ummah?** • Make connections between beliefs and behaviour in different religions • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions	**Is it better to express your religion in arts and architecture or charity and generosity?** • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art	

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					• Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Consider similarities and differences between beliefs and behaviour in different faiths	• Suggest reasons why some believers see generosity and charity as more important than buildings and art • Apply ideas about values and from scriptures to the title question
PSHE Jigsaw Year 6	**Being Me in My World** • Identify goals for this year, understand fears and worries about the future and know how to express them • Know that there are universal rights for all children but for many children these rights are not met • Understand my own wants and needs and compare these with children in different communities • Understand that my actions affect other people locally and globally • Make choices about my own behaviour and understand how rewards and consequences feel and understand how these relate to my rights and responsibilities • Understand how an individual's behaviour can impact on a group • Understand how democracy and having a voice benefits the school community	**Celebrating Differences** • Understand there are different perceptions about what normal means • Understand how being different could affect someone's life and be aware of own attitude towards people who are different • Explain some of the ways in which one person or a group can have power over another • Know some of the reasons why people use bullying behaviours and explain a range of strategies for managing my feelings in bullying situations and for problem-solving • Give examples of people with disabilities who lead amazing lives • Explain ways in which difference can be a source of conflict and a cause for celebration	**Dreams and Goals** • Know my learning strengths and can set challenging but realistic goals for myself • understand why it is important to stretch the boundaries of my current learning • Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • Identify problems in the world that concern me and talk to other people about them • Work with other people to help make the world a better place • Know what some people in my class like or admire about me and can accept their praise	**Healthy Me** • Take responsibility for my health and make choices that benefit my health and well-being • Know about different types of drugs and their uses and their effects on the body particularly the liver and heart • Understand that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risks this involves • Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse • Know how to help myself feel emotionally healthy, recognise when I need help with this and use different strategies to manage stress and pressure	**Relationships** • Know that it is important to take care of my mental health and understand that people can get problems with their mental health and that it is nothing to be ashamed of • Know how to help myself and others when worried about a mental health problem • Understand that there are different stages of grief and that there are different types of loss that cause people to grieve • Recognise when people are trying to gain power or control and demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • Judge whether something online is safe and helpful for me • Use technology positively and safely to communicate with my friends and family	**Changing Me** • Be aware of my own self-image and how my body image fits into that and know how to develop my own self esteem • Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born • Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

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PE Rising Stars Champions Year 5	**Sport: Invaders** • Demonstrate basic passing and receiving skills using a netball • Develop an understanding and knowledge of the basic footwork rule of netball • Use good hand/eye co-ordination to pass and receive a ball successfully • Develop skills in the range of passes • Understand the importance of 'getting free' in order to receive a pass. • Understand how to make space by moving away and coming back and by dodging • Demonstrate a range of defending skills and understand how to mark an opponent • Understand how to intercept a pass • Learn how to shoot • Understand the different positions in a netball team (five-a-side) • Recognise which positions are attacking and which are defending **Fitness: Cool Core (Pilates)** • Identify techniques to improve balance and core strength Improve co-ordination	**Sport: Nimble Nets** • Identify and apply techniques for hitting a tennis ball • Develop the techniques for ground strokes and volleys • Develop a backhand technique and use it in a game • Practise techniques for all strokes. • Use the scoring system and court for singles tennis • Play a tennis game using an overhead serve and the correct selections of shots • Understand and use doubles scoring in a tennis game **Fitness: Boot Camp** • Understand how to prepare the body for exercise • Understand what fitness means • Complete a range of circuit-based activities and understand the reason for doing them • Understand what happens to the heart rate during exercise	**Sport: Dynamic Dance** • Identify and practise the patterns and actions of the Bollywood dance style • Demonstrate an awareness of the music's rhythm and phrasing when improvising • Create and perform an individual dance that reflects the Bollywood dance style • Create partnered dances that reflect the Bollywood dancing style and apply the key components of dance • Create group dances that reflect the Bollywood dance style • Perform a Bollywood dance using a range of movement patterns • Perform and evaluate own and others' work **Fitness: Mighty Movers (Boxercise)** • Perform a boxercise routine demonstrating good technique • Understand the principles of dynamic stretching • Improve fitness by raising the heart rate and strengthening the legs and arms • Create and apply compositional ideas to the sequence • Perform actions and moves fluently to music in order to improve personal fitness • Learn how boxercise moves can be adapted and used in a different format	**Sport: Gym Sequences** • Identify and practise body shapes and balances • Identify and practise symmetrical and asymmetrical body shapes • Use and refine the following skills: flexibility, strength, balance, power and mental focus • Develop skills for movement, including rolling, bridging and dynamic movement • Use counterbalances and incorporate them into a sequence of movements • Perform movements in canon and in unison • Perform and evaluate own and others' sequences **Fitness: Step to the beat** • Understand the importance of a warm-up • Develop co-ordination and balance • Improve general fitness levels • Understand the benefits of improving muscle tone in the abdominals and legs • Learn new strength-based moves • Perform a sequence of steps in time with the music • Understand the benefits of improving muscle tone and aerobic fitness (strength and stamina)	**Sport: Young Olympians** • Use correct technique to run at speed • Develop the ability to run for distance • Throw with accuracy and power • Identify and apply techniques of relay running • Explore different footwork patterns • Understand which technique is most effective when jumping for distance • Learn how to use skills to improve the distance of a pull throw • Demonstrate good techniques in a competitive situation **Fitness: Gym Fit Circuits** • Understand why fitness is good for health and wellbeing • Develop consistency in technique • Develop personal fitness in an obstacle-style circuit	**Sport: Striking and Fielding** • Develop skills in batting and fielding • Choose fielding techniques • Run between the wickets • Run, throw and catch • Develop a safe and effective overarm throw • Learn batting control • Use all the skills learned by playing in a mini tournament **Fitness: Fitness Frenzy** • Complete a circuit that includes a range of activities • Learn how boxercise moves can be adapted and used in a different format • Perform a sequence of steps in time with the music • Understand the benefits of improving muscle tone and aerobic fitness (strength and stamina) • Understand why fitness is good for health and wellbeing • Identify techniques to improve balance and core strength • Improve co-ordination • Perform a sequence of moves at each station within a circuit with increased accuracy

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Music	**Solar System** *(Year 5 topic)* • Listening to music with focus and analysing using musical vocabulary • Relating sound sequences to images • Interpreting images to create descriptive sound sequences • Developing the use of dynamics in a song • Listening to music, focusing on dynamics and texture • Learning a melodic ostinato using staff notation • Developing techniques of performing rap using texture and rhythm • Learning a song with a complex texture • Learning about the sound of the whole tone scale • Conducting metres of two and three • Learning to sing a song from our musical heritage • Developing accompaniments using ostinato and invented or improvised rhythms • Rehearsing for a performance • Developing a performance by adding other media • Performing with awareness of audience	**World Unite** *(Year 6 topic)* • Exploring beat and syncopation through a song and body percussion. • Developing coordination and rhythm skills • Performing a rhythmic sequence to a piece of music • Developing the idea of pitch shape and relating it to movement • Understanding pitch through movement and notation • Creating rhythm patterns • Arranging different musical sections to build a larger scale performance • Exploring rhythm through dance • Combining different rhythms Exploring ways of combining and structuring rhythms through dance	**At the movies** *(Year 5 topic)* • Understanding music narrative • Interpreting notation • Using a storyboard to structure sounds • Learning about the use of sound effects to movies • Exploring and using narrative structure • Composing sound effects to perform with a movie • Identifying changes in tempo and their effects • Exploring and understanding phrase structure of a song melody • Creating and performing a sequence of melodic phrases with a movie • Learning about the use of musical clichés in movie soundtracks • Exploring the effects of music on movies • Using the musical dimensions to create and perform music for a movie • Learning about techniques used in movie soundtracks • Exploring techniques used in movie soundtracks • Creating sounds for a movie, following a timesheet • Working in groups to create descriptive movie music • Evaluating and refining compositions • Learning about using cue scores	**Class Awards** *(Year 6 topic)* • 1. Learning music for a special occasion • Composing programme music from a visual stimulus • Singing a verse and chorus song • Writing new verses for a rap • Developing a song performance • Performing together • Developing an extended performance • Developing a song arrangement • Rehearsing for a performance • Performing together with an awareness of audience	**Our Community** *(Year 5 topic)* • Learning to sing a song • Understanding metre through singing and playing instruments • Conducting a metre of four • Conducting metres of two and three • Writing lyrics • Extending arrangements of a song • Learning to sing a song from our musical heritage • Developing accompaniments using ostinato and invented or improvised rhythms • Rehearsing for a performance • Developing a performance by adding other media • Performing with awareness of audience	**Moving On** *(Year 6 topic)* • Singing a song with expression and sustained notes • Singing in two-part and three-part harmony • Performing complex song rhythms confidently • Identifying the structure of a piece of music • Learning to play a melody with chordal accompaniment • Experiencing the effect of harmony changing • Playing instrumental parts to accompany a song • Performing a song with complex structure • Listening to and understanding modulation in a musical bridge • Preparing for a performance

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Italian	• Know how to greet people correctly in different situations • Give information about yourself and ask questions to gain information about somebody else • Revise personal pronouns • Learn the sequence of numbers up to 100 and beyond • Learn a range of colours including shades and metallic and use these to describe items • Recall vocabulary related to people in the family • Use "c`e`, e`, fa • Use vocabulary related to different types of weather in simple conversations • Know time vocabulary such as yesterday, today and tomorrow • Revise the definite article IL , LA . LE, GLI ,LO, l and know how to use them in simple phrases	• Take part in role-plays linked to meal times • Describe what you are eating using suitable adjectives • Express likes and dislikes • Be able to order food and ask questions about food in a restaurant • Revise vocabulary related to going shopping in the supermarket and be able to ask for things • Confidently use money and give change (Euros) • Learn a Christmas song • Make a Christmas card and write a Christmas message to the family • Recall most of the Christmas characters and describe them • Understand an Italian tradition – Immacolata Concezione (Immaculate Conception) • Play traditional Italian Christmas games	• Retell an Italian traditional story –La Befana and ask/answer questions about the story. Describe the traditions that go with the celebration • Revise names of animals and hold simple conversations in Italian using knowledge of animals • Recall parts of the body and adjectives to describe them • Know the names of a wider range of clothing and adjectives to describe the items of clothing • Revise colours and numbers • Know the present tense for some verbs	• Know the stories of the Commedia Dell'Arte characters and where in Italy they come from • Describe the characters using simple phrases • Demonstrate knowledge of the things Italians do to celebrate Carnevale • Learn a song for Carnevale • Know the names of the rooms and furniture inside a house and ask and answer questions related to housing • Use adjectives and prepositions to describe the position of furniture in a house • Describe different types of housing • Understand Father's Day traditions in Italy and discuss differences between English and Italian Father's Day traditions	• Consolidate the names of vehicles and to learn the names of vehicle part and write two or three sentences on this topic using a writing frame and word bank • Say sentences about vehicles using verbs, adjectives and pronouns with improved pronunciation and intonation • Make Mother's Day cards and write a poem in Italian • Understand Mother's Day traditions in Italy • Learn to tell the time to the nearest 5 minutes • Revise phrases related to time e.g. early, late, on time, delayed, cancelled etc. and to use these phrases in simple sentences	• Describe the differences between holidays taken in different locations Hold simple conversations related to holidays in different contexts e.g in a travel agents, writing a postcard • Describe what to pack for a holiday • Learn about living and working in different locations • Be able to talk of different jobs • Give a short presentation in a small group or with a partner • Consolidate vocabulary linked to what has been learnt this year
Occupations	Historian, museum curator, modern equivalent of occupations in the ancient civilizations studied, archaeologist, archivist, occupations linked to tourism, conservationist, cultural anthropologist		Occupations related to the armed forces, historian, museum curator, sustainable textiles designer, structural engineers, teacher		Sailor, marine biologist, geologist, glaciologist, chemist - studying snow, ice, freshwater etc. atmospheric physicist, meteorologist, oceanologist, careers at British Antarctic Survey e.g. Antarctic Atmospheric Scientist, Boating Officer, Carpenter/Builder, Chef, Communications Officer, Electrical Power Generation Technician, Field Dive Officer etc.	

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SMSC and FBV	**Throughout BFS Naples children will explore SMSC and FBV through a range of experiences:** **SEE APPENDIX A**		
Cultural Capital	We plan carefully to ensure that there is a wide range of experiences available to each and every child to enhance their Cultural Capital each year. Some aspects of Cultural Capital are covered within the curriculum, others are covered in assembly and some are through planned activities such as educational visits or residentials. (see cultural capital statement – Appendix B)		
Key vocabulary	Afterlife, agriculture, ancestor, Anyang, archer, armour, bamboo, battleaxe, b,i bronze, Bronze Age, chariot, China, civilisation, clan, composite bow, Confucianism, dagger-axe, deity, ding, divination, dragon, dragon bones, dynasty, emperor, Great Wall of China, Han Dynasty, hierarchy, inscription, jade, legacy, legalism, li, military, oracle bones, patina, pictograph, plastron, power, Qin Dynasty, sacrifice, shaman, Shang Dynasty, Shangdi silk, Silk Road, Spring and Autumn Period, taotie, Terracotta Army, tomb, Warring States Period, Xia Dynasty, Yangtze River, Yellow Emperor, Yellow River, Yinxu, zeng, Zhengzhou, Zhou Dynasty	Aircraft, air raid, alliance, Allied Powers, armistice, arms race, army, artillery, assassination, Axis Powers, Battle of Britain, battleship, blackout, Blitz, blitzkrieg, campaign, Central Powers, civilian, codebreaker, colony, Commonwealth, communication, conscription, D-Day, Dunkirk, dictator, Eastern Front, economy, eligible, enlist, evacuation, expansionism, fascist, First World War, genocide, Holocaust, home front, imperialism, invasion, League of Nations, liberate, little ship, Luftwaffe, militarism, munitions, nationalism, Nazi Party, neutral, no man's land, offensive, operation, pals battalion, patriotism, persecution, propaganda, radar, rationing, rebellion, recruit, remembrance, reparations, resistance, retaliation, Royal Air Force, Royal Navy, Second World War, stalemate, strategy, submarine, surrender, tactic, tank, Territorial Army, Treaty of Versailles, trench, Triple Alliance, Triple Entente, truce, U-boat, volunteer, war, warfare, warmongering, Western Front, Women's Land Army, Zeppelin	active volcano, adaptation, altitude, Antarctic Circle, Antarctic Circumpolar Current, Antarctic Peninsula, Antarctica, archipelago, Arctic Basin, Arctic Circle, Arctic Ocean, Arctic region, base camp, blizzard, boreal forest, Captain James Cook, carbon dioxide, carbon footprint, chordate, climate change, commercial fishing, compaction, continent, crevasse, culture, cyclone, damage, deforestation, desert, desert zone, disastrous, distress signal, dry valley, ecosystem, environment, equator, equatorial zone, Ernest Shackleton, evolution, expedition, exploration, extinction, extreme weather, fjord, fossil fuel, freezing point, frostbite, glacial lake, glacier, global warming, greenhouse effect, greenhouse gas emmisions, headwind, hydropower, hypothermia, ice cap, ice field, ice sheet, ice shelf, iceberg, immigrant, income, indigenous, industry, inhospitable, Inuit, island, journey, katabatic wind, landmass, landscape, limitation, line of latitude, line of longitude, mainland, malnutrition, maritime, methane, midnight Sun, migration, mining, modern, Mount Erebus, natural reserve, natural resource, nocturnal, nomadic, North Pole, Northern Hemisphere, overcrowding, permafrost, plateau, polar climate, polar day, polar night, polar region, polar zone, pollution, population, precipitation, Prime Meridian, protection, research station, RMS Titanic, Ronald Amundsen, Robert Falcon Scott, salt water, scientist, sea ice, sea level, season, semi-nomadic, settlement, snow, South Pole, Southern Hemisphere, Southern Ocean, species, specimen, steamship, survival, temperate zone, temperature, thermal insulator, topography, tourism, traditional, tragedy, Transantarctic Mountains, Tropic of Cancer, Tropic of Capricorn, tropical zone, tundra, United Nations, vegetation, voyage, warning, whaling, whiteout, wilderness

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Learning Behaviours	**Motivated Bee** ***I am an active and motivated learner.***  **Italian Bee** I take pride in my work. I am enthusiastic about learning. I can stay on task. I am ready and want to learn. I want to get involved.	**Collaborative Dolphin** ***We can work well together.***  **Striped Dolphin** We can share my ideas and opinions with others. We respect and value everyone's ideas. We listen and respond positively to the ideas of others. We work responsibly as part of a team.	**Resilient Turtle** ***I never, never, never give up!***  **Sicilian Pond Turtle** I know it's ok to get things wrong. I will learn from my mistakes. I can take risks and I'm willing to try new things. I will challenge myself. If I make a mistake, I will stay strong and try again.	**Organised Owl** **I am ready to learn**  **Little Owl** I will bring what I need from home to learn for the day. I will make sure that I have the resources I need to learn. I will help others to keep the class and school tidy and clean. I will take responsibility for my work.	**Reflective Squirrel** **I can improve my work and learning.**  **Red Squirrel** I can always improve. I can identify how to make improvements. I have high expectations of myself. I can learn from others. I can be creative in my thinking. I can make links in my learning.	**Independent Bear** **I can be independent in my learning.**  **Marsican Brown Bear** I can help myself. I find ways to solve the problem. I know when and who to ask for help when I need it I can think of new ways to do things. I take responsibility for my learning.

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Appendix A: SMSC (Spiritual, Moral, Social and Cultural development) and FBV (Fundamental British Values)

SMSC and FBV	**Throughout BFS Naples children will explore SMSC and FBV through a range of experiences for example (not an exhaustive list):**
	Spirituality: **The spiritual development of pupils is shown by their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; knowledge of, and respect for, different people's faiths, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences (OFSTED 2019)** *Through English:* create writing that is inspired by nature and the world around them; express beliefs, feelings and emotions through talk and writing; write in response to first-hand experiences; read poetry and great works of fictions including tales, myths and legends; use and express their imaginations in reading, writing and speaking. *Through Maths:* explore pattern, number, shape, space and measure in the world around them; talk creatively using mathematical language; reflect on experiences using mathematical language. *Through Cornerstones:* explore chronology and their place in history; discover how past and present is interconnected; explore how beliefs and perspectives have changed over time; understand how people's beliefs have shaped their actions; have opportunities to visit a diverse range of geographical locations; develop a sense of 'awe' and 'wonder' about the world around them; reflect on world events such as hurricanes, earthquakes and other natural disasters; understand some of the differences in the way of life of other people and countries; explore art in the environment; make transient art using natural materials; explore emotions expressed in works of art; create images and artefacts that reflect a personal interpretation of the world around them; use sketchbooks to record ideas and feelings; express ideas, feelings and beliefs through artwork; reflect on ways in which products and inventions can improve the quality of their lives and the lives of others; develop a sense of curiosity through disassembly/deconstruction of products. *Through other curriculum areas:* explore how technology makes the world a smaller place by connecting people and places; find out how technology can connect us to the natural world and space and help to develop a sense of 'awe' and 'wonder'; use imagination and creativity to create music; listen to songs and music with a spiritual theme or message; express feelings, ideas and emotions through dance and music; explore aspects of religious beliefs; find out about beliefs and practices of those in the community; explore and develop own beliefs; find out about the Earth, space and the universe and their place in it; debate big questions such as 'evolution'; explore aspects of nature including seasons' *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf* **Moral: The moral development of pupils is shown by their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (OFSTED 2019)** *Through English:* discuss and explore a point of view through stories, poems and plays; explore stories and other texts that present moral issues; explore moral issues through reading, discussion, drama and role play; present an argument through talk and writing; use persuasion in writing. *Through Maths:* test and explain mathematical statements, problems or investigations; use probability to understand risk and real-life economics. *Through Cornerstones:* explore choices and consequences that affect social change; use drama, role play, stories and pictures, to develop a better understanding of how moral issues and decisions affected history; explain why they think the choices people made were right or wrong; understand how people have been treated unfairly in the past; find out about poverty and wealth of different countries; explore issues such as Fairtrade and why this is important; understand issues affecting our own local community; investigate conservation; investigate issues related to global warming; explore art that challenges moral and ethical beliefs; explore moral dilemmas created through technological advances; develop an awareness of how sustainable materials can positively impact their lives. *Through other curriculum areas:* explore sensitive issues linked to e-safety; discern between content found online and understand that sourced information can be incorrect and biased; explore what it means to be fair in competitive sport; follow rules to play games; explore the consequences of not playing fairly; explore rules and codes of behaviour in different religions; explore sensitive issues such as genetic modification. *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf*

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	Social: The social development of pupils is shown by their: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain (OFSTED 2019) Learn and play in a range of groupings and pairings; participate in a range of social settings for example on visits; cooperate with others; explore ways of resolving conflict; take responsibility for carrying out small tasks; form positive relationships with other adults and children; listen to others in activities such as circle time or shared play *Through English:* debate and write about social issues; use non-fiction texts such as newspaper reports as a stimulus for writing or debate; read a range of fiction set in a range of social situations; create content aimed at a variety of audiences. *Through Maths:* explore maths in the real world; collaborate with others to solve mathematical problems; use group work as an opportunity to learn from others; work together to discuss, evaluate and improve their work. *Through Cornerstones:* take an active part in historical visits and workshops, collaborate with others; express opinions in discussions and respect the opinions of others; understand how laws and rules have changed over time to protect and improve life for different groups of people; investigate aspects of Italian history; explore cause and effect on people and communities of world events and natural disasters; learn about human geography of different communities and societies; explore maps to discover how people live and what resources they have; contribute to shared pieces of artwork; work with artists from within the community; exhibit artwork; explore how art has changed perceptions; share and choose appropriate ideas. *Through other curriculum areas:* use collaborative IT tools to work together and learn from others; find out about languages spoken in the local community; use Italian to communicate on trips and visits; participate in performances; work together to create group performances; co-operate with others in games, dance and outdoor and adventurous activities; enjoy competition against each other and themselves; visit places of worship and show respect for different beliefs and ways of life; explore inventions that have changed lives, such as flight, electricity and steam power. *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf* **Cultural: The cultural development of pupils is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities (OFSTED 2019)** *Through English:* explore the origins of words and language; listen to, read and discuss resources such as stories that challenge stereotypes; take part in productions and performances; watch and take part in discussions about plays and films; read and listen to texts from a variety of different cultures; read traditional and cultural tales, myths and legends. *Through Maths:* investigate patterns from different cultures; explore other number systems from the past and around the world; have opportunities to explore mathematical methods and strategies used in other countries. *Through Cornerstones:* visit and find out about historical and heritage sites; visit museums and explore historical artefacts; find out about ancient civilisations from around the world; learn about conflict within different societies and the attempts that have been made to overcome them; investigate a range of geographical locations and how they have been shaped by the cultural background of the country; study artists from a range of genres; explore art from a range of cultures; participate in cultural events; create/taste a range of dishes from a variety of different cultures *Through other curriculum areas:* explore the digital divide in different cultures and parts of the world; use technology to learn about the lives and beliefs of other cultures; explore music from a range of different cultures and historical periods; find out how religions have influenced culture in different societies; find out about different scientists from around the world; *Through Jigsaw PSHE:* Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.*UK-3-11-SMSC-and-Emotional-Literacy-Mapping-document.pdf* **Democracy: A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.** Make independent choices or make choices with help; take part in votes for example, a favourite story, school council; take part in school and class debates; work collaboratively; question information and data and challenge assumptions;

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	Through Cornerstones children will: investigate how democracy and democratic decisions have influenced history; understand how and why democracy has failed; make decisions and come to conclusions using historical evidence; explore the consequences of decisions made by individuals or groups of people; investigate how the leaders of a country are chosen; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf **Rule of Law**: **The need for rules to make a happy, safe and secure environment to live and work.** Follow class and school rules; explore what happens when rules are broken; use technology safely according to e-safety guidelines; report when they see or experience something online that is concerning; *Through Cornerstones children will:* find out how rules and laws have influenced or caused historical change; investigate the laws of different geographical locations and how they differ; explore the impact that laws have on the people living in different geographical locations; explore laws of copyright and intellectual property; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf **Individual Liberty: Protection of your rights and the rights of others around you including being free to express views and ideas** Express their own ideas through art, music, play and conversations; give an opinion or share an idea about something important to them; choose books according to personal preference; write imaginatively; *Through Cornerstones children will:* explore how historical figures expressed their views and beliefs and how their beliefs influenced history; express their views on local issues; express an opinion about a work of art or genre; express thoughts and feelings through art; use a range of materials to express their ideas and make art; talk about their work and how they might improve or develop it; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf **Tolerance and Respect**: **Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs and the ability to respect and tolerate the opinions and behaviours of others.** play cooperatively; work and play in different social groups; listen to others in activities such as circle time or during shared play; listen to the views of others in debates or discussions; read texts that challenge stereotypes; know how to, and when to, respond to others' views on social networking platforms *Through Cornerstones children will:* listen to and respect the views of others, and understand that a different view is equally valid; explore how prejudice and discrimination has influenced history and affected groups of people; discuss different cultures or beliefs and backgrounds and question misconceptions they have about them; create group pieces that involve conversation and discussion; learn about other cultures through traditional art; respond to the work of others; accept constructive feedback about their art from others; *Through Jigsaw PSHE*: Jigsaw materials fully cover Fundamental British Values as part of a school's SMSC provision. UK-British-Values-in-Jigsaw-by-Lesson.pdf

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Appendix B: Cultural Capital Statement

Every child and family who joins our setting will have their own knowledge and experiences that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

The National Curriculum states,' *It is the essential knowledge that pupils need in order to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'*

At British Forces School Naples, children benefit from a curriculum that builds on what they understand and know already as well as making the most of our unique setting and surroundings. Wherever possible, these activities are carefully planned to coincide with pupils' current learning, ensuring that coherent links are made and the knowledge acquired is memorable. In addition, we want to celebrate the uniqueness of us all and share our differences and individualism.

Some aspects of Cultural Capital are covered within the curriculum, others are covered in assemblies, through daily life in school and some are through planned activities such as educational visits, visitors to school or residentials. We building experiences and knowledge by immersing children in the world around them by thinking about people around the world; appreciating and loving music; understanding how history has shaped our future; celebrating different cultures, traditions and faiths; educational visits linked to our topics; learning about people in our community and having strong links with other schools in our community; having our say about our local area; planning and running whole school events such as Enterprise weeks; showcasing talents; learning beyond the classroom; supporting our local NATO and Host country community, Italian language lessons for all children and much more! Widening children's experiences as they progress through our school is an important step in providing rich and engaging learning across the curriculum in order to ensure that children become productive members of society.

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We also celebrate or take part in key events such as (not an exhaustive list):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant Events:	Harvest World First Aid Day Roald Dahl's Birthday Black History Month World Teacher's Day Trafalgar Day STEM Week	Bonfire Night Remembrance Children in Need Christmas St Andrew's Day Road Safety Week Anti-bullying week	Epiphany Shrove Tuesday Carnevale/ Lent Chinese New Year Safer Internet Day RAK week	Easter World Book Day International Women's Day Red Nose Day Sport's Relief Common Wealth Day St David's Day St Patrick's Day Fair Trade fortnight – Feb Women's history month British Science Week Mother's Day Enterprise Week	Brit Fete International Children's' Festival St George's Day (23.04) VE Day D Day Sports Day World Environment Day	World Music Day Arts Week Healthy Eating Week Father's Day Armed Forces Day